

# Creighton University

The following information was submitted through the [STARS Reporting Tool](#).

**Date Submitted:** Feb. 27, 2015

**STARS Version:** 2.0

# Table of Contents

<b>Institutional Characteristics</b>	<b>3</b>
Institutional Characteristics	3
<b>Academics</b>	<b>11</b>
Curriculum	11
Research	33
<b>Engagement</b>	<b>40</b>
Campus Engagement	40
Public Engagement	60
<b>Operations</b>	<b>73</b>
Air & Climate	73
Buildings	83
Dining Services	92
Energy	97
Grounds	105
Purchasing	113
Transportation	126
Waste	137
Water	148
<b>Planning &amp; Administration</b>	<b>157</b>
Coordination, Planning & Governance	157
Diversity & Affordability	175
Health, Wellbeing & Work	189
Investment	200
<b>Innovation</b>	<b>208</b>
Innovation	208

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

---

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

## Institution type:

Master

## Institutional control:

Private non-profit

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

	Present?	Included?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	Yes	Yes
<b>Pharmacy school</b>	Yes	Yes
<b>Public health school</b>	No	No
<b>Veterinary school</b>	No	No
<b>Satellite campus</b>	No	No
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	No	No
<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No

## Reason for excluding agricultural school:

---

**Reason for excluding medical school:**

---

**Reason for excluding pharmacy school:**

---

**Reason for excluding public health school:**

---

**Reason for excluding veterinary school:**

---

**Reason for excluding satellite campus:**

---

**Reason for excluding hospital:**

---

**Reason for excluding farm:**

---

**Reason for excluding agricultural experiment station:**

---

**Narrative:**

---

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

439,784,000 US/Canadian \$

### Total campus area:

139 Acres

### IECC climate region:

Cold

### Locale:

Large city

### Gross floor area of building space:

3,308,721 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

199,792 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

0 Square Feet

### Floor area of residential space:

749,898 Square Feet

### Electricity use by source::

Percentage of total electricity use (0-100)
---

<b>Biomass</b>	0.20
<b>Coal</b>	54.40
<b>Geothermal</b>	0
<b>Hydro</b>	0
<b>Natural gas</b>	20.90
<b>Nuclear</b>	13.10
<b>Solar photovoltaic</b>	0
<b>Wind</b>	11.30
<b>Other (please specify and explain below)</b>	---

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

The above sources are from our electricity provider; the university also produces up to 4% of our power via solar photovoltaic and wind.

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	0
<b>Electricity</b>	0
<b>Fuel oil</b>	0.02
<b>Geothermal</b>	0
<b>Natural gas</b>	99.98
<b>Other (please specify and explain below)</b>	0

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

---



# Academics and Demographics

## Criteria

n/a

---

### Submission Note:

Data are for academic 2013-14. This is to be consistent with the performance base year using across this survey.

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

### Number of academic divisions:

9

### Number of academic departments (or the equivalent):

56

### Full-time equivalent enrollment:

7,455.50

### Full-time equivalent of employees:

1,977

### Full-time equivalent of distance education students:

751.67

### Total number of undergraduate students:

4,076

### Total number of graduate students:

3,943

### Number of degree-seeking students:

7,815

### Number of non-credit students:

204

### Number of employees:

2,208

**Number of residential students:**

2,415

**Number of residential employees:**

14

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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.

<b>Credit</b>
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

## Responsible Party

**Ying Vuthipadadon**

Director

Institutional Research

---

## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

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

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

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

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	675	0
<b>Number of sustainability courses offered</b>	86	0
<b>Number of courses offered that include sustainability</b>	86	0

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

15

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

56

**Number of years covered by the data:**

One

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

---

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

[http://www.creighton.edu/fileadmin/user/sustainability/docs/classlist\\_2013.pdf](http://www.creighton.edu/fileadmin/user/sustainability/docs/classlist_2013.pdf)

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

<http://www.creighton.edu/about/sustainability/curriculum/index.php>

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

A small committee, including faculty, searched the course catalog, to determine sustainability courses. Personal interviews were conducted with program director. Keywords included "sustain", "green", "ecolo", and "enviro". Courses were counted by catalog listing and by aggregated courses.

The search focused only on undergraduate courses, including Arts & Sciences and Business. In future, graduate programs will be included.

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

Each course was counted as a single course regardless of the number of offerings or sections

**A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):**

---

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

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

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

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

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

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

---

### Submission Note:

Data are for academic 2013-14. This is to be consistent with the performance base year using across this survey.

Websites with more information about the learning outcomes:

Bachelor of Science with Major in Energy Science and Bachelor of Arts with Major in Sustainable Energy:

<http://www.creighton.edu/ccas/energytechnologyprogram/>

Bachelor of Science in Environmental Sciences:

<http://www.creighton.edu/ccas/environmentalscience/>

<http://academics.creighton.edu/program/environmental-science>

**Number of students who graduated from a program that has adopted at least one sustainability learning outcome:**

12

**Total number of graduates from degree programs:**

2,019

**A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:**

[Inventory of degree programs with sustainability outcomes.docx](#)

**A list of degree, diploma or certificate programs that have sustainability learning outcomes:**

Bachelor of Science with Major in Energy Science

Bachelor of Arts with Major in Sustainable Energy

Bachelor of Science in Environmental Sciences

**A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):**

Examples of sustainability learning outcomes from Sustainable Energy major:

1. Graduates will be able to explain the principles of energy and its transfer, the production of solar energy and its distribution, the human and political factors in changing the way that energy is supplied.
2. Graduates should emerge from the program having demonstrated a commitment to social and global responsibility including an awareness of Catholic Social Teaching.
3. Graduates will have obtained the competencies needed for graduate study in policy, law, business or an entry level position in a sustainability related field.

The Creighton Environmental Science major is designed to produce well-rounded scientists with both the necessary background and the problem solving skills necessary to enter graduate degree programs or gain employment in diverse environmental careers.

**The website URL where information about the institution's sustainability learning outcomes is available:**

[http://www.creighton.edu/fileadmin/user/CCAS/departments/energy-technology/BA\\_Sustainable\\_Energy\\_Mar13.pdf](http://www.creighton.edu/fileadmin/user/CCAS/departments/energy-technology/BA_Sustainable_Energy_Mar13.pdf)



# Undergraduate Program

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

Institution offers at least one:

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

And/or

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

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

---

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

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

Yes

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

BA with a Major in Sustainable Energy

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

Creighton University's sustainable energy program challenges students to explore innovation through experience and build a sustainable future. With a bachelor's in sustainable energy, students will address energy issues from an interdisciplinary perspective and enjoy a nontraditional curriculum.

Graduates will be able to explain the principles of energy and its transfer, the production of solar energy and its distribution, the human and political factors in changing the way that energy is supplied.

Graduates will be able to explain the engineering design process and will have hands-on experience with the design process.

Graduates will have a knowledge of Ignatian Pedagogy and will have developed related life-long learning skills.

Graduates will be able to communicate technology to a wide variety of audiences.

Graduates will be able to explain effective project team operation and will have worked effectively in this environment.

Graduates should emerge from the program having demonstrated a commitment to social and global responsibility including an awareness of Catholic Social Teaching.

Graduates will demonstrate advanced problem solving skills.

Graduates will have knowledge of how to implement the social science and ethical understanding relevant to a program like this that promotes cultural change.

Graduates will have obtained the competencies needed for graduate study in policy, law or business or an entry level position in a sustainability related field.

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

<https://ccas.creighton.edu/program/Sustainable-Energy-Major-BA>

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

BS with a Major in Sustainable Energy Science

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

Our energy science program is a direct reflection of the University’s Jesuit values—providing both an intellectual and practical education that will make a difference in the world. Energy science graduates find employment in sustainable design, building systems and renewable energy. Creighton’s energy science program also prepares you for graduate school in engineering.

Graduates will be able to explain the principles of energy and its transfer, the production of solar energy and its distribution, the human and political factors in changing the way that energy is supplied.

Graduates will be able to explain the engineering design process and will have hands-on experience with the design process.

Graduates will have a knowledge of Ignatian Pedagogy and will have developed related life-long learning skills.

Graduates will be able to communicate technology to a wide variety of audiences.

Graduates will be able to explain effective project team operation and will have worked effectively in this environment.

Graduates should emerge from the program having demonstrated a commitment to social and global responsibility including an awareness of Catholic Social Teaching.

Graduates will demonstrate advanced problem solving skills.

Graduates will have knowledge of how to implement the social science and ethical understanding relevant to a program like this that promotes cultural change.

Graduates will have obtained the competencies needed for graduate study in policy, law or business or an entry level position in a sustainability related field.

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

<https://ccas.creighton.edu/program/Sustainable-Energy-Science-Major-BS>

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

Bachelor of Science in Environmental Science

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

The Environmental Sciences Major introduces students to a wide range of integrated coursework within the natural and physical sciences. The major is aimed at providing career opportunities related to environmental issues and in providing a broad background for graduate work within the natural and physical sciences. The major offers four distinct tracks: (1) Global Environmental Systems which explores ecological and climatological aspects of the integrated earth system, (2) Environmental Analysis and Pollution which stresses methods in

detection, monitoring and abatement of pollution, (3) Organismal/Population Ecology which emphasizes biological aspects of the environment and, (4) Environmental Policy and Society which addresses historical political and sociological aspects of environmental issues.

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

<http://www.creighton.edu/ccas/environmentalscience/aboutevs/>

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

<https://ccas.creighton.edu/academics/degrees-majors-and-minors/ccas>

<http://energy.creighton.edu/>

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

Yes

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

Sustainable Energy Minor

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

The Creighton Energy Technology Program challenges students in science and math to explore innovation through experience and build a sustainable future. Internships and senior projects provide direct contact with companies and industry partners across the region, while humanities and social science requirements are satisfied in the context of applied science classes. Nebraska's largest solar array acts as the program's outdoor classroom. We build on the model of St. Ignatius, who designed Jesuit education to form individuals with both the intellectual and practical backgrounds required to be effective contributors to the world.

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

<https://ccas.creighton.edu/program/Sustainable-Energy-Major-BA#seminor>

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

Environmental Science Minor

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

A minor in environmental science is especially designed for students interested in careers within environmental education, environmental law or environmental monitoring and regulation. The program provides multidisciplinary science training to prepare students for graduate and professional school studies and for employment in fields of environmental science. This program is offered through interdepartmental Creighton Institute of Environmental Sciences.

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

<http://www.creighton.edu/program/Environmental-Science-Major-BSEVS#esminor>

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

Environmental Policy Minor

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

The Environmental Policy minor focuses on the ethical, cultural, political, economic, and scientific factors that facilitate or impede environmental problem-solving. The minor provides students with a grasp of national and international environmental laws and policies designed to address current environmental concerns. Students will study the political and cultural contexts that shape the relationship between human interests and environmental concerns, including the roles played by science, government, business, and civil society. This minor is a part of the Institute of Environmental Sciences.

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

<http://catalog.creighton.edu/undergraduate/arts-sciences/environmental-sciences/environmental-policy-minor/>

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

---

# Graduate Program

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

Institution offers at least one:

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

And/or

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

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

---

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

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

Yes

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

East-West Studies, Comparative Eastern and Western Energy Technology

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

In this track, students focus on developing scientific skills related to energy technology with special attention given to discussing environmental issues and environmental ethics.

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

<http://ews.creighton.edu/>

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

---

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

Campus Sustainability Data Collector | AASHE

---

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

---

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

---

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

---

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

---

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

---

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

No

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

# Immersive Experience

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

---

## Submission Note:

Specific trips:

<http://blogs.creighton.edu/ccsj/2013/11/sustainability-in-omaha-service-trip-fall-2013-omaha-ne/>

/

<http://blogs.creighton.edu/ccsj/2013/11/white-violet-eco-center-st-mary-of-the-woods-fall-2013/>

<http://blogs.creighton.edu/ccsj/2013/03/lincoln-ne-shadowbrook-farm-spring-2013/>

More can be found by exploring the CCSJ's Service Trip website:

<http://blogs.creighton.edu/ccsj/category/service-trips/service-trip-reflections/>

<http://blogs.creighton.edu/ccsj/serviceandjusticetrips/>



**Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:**

Yes

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

The Creighton Center for Service and Justice (CCSJ) offers at least one, and usually more, sustainability-themed Fall and Spring Break Service Trip each year. Sustainability is one pillar of each of the offered service trips. Trips have included a sustainability-theme immersion in Omaha, visits to West Virginia to learn about the impact of mountaintop-removal, and a trip to an eco-center. Students are very enthusiastic about their trips and what they've learned.

**The website URL where information about the immersive program(s) is available:**

<http://blogs.creighton.edu/ccsj/serviceandjusticetrips/>

# Sustainability Literacy Assessment

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

This credit includes graduate as well as undergraduate students.

---

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

# Incentives for Developing Courses

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

---

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

## Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

## A brief description of the program(s), including positive outcomes during the previous three years:

The College of Arts and Sciences and the Office for Academic Excellence and Assessment each offer Faculty Development Grants that can be used to develop new courses or adapt courses to add content. These grants have been used to pay faculty to develop many courses for the Sustainable Energy Technology majors. Total of 18 new courses with sustainability focus have been developed.

Workshops are offered to assist faculty in developing course and programs.

The new Sustainability program (major and minor) offers \$500 mini-grants to faculty to take an existing course that is part of the major and slightly modify it to create stronger linkages to the new program.

## A brief description of the incentives that faculty members who participate in the program(s) receive:

A monetary stipend is awarded for work during the summer.

\$500 grants are available for course modification.

## The website URL where information about the incentive program(s) is available:

---

# Campus as a Living Laboratory

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

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

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

---

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

**Is the institution utilizing the campus as a living laboratory in the following areas?:**

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

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

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

---

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

As a part of the Energy Technology majors, sophomore students take a Design and Rapid Prototyping class, in which they spend a year on a project on campus. One group is focused on using solar energy to pre-heat air in one of the buildings. Another group is focused on providing efficient, solar powered lighting in areas of campus lacking sufficient lighting.

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

An anthropology professor created a community garden with her students on land provided by the university. They are working with a local refugee community, who use the space to garden. The students and faculty are working with the community to determine their needs and provide an appropriate space for their use.

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

As a part of the Energy Technology majors, sophomore students take a Design and Rapid Prototyping class, in which they spend a year on a project on campus. One group is focused on providing efficient, solar powered lighting in areas of campus lacking sufficient lighting. Furthermore, students are monitoring the energy consumption in buildings.

Students work on, install, maintain, and monitor the on-campus solar and wind power systems.

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

A student, along with faculty and staff, is a member of the Tree Advisory committee, which provides guidance on the planting and maintenance of trees on campus. Because of the work of this committee, Creighton has been awarded the Tree Campus USA designation each year since 2008.

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

---

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

As a part of the Energy Technology majors, sophomore students take a Design and Rapid Prototyping class, in which they spend a year on a project on campus. One group is focused on providing charging stations for electric vehicles. They are currently halfway through their project.

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

A professor in Chemistry has installed several composters. Students learn the appropriate methods for composting their home food waste. Students across campus are able to provide materials for the composter. The compost will then be used on campus.

**A brief description of how the institution is using the campus as a living laboratory for Water and the positive**

**outcomes associated with the work:**

As a part of the Energy Technology majors, sophomore students take a Design and Rapid Prototyping class, in which they spend a year on a project on campus. One group is focused on finding a use for water that is currently removed from under a science building via sump pump. They are currently halfway through their project.

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

---

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

---

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

Throughout the past two years a dedicated team of occupational therapy students have been developing the space which is called the Remember your Roots Sensory garden (RyRSG). This area will be used as an extension of the class room to: (a) further develop themes in the doctor of Occupational Therapy curriculum, (b) provide an opportunity for students to directly experience how a sensory garden can be utilized clinically with barrier free gardening, and (c) as an inviting area for interdisciplinary interaction, reflection, and rejuvenation. RyRSG has added to the aesthetics of the west side of the Creighton University campus and has provided an outdoor environment that is used by faculty and students, visitors, prospective students and community members as a place of beauty and rejuvenation.

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

---

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

---

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

---

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

---



# Research

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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

---

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

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

12

### **Total number of the institution's faculty and/or staff engaged in research:**

541

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

8

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

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

---

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

1. Dr. Barbara Dilly, Sociology, Anthropology & Social Work
2. Dr. Richard Miller, Theology
3. Dr. John Schalles, Biology
4. Dr. Jay Leighter, Communication Studies
5. Dr. Tim Wagner, Atmospheric Sciences
6. Dr. Samantha Senda-Cook, Communication Studies
7. Dr. John O'Keefe, Theology
8. Dr. Andrew Baruth, Physics
9. Dr. Erin Gross, Chemistry
10. Dr. Mary Ann Vinton, Biology
11. Dr. Amy Wendling, Philosophy
12. Dr. William Stephens, Philosophy

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

A keyword search was conducted on published research. Interviews were conducted with appropriate faculty for follow-up.

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

Dr. Michael Cherney has a grant to develop the Energy Technology programs. Dr. Andrew Baruth has grant for an energy camp program during the summer. Several of our professors have published on a wide range of topics, including invasive plant ecology and ecology education, ecological anthropology, vegetarianism, environmental philosophy, green chemistry, "Experiential Degradation: It's Not Just the Environment that's in Danger" and more.

"Strategic Communication for Sustainable Design" funded by the Nebraska Environmental Trust in collaboration with the Joslyn Institute for Sustainable Communities -- Dr. Jay Leighter

"God, Creation, and Climate Change: A Catholic Response to the Environmental Crisis", ed. Richard W. Miller (Maryknoll, NY: Orbis Books, 2010).

"Greening of the Papacy": Kripke Symposium in 2012

**The website URL where information about sustainability research is available:**

---

# Support for Research

---

## Responsible Party

Mary Duda

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

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

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

Yes

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

1. The College of Arts and Sciences offers several competitive internal grants that are intended for faculty to work with undergraduates on research projects. These can be used for sustainability topics.
2. A donor has earmarked money for students to do research in Energy Science.
3. Facilities Management department offers small grants that are earmarked for sustainability projects of any kind.
4. In the "Environmental Communications" class, faculty mentor students in order to enable students to submit analyses to conference proceedings.
5. Additionally, the Center for Undergraduate Research And Scholarship (CURAS) facilitates undergraduate student participation in research and scholarly activity with faculty at Creighton University and serves as a point of information and contact for both undergraduate students and faculty to build bridges across academic units.
6. An example of undergraduate research work in sustainability:  
Maria Benevento, "Simple Living: Sustainability and Spirituality in Northeast Missouri Intentional Communities". Advisor: Dr. Tracy Leavelle. The student is one of the 2014 summer undergraduate research fellowship awardees. She has presented this research at a

number of venues, including the Center for Undergraduate Research and Scholarship's annual research fair, as her capstone project, and at the Mid-America Humanities Conference.

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

<http://www.creighton.edu/curas/aboutcuras/>

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

Yes

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

1. Facilities Management offers small grants that are earmarked for sustainability projects of any kind.
2. The office of Sponsored Programs facilitates regular meetings of faculty to identify publication and grant opportunities for sustainability topics.
3. The College of Arts and Sciences offers several competitive internal grants that are intended for faculty to work with undergraduates on research projects. These can be used for sustainability topics.
4. Additionally, the university offers summer research grants that faculty can use for sustainability research.

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

<http://www.creighton.edu/researchcompliance/index.php>

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

No

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

Research of any kind is viewed favorably in the rank and tenure process. Additionally, the strategic plan for the university has highlighted the importance of interdisciplinary research and there are committees working to implement this.

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

---

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

No

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

---

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

---

## Access to Research

### Criteria

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

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

---

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

# Engagement

## Campus Engagement

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development



# Student Educators Program

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

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

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

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

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

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

---

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

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

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

---

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

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

60

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

An afternoon event, "Creighton For & With Others", focuses on partnering new students with the Omaha community. Community partners include City Sprouts, Habitat for Humanity, Omaha Food Bank and two local homeless shelters, Siena Francis House and the Stephen Center. A follow-up event takes students into the community to meet with the partners.

Another afternoon focuses on experiencing popular attractions close to campus and includes the Cycling Omaha facility.

All students are invited to a Volunteer Fair, in which students can talk to local organizations that need volunteers.

A "Think Fair Trade" event offers fair trade items for students.

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

[https://www.creighton.edu/fileadmin/user/students/NSO\\_Images/Welcome\\_Week/WW\\_2013\\_Website\\_View.pdf](https://www.creighton.edu/fileadmin/user/students/NSO_Images/Welcome_Week/WW_2013_Website_View.pdf)

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

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

---

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

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

	<b>Yes or No</b>
--	------------------

<b>Active student groups focused on sustainability</b>	Yes
<b>Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	No
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	No
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	No
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	No
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	No
<b>Programs through which students can learn sustainable life skills</b>	No
<b>Sustainability-focused student employment opportunities offered by the institution</b>	Yes
<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	No
<b>Other co-curricular sustainability programs and initiatives</b>	No

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

Green Jays is a student environmental coalition formed from several smaller groups on campus. In 2013, they organized and hosted their first "We Matter Walk" in which 100+ students and allies marched from campus through downtown to bring attention to their generation's concern for the environment. In 2014, the walk again drew more than 100 people. The group focuses on different topics each year, such as bottled water, green meeting certifications, and more.

**The website URL where information about student groups is available:**

<http://www.creighton.edu/groups/greenjays/upcomingevents/>

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

The Ignatian Garden was founded in 2010 as a place where students, faculty, and staff could grow produce for their own use or for the benefit of others. Gardeners are asked to adhere to the principles of organic gardening for the well-being of the gardeners, community, and environment. There is currently a waiting-list to have a plot in the garden.

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

<http://www.creighton.edu/health/wellness/programs/acultureofhealth/ignatiangarden/index.php>

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

---

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

---

**A brief description of the sustainable investment or finance initiatives:**

---

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

---

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

The Kripke Center for the Study of Religion and Society hosts an annual "Religion and the Environment Lecture" and recently hosted a symposium entitled "Greening the Papacy"

The Environmental Sciences (EVS) department hosts a weekly seminar series (no website, unfortunately) highlighting various topics of interest to EVS students.

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

<http://moses.creighton.edu/kripke/Recent13-14.html>

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

---

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

---

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

---

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

---

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

---

**The website URL where information about the theme is available:**

---

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

---

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

---

**A brief description of sustainability-focused student employment opportunities:**

Facilities Management has several work-study positions available.

Two are Climate Action Plan interns: these two students are responsible for working on implementing various aspects of the climate action plan.

There are currently 3 (and room for more) students employed at the BikeNest, a bike repair co-op on campus.

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

<http://www.creighton.edu/about/sustainability/transportation/bicycle/index.php>

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

---

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

---

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

The Creighton Center for Service and Justice offers spring and fall break service trips every year. Among the offerings are several sustainability-themed service trips, including learning about sustainability in our local community or traveling to Appalachia to discover the impact of coal mining on the population and the environment.

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

<http://blogs.creighton.edu/ccsj/serviceandjusticetrips/>



# Outreach Materials and Publications

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

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

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

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

---

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

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

	Yes or No
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

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

**A brief description of the central sustainability website:**

Our website contains links to Sustainability Council meeting minutes, ongoing programs, and updates on our ACUPCC progress.

**The website URL for the central sustainability website:**

<http://www.creighton.edu/about/sustainability>

**A brief description of the sustainability newsletter:**

---

**The website URL for the sustainability newsletter:**

---

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

Creighton Sustainability has a Facebook page. The GreenJays student group has a Facebook page and a Twitter feed.

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

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

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

St. Albert's Day is an institution-wide celebration of research. Students do presentations, both posters and live, and are judged on their research.

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

<http://www.creighton.edu/gradschool/news/stalbertsday/index.php>

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

The Harper Center has a display that shows energy usage in real time, along with usage to date and the environmental impact of that use.

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

---

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

Dining Services has information on the napkin dispensers, as well as posters and brochures.

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

<https://creighton.sodexomyway.com/planet/local.xhtml>

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

---

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

---

**A brief description of the sustainability walking map or tour:**

There is a tour to discover various trees on campus.

**The website URL of the sustainability walking map or tour:**

[http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/Winter\\_tree\\_tour.pdf](http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/Winter_tree_tour.pdf)

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

There is information on the website about the shuttle, biking, zipcar, MetrO! Rideshare, etc.

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

<http://www.creighton.edu/about/sustainability/transportation/index.php>

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

# Outreach Campaign

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

Yes

**The name of the campaign (1st campaign):**

Give and Go! Residence Hall donation drive

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

Creighton participated in a pilot program with Keep America Beautiful and Goodwill to collect donations from the residence halls at move-out and donate them to Goodwill. Over 40,000 pounds of materials were collected and donated.

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

Over 40,000 pounds of materials were donated to Goodwill over the course of move-out.

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

<http://www.creighton.edu/about/sustainability/recycling/givego/index.php>

**The name of the campaign (2nd campaign):**

oneShirt clothing drive

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

oneShirt is a national clothing drive competition that encourages students, faculty, and staff to donate unwanted clothing to a local charity during Earth Week.

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

In 2013, Creighton beat its totals for 2012, with 4,862 pounds of clothes (1.17 pounds per student) donated to the Heart Ministry Center. This got us second place in both categories.

In 2012, Creighton finished fourth in both total weight (2,687 pounds) and pounds per student (0.347).

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

<http://www.creighton.edu/about/sustainability/getinvolved/oneshirt/index.php>

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

Each semester residence hall students challenge each other to determine who can save the most energy during a two-week period. Students see the benefits of reducing their electrical consumption when the results publicize the dollars saved to the University.



# Employee Educators Program

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

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

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

---

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

# Employee Orientation

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

---

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

# Staff Professional Development

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

# Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

<b>Credit</b>
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

# Community Partnerships

**Responsible Party**

**Mary Duda**  
 Sustainability Coordinator  
 Facilities Management

**Criteria**

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

Each partnership conforms to one of the following types:

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

**C.Transformative**

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

---

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

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

Yes

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

The university provides land for a community garden for Bhutanese refugees. This garden started in May 2013 and is intended to continue. One of Creighton's professors, along with her students, works with the group to determine what to grow and how to grow it. The grounds crew provides water and other services for the garden.

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

Yes

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

The Community Bike Project Omaha (CBPO) is in the neighborhood adjacent to the university and was partially funded initially with a grant from the university. There is an ongoing partnership between CBPO and the on-campus bike shop (called The BikeNest). Students work at both sites and one of our professors is in a leadership position at CBPO. Volunteers at the shop work with neighborhood residents (kids, teens, and adults) to teach them to repair and maintain the bikes. Participants in the program earn bikes by attending workshops. In

this way, people who would not otherwise be able to afford a bike are able to take a bike home and use it for transportation.

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

Yes

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

The university provides land in the adjacent Gifford Park neighborhood for a community garden that is open to residents. This has been ongoing since 2001. Residents are able to grow their own food and build a community. Teens in the program sell the produce they grow, teaching them a plethora of skills: organic/sustainable gardening, entrepreneurship, life skills, and more.

Creighton provides the land, as well as staff members to help maintain the garden.

Stakeholder groups are found living in the community. Systemic change is brought about by both teaching the adults and working with the youth.

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

The university has a robust partnership with the Institute for Latin American Concern in the Dominican Republic. This includes a group of chemistry students that travels to the DR to work with local people on water issues.

**The website URL where information about sustainability partnerships is available:**

---



# Inter-Campus Collaboration

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

---

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

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

Yes

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

N/A

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

AASHE

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

Creighton created and hosts the "Midlands Higher Education Sustainability Forum", a quarterly conference call in which colleges and universities in Nebraska, Iowa, Kansas and Missouri discuss issues that pertain to sustainability in the midwest.

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

<http://www.creighton.edu/about/sustainability/getinvolved/forum/index.php>

# Continuing Education

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

---

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

*Institution does not offer continuing education or community education programs.*

# Community Service

---

## Responsible Party

**Ying Vuthipadadon**

Director

Institutional Research

---

## Criteria

### *Part 1*

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

### *Part 2*

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

---

## Submission Note:

For more information about Creighton's involvement in the community, visit

-

<https://www.creighton.edu/communityrelations/service/index.php>

-

<http://www.creighton.edu/aea/servicelearning/index.php>

-

<http://blogs.creighton.edu/ccsj/project-homeless-connect-omaha/>

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

## Number of students engaged in community service:

4,063

## Total number of students :

6,711

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

Yes

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

389,252

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

No

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

This information is for academic 2011-12. We are in the process of summarizing 2012-13.

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

Yes

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

The university hosts "Project Homeless Connect" each year. This initiative is "a one-day event that serves as a "one-stop shop", connecting homeless individuals to needed services, including: housing, healthcare, legal resources, Social Security, food-stamp benefits, and employment." Employees are invited and encouraged to attend. They receive time off to attend and participate. Government agencies, non-profit agencies, local businesses, volunteer groups, medical providers, legal experts and many other service providers come together to offer on-site immediate assistance to individuals, families, seniors, veterans and youth who find themselves homeless. Project Homeless Connect Omaha has assisted homeless individuals improve their lives and exit life on the streets.

Visit

<https://www.creighton.edu/communityrelations/service/index.php>

for more information about Creighton's involvement in the community,

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

<http://www.creighton.edu/aea/servicelearning/index.php>

# Community Stakeholder Engagement

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

And

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

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

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

---

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

# Participation in Public Policy

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

---

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

# Trademark Licensing

---

## Responsible Party

**Joseph Zaborowski**

Director

Purchasing

---

## Criteria

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

---

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

**Is the institution a member of the Worker Rights Consortium?:**

Yes

**Is the institution a member of the Fair Labor Association? :**

Yes

**Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :**

Yes

**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:**

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

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

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

---

### Submission Note:

We do not own a hospital.

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

*The affiliated hospital or health system has been excluded from the institutional boundary.*



# Operations

## Air & Climate

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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUJ-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

---

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

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

Yes

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

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

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

No

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

We use the Clean Air-Cool Planet tool.

**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 internal and/or external verification process:**

---

**Scope 1 and Scope 2 GHG emissions::**

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

<b>Scope 1 GHG emissions from stationary combustion</b>	<i>972 Metric Tons of CO2 Equivalent</i>	<i>1,270 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>585 Metric Tons of CO2 Equivalent</i>	<i>633 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>28,931 Metric Tons of CO2 Equivalent</i>	<i>30,534 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>25,009 Metric Tons of CO2 Equivalent</i>	<i>23,561 Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

---

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

---

**A brief description of the composting and carbon storage program:**

---

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

---

**Figures needed to determine “Weighted Campus Users”::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	2,415	2,459
<b>Number of residential employees</b>	14	14
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	7,455.50	6,840.20
<b>Full-time equivalent of employees</b>	1,977	2,746
<b>Full-time equivalent of distance education students</b>	751.67	405.74

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2009	June 30, 2010

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

Our president signed the ACUPCC in 2010; we did our baseline GHG for that year.

**Gross floor area of building space, performance year:**

3,397,637 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	200,000 <i>Square Feet</i>

<b>Healthcare space</b>	<i>0 Square Feet</i>
<b>Other energy intensive space</b>	<i>0 Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	<i>8,579 Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	<i>8,243 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	<i>229 Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	<i>---</i>
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	<i>---</i>
<b>Waste generated in operations</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	<i>4,153 Metric Tons of CO2 Equivalent</i>

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

Other categories we included:

Wastewater

Paper Purchasing

Food Transport Purchasing

Electronic Purchasing

Office Supply Purchasing

Scope 2 Transmission and Distribution Losses

**A copy of the most recent GHG emissions inventory:**

[Creighton Greenhouse Gas FY2013.pdf](#)

**The website URL where the GHG emissions inventory is posted:**

<http://www.creighton.edu/about/sustainability/acupcc/index.php>

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

---

# Outdoor Air Quality

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

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

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

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

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

## **Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:**

Yes

## **A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

These guidelines are part of the document "Sustainability in Construction at Creighton":

- . Turn off engines when the machine isn't being utilized.
- . Car pool to the job site.
- . If you are going to be parked for more than 30 seconds, turn off the engine.

Ten seconds of idling can use more fuel than turning off the engine and restarting it. Idling gets ZERO miles per gallon.

[http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/Sustainability\\_in\\_construction\\_at\\_Creighton\\_2012.pdf](http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/Sustainability_in_construction_at_Creighton_2012.pdf)



**Has the institution completed an inventory of significant air emissions from stationary sources on campus?:**

No

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

---

**Weight of the following categories of air emissions from stationary sources::**

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

**A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:**

---

**The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:**

---



# Buildings

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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

---

## Responsible Party

**Wesley Walling**

Building Operations Director

Facilities Management

---

## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

---

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

**Does the institution have any building space certified under the following green building rating systems for existing buildings?:**

	Yes or No
<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	No
<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No

<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

---

**Total floor area of eligible building space (operations and maintenance):**

*0 Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

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

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::**

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

**Floor area of building space that is certified at any level under other green building rating systems for existing buildings:**

---

**Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:**

*0 Square Feet*

**A copy of the sustainable building operations and maintenance guidelines or policies:**

---

**The date the guidelines or policies were formally adopted:**

---

**A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:**

We are upgrading the building controls systems in many of the buildings on campus. We are also working to change the building temperatures and occupancy schedules to correspond to the campus schedules.

**A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:**

We have an Energy Management department that monitors the buildings status to verify proper operation of all systems.

**The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:**

---

# Building Design and Construction

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

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

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

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

And/or

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

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

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

---

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

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

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

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

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

---

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

389,163 *Square Feet*

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

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

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major**



**renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

---

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

---

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

389,163 *Square Feet*

**A copy of the guidelines or policies :**

[Sustainable Design.pdf](#)

**The date the guidelines or policies were adopted:**

March 1, 2010

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

Championship Center  
Wayne and Eileen Ryan Athletic Center and D.J. Sokol Arena;  
Rasmussen Fitness Center;  
The Harper Center for Student Living and Learning  
Davis Square  
Opus Hall

**A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:**

Facilities Management Planning and Design will work in unison with the A/E firms and contractors to ensure that sustainability goals are incorporated into every aspect of planning for the program, design and budget of Creighton University facilities.

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

[http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/CU\\_sustainable\\_design\\_policy.pdf](http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/CU_sustainable_design_policy.pdf)

# Indoor Air Quality

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

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

---

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

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

3,308,721 *Square Feet*

## **Gross floor area of building space:**

3,308,721 *Square Feet*

## **A brief description of the institution's indoor air quality program(s):**

The institution owns an Aircuity machine that tracks total VOCs, carbon dioxide, and carbon monoxide, as well as tracks radon, humidity, and temperatures. This machine is deployed regularly throughout campus, both as a baseline for commissioning, and in response to complaints.

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

---

## Dining Services

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

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

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

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

---

## Responsible Party

**Patty Marcum**

Marketing Specialist  
University Dining Services

---

## Criteria

### *Part 1*

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### *Part 2*

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

---

## Submission Note:

[https://creighton.sodexomyway.com/images/Social\\_Responsibility\\_2011\\_tcm1018-22738.pdf](https://creighton.sodexomyway.com/images/Social_Responsibility_2011_tcm1018-22738.pdf)

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

# Low Impact Dining

---

## Responsible Party

**Patty Marcum**

Marketing Specialist  
University Dining Services

---

## Criteria

### *Part 1*

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

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

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

Or

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

### *Part 2*

Institution:

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

And

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

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

---

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

**Percentage of total dining services food purchases comprised of conventionally produced animal products:**

11

**A brief description of the methodology used to track/inventory expenditures on animal products:**

---

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):**

Vegan options are offered at every meal.

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**

---

**The website URL where information about where information about the vegan dining program is available:**

<http://www.tomorrowstarts2day.com/>

**Annual dining services expenditures on food:**

---

**Annual dining services expenditures on conventionally produced animal products:**

---

**Annual dining services expenditures on sustainably produced animal products:**

---



# Energy

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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

### Part 1

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

### Part 2

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

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

---

### Submission Note:

2005 electricity is estimated based on data from 2008-2012 fiscal years. Steam and chilled water are actual data.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	455,791 <i>MMBtu</i>	414,180 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	135,722 <i>MMBtu</i>	140,380 <i>MMBtu</i>
<b>District steam/hot water</b>	195,323 <i>MMBtu</i>	221,220 <i>MMBtu</i>

### Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,200,000 <i>Gross Square Feet</i>	2,884,131 <i>Gross Square Feet</i>

**Floor area of energy intensive space, performance year::**

	Floor Area
Laboratory space	200,000 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

**Degree days, performance year (base 65 °F / 18 °C)::**

	Degree Days
Heating degree days	4,984
Cooling degree days	2,045

**Source-site ratios::**

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2009	June 30, 2010

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

Creighton's president signed the ACUPCC in January 2010; the first GHG inventory was completed that year.

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

State of the art building management systems are used to control temperatures in building spaces/rooms during occupied and unoccupied hours. We have night set backs incorporated for the campus. We also have unoccupied modes set where we can. We also employ a Demand control ventilation on all new installs to limit the amount of outside air that we need to recondition.

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

We have upgraded many of the existing lighting to LED's, including such applications as hallways, retail spaces and outdoor pathway lighting. We have a standard to install only new LED's for all project work. LEDs in the Energy Technology department's classroom are powered using a low-voltage transformer.

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

We use motion, infrared, and light sensors to reduce lighting consumption in locations across campus, including offices, restrooms, hallways, library stacks, gymnasiums, classrooms, laboratories and outside lighting such as pathways and entrance lights. We install new lighting control systems that incorporate occupancy sensors in all new projects. We also install around 200 new occupancy sensors per year.

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

There is a passive solar heater on one of our buildings.

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

There are ground-source heat pumps in two of our buildings.

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

---

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

We are working with the Control contractor on building HVAC commissioning.

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

Schneider Smart Structure Building Management System controls HVAC and lighting across campus. We have a project in place to upgrade the meters in all buildings and bring them to the new control system.

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

Our standards require all new equipment to be energy star rated.

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

---

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

All vending machines on campus are Energy Star certified.

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

We are deploying aircurity lab monitoring systems, lighting controls, LED lighting projects, mechanical system upgrades to higher efficiency units, Building Control Systems upgrades, retro commissioning of all units.

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

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

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

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	460 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>

**Total energy consumption, performance year:**

395,639 *MMBtu*

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

In June 2010, with the assistance of funding from the US Department of Energy and the Omaha Public Power District, Creighton University is deploying a variety of solar and wind energy collection systems on the grounds of the main campus. Altogether, these collectors are capable of generating approximately 120 kW of clean, renewable energy. The collectors and associated power inverting electronics include a broad spectrum of commercially available architectures chosen as part of student-oriented research project to evaluate the performance of these renewable energy systems in the climate of Nebraska.

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

A solar water heating system is installed on the Hixson-Lied Science Building and provides most, if not all, of the domestic hot water for the buildings.

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

---

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

---

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

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



# Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

---

## Responsible Party

**Jessica Heller**  
Horticulturalist  
Facilities Management

---

## Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

**Figures required to calculate the total area of managed grounds::**

	<b>Area</b>
<b>Total campus area</b>	139 Acres
<b>Footprint of the institution's buildings</b>	35 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	0 Acres

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	38 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	0 Acres
<b>Managed organically, third party certified and/or protected</b>	0 Acres

**A copy of the IPM plan:**

---

**The IPM plan :**

Pest and disease issues are monitored and action only taken to control them when the health of the plant is in jeopardy. Efforts are made to prevent pest problems through cultural practices, for example rotating species in annual beds and selecting species based on site conditions. When pest pressure exceeds tolerance limits, the control method is chosen by balancing pest pressure with impact of the control method on non-target species and also the effectiveness of the control method.

**A brief summary of the institution's approach to sustainable landscape management:**

More information here:

<http://www.creighton.edu/about/sustainability/landscape/index.php>

**A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:**

During the plant selection process native plants are given consideration. When they fit the required aesthetic and functional purposes of the design, native species or cultivars of native species are preferred over non-natives. For less formal, smaller-scale plant replacements or installations, natives are more predominantly chosen, as the design guidelines are more flexible. Plant availability from vendors is also a factor; natives specified in a design are not always available and substitutions are sometimes required.

**A brief description of the institution's landscape materials management and waste minimization policies and practices:**

Landscape waste is collected in 20-yard dumpsters and taken to a composting facility. Tree debris is chipped on-site and used as mulch for the campus greenhouse and community garden.

**A brief description of the institution's organic soils management practices:**

---

**A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:**

---

**A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:**

---

**A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):**

---

**A brief description of any certified and/or protected areas:**

---

**Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:**

Yes

**The website URL where information about the institution's sustainable landscape management programs and practices is available:**

<http://www.creighton.edu/about/sustainability/landscape/index.php>



**Responsible Party**

**Jessica Heller**  
Horticulturalist  
Facilities Management

---

**Criteria**

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

---

*"---" 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, and/or regions of conservation importance?:**

No

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

---

**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

No

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

No

**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

---

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

---

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

The campus greenhouse, managed by the Biology Department, has a native garden area with a pond and native trees and plants. The site is dynamic, but has always maintained the native planting to some extent. Plans are also in progress to plant a prairie garden on an adjacent piece of campus land. Additionally, the University owns and operates a retreat center on 157 acres of wooded land in Griswold, IA.

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

---



# Purchasing

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.

<b>Credit</b>
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

# Electronics Purchasing

---

## Responsible Party

**Joseph Zaborowski**  
Director  
Purchasing

---

## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

---

## Submission Note:

Purchase numbers taken from Purchasing's annual buying report.

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

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

Yes

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

[2.9\\_Sustainability.doc](#)

**The electronics purchasing policy, directive, or guidelines :**

Belwo is a link to our Energy Star purchase prgram

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

Please click into policy 2.9. All approved computers and peripherals are EPEAT gold with a few silver. The standards are on a locked down page and do not have public access. All purchases are sent through Purchasing with an additional approval by IT. We have just introduced an eProcurement system for ordering on campus which further controls this process. 90% of devices are either Lenovo or Apple

**Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	335,383 US/Canadian \$
<b>EPEAT Gold</b>	3,018,442 US/Canadian \$

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

3,353,825 US/Canadian \$

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

<http://www.creighton.edu/admin/purchasing/policies/practices/index.php>

# Cleaning Products Purchasing

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

### *Part 1*

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

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

### *Part 2*

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

---

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

The university uses two core products for all cleaning on campus. One is a Green-Seal Certified all-purpose peroxide cleaner. The other is a disinfectant.

Our electric powered cleaning equipment such as vacuums are certified by the Carpet and Rug Institutes Green label testing program and have a sound level of 70dBA or less. All powered hard surface equipment have the same sound requirements and are equipped with dust capturing guards and other devices that capture fine particles. The carpet extractors and automatic floor scrubbers are equipped with on board metering devices that optimize water output and cleaning chemicals. All equipment that contain on-board batteries are environmentally preferred gel batteries.

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

All of our green cleaning products are purchased centrally through the custodial services department.

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

Yes

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

42,481.38 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

81,752.83 US/Canadian \$

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

---

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

---

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

---

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

---

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

<http://www.creighton.edu/about/sustainability/buildings/greencleaning/index.php>

# Office Paper Purchasing

---

## Responsible Party

**Joseph Zaborowski**  
Director  
Purchasing

---

## Criteria

### *Part 1*

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

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

### *Part 2*

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

---

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

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

Yes

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

[2.9\\_Sustainability.doc](#)

**The paper purchasing policy, directive or guidelines:**

---

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

Please click into policy 2.9.

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

Yes

**Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	1,422 <i>US/Canadian \$</i>
<b>30-49 percent</b>	5,853 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	0 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

99,767 *US/Canadian \$*

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

<http://www.creighton.edu/admin/purchasing/policies/practices/index.php>



# Inclusive and Local Purchasing

---

## Responsible Party

**Joseph Zaborowski**

Director

Purchasing

---

## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

---

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

**Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

Yes

**A copy of the policy, guidelines or directive governing inclusive and local purchasing:**

---

**The policy, guidelines or directive governing inclusive and local purchasing:**

The University has an active underutilized business program. In addition to the policy linked below, members of the Purchasing team have held leadership and board membership in the local minority business council. We also have hosted numerous training seminars for the local minority business community on campus. Additionally, underutilized business spend is part of each buyer in Purchasing's performance appraisal with year over year increase of percentage of spend expected.

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

Yes

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

2.97

**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://www.creighton.edu/admin/purchasing/policies/practices/index.php>

# Life Cycle Cost Analysis

---

## Responsible Party

**Joseph Zaborowski**

Director

Purchasing

---

## Criteria

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

---

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

# Guidelines for Business Partners

---

## Responsible Party

**Joseph Zaborowski**

Director

Purchasing

---

## Criteria

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

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

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

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

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

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

---

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

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:**

Some

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:**

Some

**A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

[2.8 Supplier Labor Practice.doc](#)

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

---

**A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:**

Please click policy 2.8 for Supplier Labor Practice. Also review policy 2.9. We are also members of the Fair Labor Association and Worker's Rights Consortium.

**The website URL where information about the institution's guidelines for its business partners is available:**

<http://www.creighton.edu/admin/purchasing/policies/practices/index.php>

# Transportation

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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

**Criteria**

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

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

And/or

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

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

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

---

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

**Total number of vehicles in the institution’s fleet :**

188

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	3
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	4
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

Facilities Management is replacing gas-powered vehicles with electric vehicles as they age out of the fleet. The university is working with the local natural gas provider to determine uses for CNG vehicles in the fleet.

Students in the Energy Technology major are developing a business plan to purchase and install level 2 charging stations on campus.

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

---



# Student Commute Modal Split

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

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

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

---

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

## Total percentage of students that use more sustainable commuting options:

66.40

## The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	33.60
Walk, bicycle, or use other non-motorized means	31.70
Vanpool or carpool	15.20
Take a campus shuttle or public transportation	14.50
Use a motorcycle, scooter or moped	5

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

A survey was conducted in 2010. The survey has not been updated since.

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

[Campus Sustainability Data Collector | AASHE](#)



# Employee Commute Modal Split

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

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

---

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

## Total percentage of the institution's employees that use more sustainable commuting options:

18

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	82
Walk, bicycle, or use other non-motorized means	2.75
Vanpool or carpool	14
Take a campus shuttle or public transportation	1.25
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	---

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

A survey of faculty and staff was conducted.

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

<http://www.creighton.edu/about/sustainability/transportation/index.php>

# Support for Sustainable Transportation

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

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

Option A: Institution:

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

And/or

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

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

### *Part 2*

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

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

- Other strategies

---

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

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

Yes

**A brief description of the facilities for bicycle commuters:**

All faculty, staff, and students have access to two fitness centers on campus which have lockers and shower facilities.

There is a bike storage facility in one of the parking garages. We also have an indoor winter storage facility, where students can secure their bikes during the winter.

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

No

**A brief description of the bicycle parking and storage facilities:**

---

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

Yes

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

Our campus is walkable with a central pedestrian mall running almost the entire length of the campus. Burt Street runs through the campus and has a dedicated bike lane or "sharrows". While streets do bisect the campus, they divert traffic away from the core of campus, allowing for safe pedestrian and bicycle travel.

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

No

**A brief description of the bicycle sharing program:**

---

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

No

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

---

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

Yes

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

Campus shuttle service provides faculty, staff, students, and visitors with safe and convenient transportation to most sites on campus up to 19 1/2 hours a day. Two routes, the East shuttle and the West shuttle, run concurrently to link all corners of the campus with most destinations in between. The Burt St. shuttle transports employees and students to and from parking lots bordering Burt Street. Over 4,000 riders per week use this service.

Campus shuttle service runs during the undergraduate school year and is off for all undergraduate breaks and holidays.

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

No

**A brief description of the GRT program:**

---

**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

The university is a partner in MetrO! Rideshare, which is a free, quick, and secure service that connects commuters throughout the Omaha-Council Bluffs metropolitan area who are interested in carpooling and other alternative forms of transportation.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

Creighton hosts 2 ZipCars on campus.

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

No

**A brief description of the electric vehicle recharging stations:**

---

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the telecommuting program:**

All salaried people can telecommute as needed. It is considered part of the flexible work arrangements offered by the university.

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

Yes

**A brief description of the condensed work week program:**

The university provides an option for flex time for employees. This can mean a condensed work week, a nontraditional start/end time, or extended mid-day/lunch hours offset by additional hours worked at the beginning or end of the shift, or other arrangements.

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

No

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

---

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

No

**A brief description of other sustainable transportation initiatives and programs:**

---

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

---



# Waste

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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

### Criteria

#### Part 1

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

#### Part 2

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

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

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

---

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

### Waste generated::

	Performance Year	Baseline Year
Materials recycled	208 Tons	228 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	20 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	1,094 Tons	1,026 Tons

**Figures needed to determine "Weighted Campus Users":**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	2,378	2,459
<b>Number of residential employees</b>	14	14
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	7,152.30	6,840.20
<b>Full-time equivalent of employees</b>	2,121	2,746
<b>Full-time equivalent of distance education students</b>	501.71	405.74

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2009	June 30, 2010

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

2009-2010 was the first year that Creighton has a completed Greenhouse Gas Inventory; these calculations were a part of that inventory.

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

---

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

---

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

---

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

---

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

There is no free printing for students. Printing is \$0.08 per page.

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

The university was a pilot for (and will continue working with) the Keep America Beautiful Give and Go program, in which materials are donated by students moving out and donated to Goodwill, who then sorts and takes care of all of the items.

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

---

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

---

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

---

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

---

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

Sodexo converted to reusable containers at the beginning of the 2012-13 academic year. Students return the containers and they are cleaned and re-used.

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

---

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of**

**disposable or compostable containers in to-go food service operations:**

Re-useable mugs are available for purchase with a discounted refill price.

**A brief description of other dining services waste minimization programs and initiatives:**

The entire campus employs trayless dining to encourage taking only what you need.

**The website URL where information about the institution's waste minimization initiatives is available:**

---

# Waste Diversion

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

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

## Materials diverted from the solid waste landfill or incinerator:

186 Tons

## Materials disposed in a solid waste landfill or incinerator :

863 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

The university regularly participates in Recyclemania!. A recycling advisory committee works on strategies and outreach to increase recycling. There is a robust program (Give and Go, a partnership with Goodwill) in place to donate items left behind in residence halls. Single-stream recycling is in every building on campus. The landscape shop sends material to a composting facility. The furnishings buyer in Purchasing stores unwanted furnishings to be redeployed; these are used before anything is purchased new. Computers and their peripherals are redeployed until they are no longer useable. Facilities Management has a scrap metal dumpster in which metal is sent for scrap metal recycling.

<http://www.creighton.edu/about/sustainability/recycling/endofyeardonations/index.php>

## A brief description of any food donation programs employed by the institution:

At the end of each semester, surplus food is donated to Siena/Francis Homeless Shelter. Additionally, Sodexo (food service vendor) donates and cooks the food for two meals at the shelter.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

---

**A brief description of any post-consumer food waste composting program employed by the institution:**

---

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	No
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes

<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	No
<b>Motor oil</b>	Yes
<b>Tires</b>	No

**Other materials that the institution includes in its waste diversion efforts:**

---



# Construction and Demolition Waste Diversion

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

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

# Hazardous Waste Management

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

---

## Submission Note:

<http://www.creighton.edu/about/sustainability/recycling/universalwasterecycling/index.php>

"---" 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:**

When we receive chemicals for disposal, anything that is unused is offered for redistribution to other labs. Computers and peripherals are used for as long as possible and redeployed as we are able.

Universal waste lamps, batteries and electronics are sent for recycling.

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

All hazardous and universal waste is disposed of in accordance with federal, state, and local regulations via licensed vendors.

Non-regulated chemical waste is typically shipped for disposal with the hazardous waste, depending on the hazards.

**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:**

---

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

No

**A brief description of the electronic waste recycling program(s):**

Any department on campus that has e-waste enters a work order for proper disposal. The material is picked up from the location and placed into a secure location. The material is first looked at to determine whether it can be reused on campus. If not, it is sent for recycling. The university's vendor recycles almost all components of the electronic waste.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

E-waste is classified as universal waste in Nebraska and is handled as such.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www.creighton.edu/admin/facilities/ehs/labsafety/hazardouswasteinformation/index.php>

# Water

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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

## Level of water risk for the institution's main campus:

Low to Medium

## Total water use::

	Performance Year	Baseline Year
Total water use	84,767,848 Gallons	53,623,372 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	84,767,848 Gallons	53,623,372 Gallons

## Figures needed to determine "Weighted Campus Users"::

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

<b>Number of residential students</b>	2,378	2,459
<b>Number of residential employees</b>	14	14
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	7,152.30	6,840.20
<b>Full-time equivalent of employees</b>	2,121	2,746
<b>Full-time equivalent of distance education students</b>	501.71	405.74

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	3,397,637 <i>Square Feet</i>	3,274,716 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	36 <i>Acres</i>	36 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2009	June 30, 2010

**A brief description of when and why the water use baseline was adopted:**

2010 is the year we did our first greenhouse gas calculation following our signing of the ACUPCC.

**Water recycled/reused on campus, performance year:**

---

**Recycled/reused water withdrawn from off-campus sources, performance year:**

---

**A brief description of any water recovery and reuse systems employed by the institution:**

A rainbarrel is used to collect water from a large storage building and is used to water the community garden. The greenhouse has two large barrels to collect rainwater for the plants.

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

We have a standard that all devices be the low flow type in all new and retro-fit installations.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

We have installed all low flow devices for shower heads and faucets.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

It is our standard to replace with the most efficient devices.

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

---

**A brief description of any weather-informed irrigation technologies employed by the institution:**

About 20% of the irrigated area of the campus proper is controlled using a RainBird Maxicom Central Control system. The system is associated with a campus weather station and controls the associated irrigation zones based on temperature, humidity, and other weather factors as reported by the weather station.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

We have a sprinkler control system that controls the campus irrigation system to limit the waste of green space watering.

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

---





# Rainwater Management

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

---

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution's Low Impact Development (LID) practices:**

The university, by being in the area of Omaha affected by the stormwater control project, CSO Omaha, is required to participate in stormwater control.

The Sustainable Design Policy includes information for Innovative Water Conservation: Focusing on reduced water usage including landscaping that is more water efficient, efficient plumbing fixtures, and improved storm water management.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

No

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

---

**A brief description of any rainwater harvesting employed by the institution:**

There are rain barrels in the Biology greenhouse (about 500 gal capacity; the water is collected from the greenhouse roof and used for watering greenhouse plants). A second rain barrel is associated with Ignatian Garden (community garden) with a 250 gal capacity.

**Rainwater harvested directly and stored/used by the institution, performance year:**

---

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

---

**A brief description of any living or vegetated roofs on campus:**

---

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

A pilot site for porous paving has been installed in a parking lot for testing.

**A brief description of any downspout disconnection employed by the institution:**

---

**A brief description of any rain gardens on campus:**

---

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

---

**A brief description of any bioswales on campus (vegetated, compost or stone):**

There is a bioswale between two parking lots. The runoff from the higher lot is directed into the bioswale between the two lots. This system functions like a rain garden.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

---

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

[http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/CU\\_sustainable\\_design\\_policy.pdf](http://www.creighton.edu/fileadmin/user/AdminFinance/Facilities/docs/CU_sustainable_design_policy.pdf)

# Wastewater Management

## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

---

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

# Planning & Administration

## Coordination, Planning & Governance

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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

---

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

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

As a part of the ongoing St. Francis Day celebrations, President Timothy Lannon, S.J. signed the St. Francis Pledge to Protect Creation and the Poor on behalf of the university on October 4, 2013. The St. Francis Day celebration now includes a mass and a locally-sourced luncheon following. The planning committee includes members of the Sustainability Council from several departments across campus. On October 3, 2014, the inaugural Spirit of St. Francis Sustainability Award was given to Dr. Michael Cherney in recognition of his contributions to the Energy Technology department.

The university won the "Heartland Commuter Challenge" in 2013; this challenge encouraged commuters to choose an alternative means of transportation.

Creighton University is the first Catholic, Jesuit University to achieve Fair Trade status.

Several events and projects have been held to raise awareness of sustainability topics on campus. For instance, the university has consistently participated in Recyclemania and has improved recycling rates. An annual Earth Day celebration has grown yearly and has recently been taken over by the students.

The university has participated in several programs in which unwanted or unused materials were donated to area agencies. One such effort is the university's participation in a pilot program with Keep America Beautiful and Goodwill to collect donations from the

residence halls at move-out and donate them to Goodwill. Over 40,000 pounds of materials were collected and donated in 2013 and 80,000 in 2014. Creighton competed in the oneShirt competition, a national clothing drive competition that encourages students, faculty, and staff to donate unwanted clothing to a local charity during Earth Week. Creighton donated 4,862 pounds of clothes in 2013 and 2,687 pounds in 2012 to the Heart Ministry Center.

Creighton created and hosts the "Midlands Higher Education Sustainability Forum", a quarterly conference call in which colleges and universities in Nebraska, Iowa, Kansas, South Dakota, and Missouri discuss issues that pertain to sustainability in the midwest.

**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:**

We are the Sustainability Council at Creighton University, made up of students, staff, and faculty under the leadership of Lennis Pederson. The goal of our organization is to bring effective sustainability strategies to Creighton University, integrating this important movement into what we teach, how we live and work at the University and extending this to our daily lives.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Members include faculty, staff, and students from across the university.

**The website URL where information about the sustainability committee(s) is available:**

<http://www.creighton.edu/about/sustainability/>

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

No

**A brief description of each sustainability office:**

The university currently employs 1 person, part-time, as the Sustainability Program Manager. One work-study intern is managed by this person.

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

0.20

**The website URL where information about the sustainability office(s) is available:**

---

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Mary Duda

**A brief description of each sustainability officer position:**

- Implements ACUPCC and Climate Action Plan
- Assists Director of Facilities Management with policies and plans, including the Energy and Utility Master Plan, the Transportation Master Plan, and the Energy Conservation Plan.
- Acts as a hub for sustainability-related activity on campus, and communicated sustainability information and events to the campus community through electronic means including social media.
- Researches and introduces new sustainability initiatives to campus.
- Plans sustainability-themed events including Earth Day and St. Francis Day.
- Leads and contributes to various sustainability-related committees, including Recycling Advisory Committee (chair) and Energy Awareness Committee.
- Files reports and responded to surveys and government inquiries.

**The website URL where information about the sustainability officer(s) is available:**

---



## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

---

### Submission Note:

Creighton submitted its Climate Action Plan earlier in 2013; it can be found on the ACUPCC website.

<http://rs.acupcc.org/cap/1133/>

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

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	No
<b>Research (or other scholarship)</b>	No	No
<b>Campus Engagement</b>	Yes	No
<b>Public Engagement</b>	No	No
<b>Air and Climate</b>	Yes	No
<b>Buildings</b>	Yes	No
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	No
<b>Grounds</b>	No	No
<b>Purchasing</b>	Yes	No
<b>Transportation</b>	Yes	No
<b>Waste</b>	Yes	No
<b>Water</b>	No	No
<b>Diversity and Affordability</b>	No	No

<b>Health, Wellbeing and Work</b>	No	No
<b>Investment</b>	No	No
<b>Other</b>	No	No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

The university is looking to:

1. Identify opportunities for student engagement in sustainability studies
2. Develop a list of all courses offered by Creighton that relate to sustainability so students have a one-stop shop to identify their options
3. Begin steps to integrate sustainability into the freshman introductory and senior capstone programs
4. Begin discussion of integrating sustainability into core classes in all colleges on campus

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

---

**Accountable parties, offices or departments for the Curriculum plan(s):**

Faculty Council; Faculty senate; faculty in various colleges

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

---

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

---

**Accountable parties, offices or departments for the Research plan(s):**

---

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

1. Develop an online sustainability pledge
2. Review and evaluate options for reporting energy usage to [Campus Sustainability Data Collector](#) | [AASHE](#)

departments to possibly incentivize departments to participate in energy savings realized by projects or programs

3. Increase the signage around campus to encourage conservation and educate about energy savings (e.g. plug load management)

4. Identify programs to target harder to reach sectors of the Creighton community such as off-campus housing

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

---

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Sustainability Council; GreenJays; Facilities Management; student government groups, Marketing and Communications, among others

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

---

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

---

**Accountable parties, offices or departments for the Public Engagement plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Develop a Sustainable Building Policy

Develop a sustainability/energy assessment tool for all renovations and remodels.

Develop an approach to address the Architecture 2030 Challenge

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

---

**Accountable parties, offices or departments for the Air and Climate plan(s):**

Facilities Management

**A brief description of the plan(s) to advance sustainability in Buildings:**

Develop a handbook for preventive maintenance and train staff on use of the handbook.  
Refer to Energy and Utility Master Plan and Sodexo Energy audit for future energy projects.  
Set standards for Energy Conservation

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

---

**Accountable parties, offices or departments for the Buildings plan(s):**

Facilities Management, Division of Information Technology

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

The Better Tomorrow Plan is Sodexo's global promise for sustainability and roadmap over the next 10 years. The plan includes 14 commitment, which have measurable targets.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

1. Reduce Carbon intensity.
2. Reduce water intensity.
3. Promote choices with reduced sugar, salt and fats.
4. Develop and promote health and wellness solutions.
5. Increase the purchase of products from fairly and responsibly certified sources.
6. Source local, seasonal or sustainably grown and raised products.
7. Source sustainable fish and seafood.
8. Provide and promote varied and balanced food options.
9. Support local community development.
10. Ensure compliance with a Global sustainable supply chain code of conduct.
11. Reduce organic waste generated.
12. reduce non organic waste generate.
13. Source and promote sustainable equipment and supplies.
14. Fight hunger and malnutrition by engaging the Sodexo community

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Sodexo at Creighton University

**A brief description of the plan(s) to advance sustainability in Energy:**

Identify projects for further alternate energy installations on campus.  
Use available scheduling software to identify when rooms are unoccupied to refine lighting/HVAC schedules  
Conduct energy assessments of university buildings.

Set standards for energy conservation for computers and peripherals across campus.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

---

**Accountable parties, offices or departments for the Energy plan(s):**

Facilities Management, Division of Information Technology, Purchasing

**A brief description of the plan(s) to advance sustainability in Grounds:**

---

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

---

**Accountable parties, offices or departments for the Grounds plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Purchasing:**

Develop approach for reducing amount of purchased goods

Implement a Freecycle program

Purchase more environmentally friendly options

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

---

**Accountable parties, offices or departments for the Purchasing plan(s):**

Purchasing, Facilities Management

**A brief description of the plan(s) to advance sustainability in Transportation:**

Evaluate options for increasing video conference options

Set targets to reduce the number of university financed trips if video/tele-conference options are available.

Participate in Metro Commuter Challenge

Evaluate current shuttle-bus routes for increased sustainability

Increase use of bikes on and to campus

Evaluate options to reduce parking on campus

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

---

**Accountable parties, offices or departments for the Transportation plan(s):**

Student Life, Human Resources, Transportation, Student Government groups, Wellness Council

**A brief description of the plan(s) to advance sustainability in Waste:**

Evaluate joining EPA WasteWise

Increase recycling and composting on campus

Address food waste

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

---

**Accountable parties, offices or departments for the Waste plan(s):**

Purchasing, Facilities Management, Sodexo

**A brief description of the plan(s) to advance sustainability in Water:**

---

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

---

**Accountable parties, offices or departments for the Water plan(s):**

---

**A brief description of the plan(s) to advance Diversity and Affordability:**

---

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

---

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

---

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

---

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

---

**A brief description of the plan(s) to advance sustainability in Investment:**

---

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

---

**Accountable parties, offices or departments for the Investment plan(s):**

---

**A brief description of the plan(s) to advance sustainability in other areas:**

---

**The measurable objectives, strategies and timeframes included in the other plan(s):**

---

**Accountable parties, offices or departments for the other plan(s):**



---

**The institution's definition of sustainability:**

---

**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

No

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

---

**The website URL where information about the institution's sustainability planning is available:**

<http://www.creighton.edu/about/sustainability/acupcc/index.php>

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

---

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

No

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

---

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

---

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No

<b>Strategic and long-term planning</b>	No
<b>Existing or prospective physical resources</b>	No
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	No
<b>Prioritization of programs and projects</b>	No

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

While there is no formal role for students, they do sit on committees, task forces, etc., as described below.

Students were invited via CSU to sit on strategic planning task forces two summers ago and often sit on committees related to new policies, programs and initiatives, e.g. Magis Core Review, Student Life Policy University Committee, etc. as well as sitting on the University Planning Committee and the University Budget Committee.

In the communication processes and transparency practices, PR regularly works with CSU to consult them in branding efforts, utilizing Bluejay Life and social media, etc.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

No

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

Employees at levels E – M have the Staff Advisory Council to participate in. In order to serve on the council, an employee must be elected by their peers in their division. Employees at higher levels than these generally have roles on campus that allow them access to division level decision making.

**Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

---

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

While there is no formal role for staff, they do sit on committees, task forces, etc. There are Presidential committees including strategic planning, Campus Planning, Benefits and others that all levels staff are appointed to and serve on.

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

No

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

---

**Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:**

No

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

---

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	No
<b>Prioritization of programs and projects</b>	No

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

Faculty members have input into the decision-making process through the Faculty Council, Academic Council and various Committees. In addition, ad-hoc Committees are regularly formed for input, though these are rarely elected to such positions.

Faculty members have a formal role in decisions regarding the Faculty Handbook (contractual agreement between the University and the members of the faculty) and in the University Statutes. The Faculty Handbook is arguably the highest-level document at the University, superseding all other documents including the University Statutes. The University Statutes outline the governance procedures at the University and supersede all other policies. The Academic Council, composed primarily of members of the full-time faculty recommend on changes to the Faculty Handbook and University Statutes. The President has authority to make decisions and to change the Handbook or the Statutes, if the President deems this is necessary.

There is a Presidential Committee (Campus Planning Committee) with three elected faculty members. A good deal of strategic and long-term planning is carried out through ad-hoc Committees. This committee also makes decisions regarding existing or prospective physical resources.

**The website URL where information about the institution’s governance structure is available:**

---

# Diversity & Affordability

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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

---

## Responsible Party

**Tanya Winegard**

Associate Vice President for Equity and Inclusion  
Office of Equity and Inclusion

---

## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

### Submission Note:

Additional website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.creighton.edu/about/diversity/>

Additional website URL where information about the cultural competence trainings is available:

<http://www.creighton.edu/hr/development/index.php>

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

Yes or No



<b>Student diversity and equity</b>	Yes
<b>Employee diversity and equity</b>	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The Diversity Coordinating Committee's mission is to advance the University's commitment to all expressions of diversity that are in keeping with the Ignatian tradition of an inclusive, compassionate and respectful environment.

The Office of Equity and Inclusion envisions a community that respects and promotes the dignity of all persons. This is demonstrated when equal educational and employment opportunities are afforded to all members of our community. It promotes an environment free from discrimination on the bases of race, color, religion, sex, national origin, age, handicap or disability, marital status, citizenship, sexual orientation, maternity and lactation status, or veteran status in the administration of academic programs, research, and employment. This is demonstrated through the following efforts: Equity (Compliance) Efforts: Serves as the coordinator for compliance efforts in the areas EEO, ADA, and Title IX; Inclusion Efforts: Provides training, information, consultation, and resources for the Creighton community with regard to diversity, harassment and discrimination prevention, and violence prevention; and Resolution Efforts: Serves as the coordinator for addressing complaints of harassment and discrimination.

**The full-time equivalent of people employed in the diversity and equity office:**

4

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.creighton.edu/generalcounsel/officeofequityandinclusion/>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	<b>Yes or No</b>
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes
<b>Administrators</b>	Yes

**A brief description of the cultural competence trainings and activities:**

Creighton offers 24/7 E-Learning and Employee Development sessions on topics such as Diversity Training, preventing Employment Discrimination, Preventing Sexual Harassment, and violence prevention. There are other training modules available for all staff, as well as some specifically for managers.

**The website URL where information about the cultural competence trainings is available:**

<http://www.creighton.edu/about/affirmativeaction/>

# Assessing Diversity and Equity

---

## Responsible Party

**Ying Vuthipadadon**

Director

Institutional Research

---

## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

No

## A brief description of the campus climate assessment(s) :

---

## Has the institution assessed student diversity and educational equity?:

Yes

## A brief description of the student diversity and educational equity assessment(s):

The Office of Institutional Research (OIR) compiles a report on student admission, enrollment, retention, completion, and graduation rates by race, and sex for each school and college. The information is published on the web page under University Facts -

<http://www.creighton.edu/aea/institutionalresearch/factbook/creightonuniversity201314factbook/i>

[index.php](#)

Creighton University also participates in the CIRP Freshman Survey (TFS) and College Senior Survey (CSS). The TFS survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs, and self-concept. The College Senior Survey (CSS) connects academic, civic, and diversity outcomes with a comprehensive set of college experiences to measure the impact of college. OIR analyzed and published the survey results on the university website -

<http://www.creighton.edu/aea/institutionalresearch/researchbulletins/index.php>

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

The Office of Institutional Research (OIR) compiles a report on faculty and staff by race, and sex by organization unit. The annual Affirmative Action Plan (AAP) compares Incumbency of minority and female employees to their estimated availability in the reasonable recruitment workforce. Where underutilization exists, goals are established to correct that underutilization.

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

No

**A brief description of the governance and public engagement assessment(s):**

---

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

<http://www.creighton.edu/aea/institutionalresearch/researchbulletins/index.php>

# Support for Underrepresented Groups

---

## Responsible Party

**Tanya Winegard**

Associate Vice President for Equity and Inclusion  
Office of Equity and Inclusion

---

## Criteria

### Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

---

## Submission Note:

The full list of student organizations can be found here:

<http://www.creighton.edu/studentlife/studentactivitiesoffice/studentorganizations/listofstudentorganizations/index.php>  
under the "cultural" listing.

Additional website URL where more information about the support programs for underrepresented groups is available:

<http://www.creighton.edu/academicsuccess/>

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

**Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:**

Yes

**A brief description of the programs sponsored by the institution to support underrepresented groups:**

The Office of Multicultural Affairs offers undergraduate and graduate student mentoring, a Native American Partnering Program, pre-major advising and numerous skills workshops.

The Health Sciences Multicultural and Community affairs office has the following mission: Our mission is to promote Creighton University Health Sciences as a recognized leader in the training and development of a multicultural healthcare workforce that serves to  
[Campus Sustainability Data Collector](#) | [AASHE](#)

reduce health disparities in underserved and diverse communities through research, culturally proficient education, community interaction and engagements.

There are other groups on campus, including the Student Jewish Organization, the Minority Association of Pre-Health Students, CU African-American Student Association, CU Latino Student Association, Gender and Sexuality Alliance, Hui O Hawaii, and more.

Support to multicultural students includes advocacy, leadership development, academic support and personal guidance. Mentoring opportunities are available through our network of faculty and staff relationships.

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.creighton.edu/studentlife/officeofmulticulturalaffairs/academicsupportandleadership/index.php>

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

It is the policy of the University to provide equal employment and educational opportunities to faculty, staff, students and applicants without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, and any other groups protected by federal, state or local statutes. Upon notification, The Office of Equity and Inclusion will determine if an investigation is warranted, enabling the office to investigate and to take corrective action where appropriate.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.creighton.edu/generalcounsel/officeofequityandinclusion/harassmentdiscriminationandgrievances/index.php>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

No

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

No

# Support for Future Faculty Diversity

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

## **A brief description of the institution's programs that help increase the diversity of higher education faculty:**

Some minority groups are severely underrepresented in sciences and health care occupations, undermining the nation's strengths as a leader in science, health and technological advances. It is becoming increasingly clear that as the population demographics move toward increasing numbers of diverse individuals, the future health and prosperity of the United States will depend on equitable representation and participation in science, health, and technological occupations.

Students will work in a laboratory for eight weeks under the direct supervision of an experienced faculty mentor who will provide hands on training of laboratory personnel. Students begin studying the mentor's model system and conduct preliminary experiments after the proper use of instruments has been demonstrated. At the end of the summer program, the students present their summarized research experiences in the form of an oral and poster session at a widely publicized colloquium. Each student will design and arrange the research data and prepare a short paper presenting the introductory background, experimental design, results, and discussion of the research they performed during the summer. The audience will consist of a panel of judges, the mentors, other interested faculty members, undergraduate and graduate students and the public. The colloquium is intended to give the students the experience of presenting their results before a larger audience.

## **The website URL where more information about the faculty diversity program(s) is available :**

<http://www.creighton.edu/health/cphhe/index.php>  
Campus Sustainability Data Collector | AASHE





# Affordability and Access

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Creighton actively participates in the Gates Millennium Scholars program helping numerous high school students complete their applications. Diversity Scholarships are \$25,000 renewable tuition scholarships.

There are a variety of need-based scholarships available for Creighton students. (

<http://www.creighton.edu/financialaid/typesofaid/creightonscholarships/>

)

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

The Center for Student Success and Retention actively trains faculty and staff to recognize problems before they become insurmountable.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

Creighton participates in the Upward Bound program, Upward Bound Math and Science and Education Talent Search, both federally funded TRIO programs.

The university sponsors a Lakota Immersion Mentorship Program, in which faculty and staff mentor high school students from the Pine Ridge Reservation in South Dakota and assist them in preparing applications for the Gates Millennium Scholars Program.

<http://puffin.creighton.edu/bucko/projects/immersion.html>

**A brief description of the institution's scholarships for low-income students:**

Diversity Scholarships are \$25,000 renewable tuition scholarships. Scholarship for Economically and educationally Disadvantaged Students (SEEDS) is available and is administered by the SS Director and Financial Aid. SSS Grant Aid is available to eligible SSS participants. There are a variety of scholarships available that are need-based. A full listing of scholarships is here:

<http://www.creighton.edu/financialaid/typesofaid/creightonscholarships/>

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

Student Support Services provides family support and is available to meet with parents at any time.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Creighton participates in the Upward Bound program and Education Talent Search and targets successful graduates for its freshman class.

The Ignatian College Connection, an initiative of Creighton President Timothy R. Lannon, S.J., will provide high school students who face significant obstacles the opportunity to prepare for college by providing them with the tools, skills and support needed to help attain their goals. The program, which provides nine months of workshops, campus experiences, mentoring and a service component, provides two full-ride scholarships to Creighton for qualifying participants.

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

The Multicultural Affairs Office has developed community partners which include Omaha Public schools, Catholic Migrant family Network, Latino Achievement Council, El Museo Latino and St. Peter Claver Cristo Rey Catholic High School, among others.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Creighton's Financial Aid Office employs a Financial Literacy counselor who offers tools and resources to help understand finances.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

For over 32 years, SSS has provided quality assistance to approximately 4,000 students who are economically disadvantaged, first generation college students, and/or students with disabilities.

**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

Personalized academic/career counseling is available to adult students and students are eligible for all usual financial aid programs from the federal government and Creighton University. Osher Scholarship endowment provides support to adult students pursuing a first BA/S. Approximately 15-20 awards are made each academic year.

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

- 1) Students are given preference as openings appear at the CU Day Care Center. No specific monetary discounts are available nor are other arrangements with external centers available.
- 2) The Russell Child Development Center serves faculty, staff, and students and offers high-quality care for children ages 6 weeks to 5 years. It is NAEYC-accredited and accepts Title XX funding, a government subsidy for child care for which low income families may be eligible. Undergraduate students will frequently qualify for this funding, though it is not restricted to student parents. Student parents who utilize Title XX are allowed to pay for extra study hours not covered by their authorizations. A limited amount of tuition discounts are given based on need and are often utilized by graduate students. The discount is 20% of the tuition fee. Parent Council leaders and RCDC administrators are in the process of creating special "student parent study nights" with child care provided for a small fee to be held during major study times.

**A brief description of other policies and programs to support non-traditional students:**

The Office of Multicultural Affairs is marketed to Commuter students and Veterans as a welcoming space where they can study/rest between classes. Kitchen accommodations are available for them to refrigerate their food and prepare and eat their meals. Creighton is proud to participate in the Yellow Ribbon program, which is designed to help veterans avoid up to 100 percent of out-of-pocket tuition and fees associated with education programs that may exceed the Post 9/11 GI Bill tuition benefit.

The programs offered through Graduate, Adult and Professional Studies at Creighton have been designed and priced with adult students in mind. Students can choose a full-time or part-time class load or enroll in our Accelerated CREIGHTON programs to earn a degree in a shorter period of time. Each option offers tuition costs in line with program formats.

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

Yes

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

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	88
The percentage of students graduating with no interest-bearing student loan debt	34

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

---

**The website URL where information about the institution's affordability and access programs is available:**

<http://www.creighton.edu/studentlife/officeofmulticulturalaffairs/academicsupportandleadership/index.php>

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

---

## Responsible Party

**Mary Duda**

Sustainability Coordinator

Facilities Management

---

## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

---

**Submission Note:**

Information is September 30, 2013

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

**Number of employees:**

2,362

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

2,362

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

227

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

222

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

Compensation for positions are set based upon market surveys of comparable higher education schools/ colleges and current market conditions.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

2,362

**Number of employees of contractors that receive sustainable compensation:**

222

**A brief description of the standard(s) against which compensation was assessed:**

Campus Sustainability Data Collector | AASHE

A survey was completed to compare our wages against the market for our staff, which included comparisons to higher educational schools / universities and geographical market factors.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

The University's salary range is above the current minimum wage. Compensation for jobs is determined from numerous factors including current market rates.

Employees are eligible for health care, tuition remission for the employee and dependents, a generous retirement matching program, paid parental leave, long-term disability, life insurance, and more.

Information regarding benefits can be found at:<http://www.creighton.edu/hr/benefits/index.php>

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

The University's salary range is above the current minimum wage. Compensation for jobs is determined from numerous factors including current market rates and comparisons with similar Universities.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

The University's salary range is above the current minimum wage. Compensation for jobs is determined from numerous factors including current market rates and comparisons with similar Universities.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Adjunct faculty rates are set by contract and exceed minimum wage legislation. Compensation for jobs is determined from numerous factors including current market rates and comparisons with similar Universities.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

Students tend to start at the minimum wage with annual increases as their class rank progresses. College Work Study employees are paid at the federally mandated rate. Graduate students receive stipends based on whether they are MS/MA or PhD students.

**The local legal minimum hourly wage for regular employees:**

7.25 US/Canadian \$

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes



**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**The website URL where information about the institution's sustainable compensation policies and practices is available:**

<http://www.creighton.edu/hr/benefits/>

# Assessing Employee Satisfaction

---

## Responsible Party

Mary Duda

Sustainability Coordinator

Facilities Management

---

## 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 an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

Yes

## **The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

100

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

The university has participated in the Great Colleges to Work For survey (and plans to in the future), as well as Best Places to Work in Omaha survey.

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

Focus groups for both faculty and staff were set up to gather input. From these, a list of initiatives was created. Various colleges and departments addressed concerns specific to their areas. The institution is planning on re-surveying in the future.

## **The year the employee satisfaction and engagement evaluation was last administered:**

2,012

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

---

# Wellness Program

---

## Responsible Party

**Mary Duda**  
Sustainability Coordinator  
Facilities Management

---

## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

## Submission Note:

One website is listed in the description field, one in the website URL field.

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

The university provides an Employee Assistance program, which provides professional counseling, information and referral services to faculty, staff and their families. The program offers confidential consultation on a wide variety of personal, family and/or work-related problems that may contribute to high levels of stress and interfere with health and work performance.

There is also a Wellness program, which supports the mission and values of Creighton University, especially *cura personalis* (care of the whole person), by improving the physical, spiritual, intellectual, social, emotional, and environmental dimensions of health.

<http://www.creighton.edu/health/wellness/home/index.php>

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

<http://www.creighton.edu/hr/benefits/additionalbenefits/eap/index.php>

# Workplace Health and Safety

**Responsible Party**

**Katie Booton**  
 Risk Manager  
 Risk Management

**Criteria**

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

**Please enter data in the table below::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of reportable workplace injuries and occupational disease cases</b>	60	116
<b>Full-time equivalent of employees</b>	3,052	3,229

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

	<b>Start Date</b>	<b>End Date</b>

<b>Performance Year</b>	Jan. 1, 2012	Dec. 31, 2012
<b>Baseline Year</b>	Jan. 1, 2010	Dec. 31, 2010

**A brief description of when and why the workplace health and safety baseline was adopted:**

Our greenhouse gas calculations are based on a fiscal year; however, this data is calendar year. We chose the year (2010) closest to the fiscal year (2009-2010) used for all other information.

**A brief description of the institution’s workplace health and safety initiatives:**

The department of Environmental Health and Safety provides training, consultation, life safety monitoring and compliance, and laboratory audits, as well as maintaining policies and procedures for safety across campus, among other programs such as an annual Safety Fair.

The Campus Safety Committee is comprised of both supervisory and non-supervisory personnel and advises on health and safety programs. A lab safety subcommittee does the same for laboratory issues.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://www.creighton.edu/admin/facilities/ehs/>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure



# Committee on Investor Responsibility

---

## Responsible Party

**John Jesse**

Associate Vice President for Finance

Finance Division

---

## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

---

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

No

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

---

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

---

**Examples of CIR actions during the previous three years:**

---

**The website URL where information about the CIR is available:**

---

## Responsible Party

**John Jesse**

Associate Vice President for Finance  
Finance Division

---

## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

417,161,000 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	0 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

---

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

---

**The sustainable investment policy:**

---

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

---

**A brief description of how the policy is applied, including recent examples:**

---

**Does the institution's sustainable investment policy include negative screens?:**

---

**A brief description of the negative screens and how they have been implemented:**

---

**Approximate percentage of the endowment that the negative screens apply to:**

---

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

---

**A brief description of how managers are adhering to proxy voting guidelines:**

---

**Has the institution 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?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

The university works with the National Jesuit Committee for Investment Responsibility to purchase shares in companies which are being engaged by NJCIR. If engagement is unsuccessful, University would co-sponsor shareholder resolutions.

**The website URL where information about the institution's sustainable investment efforts is available:**

---

# Investment Disclosure

---

## Responsible Party

**John Jesse**

Associate Vice President for Finance

Finance Division

---

## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

---

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

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4



# Innovation 1

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

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

## Innovation 2

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

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

## Innovation 3

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

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

# Innovation 4

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

---

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