

# Gonzaga University

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

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

# 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

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

## Institution type:

Baccalaureate

## Institutional control:

Private non-profit

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

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

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

173,300,000 US/Canadian \$

### Total campus area:

131.30 Acres

### IECC climate region:

Mixed-Dry

### Locale:

Mid-size city

### Gross floor area of building space:

1,702,165 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

4,021 Square Feet

### Floor area of healthcare space:

4,738 Square Feet

### Floor area of other energy intensive space:

47,572 Square Feet

### Floor area of residential space:

986,805 Square Feet

### Electricity use by source::

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

<b>Biomass</b>	2.64
<b>Coal</b>	19.09
<b>Geothermal</b>	---
<b>Hydro</b>	47.39
<b>Natural gas</b>	26.03
<b>Nuclear</b>	0.24
<b>Solar photovoltaic</b>	---
<b>Wind</b>	0.65
<b>Other (please specify and explain below)</b>	3.97

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

Waste - 3.56%

Cogeneration - 0.24%

Petroleum - 0.05%

Landfill Gases - 0.11%

Other - 0.01%

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

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	---
<b>Coal</b>	---
<b>Electricity</b>	---
<b>Fuel oil</b>	---
<b>Geothermal</b>	---

Natural gas	100
Other (please specify and explain below)	---

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

---



# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

8

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

75

### Full-time equivalent enrollment:

7,255

### Full-time equivalent of employees:

1,179

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

714

### Total number of undergraduate students:

4,896

### Total number of graduate students:

2,709

### Number of degree-seeking students:

7,436

### Number of non-credit students:

169

### Number of employees:

1,214

### Number of residential students:

3,241

**Number of residential employees:**

1,214

**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

**Jon Isacoff**

Professor

Environmental Studies

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## 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>	2,200	900
<b>Number of sustainability courses offered</b>	3	0
<b>Number of courses offered that include sustainability</b>	21	0

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

11

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

75

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

Three

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

[ENVS Master Course List.xls](#)

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

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

<http://www.gonzaga.edu/Academics/Colleges-and-Schools/College-of-Arts-and-Sciences/Majors-Programs/Environmental-Studies/courses.asp>

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

Classes that are part of the Environmental Studies curriculum.

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

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

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

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

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

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

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# Learning Outcomes

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## Responsible Party

**Jon Isacoff**

Professor

Environmental Studies

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## 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.

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### Submission Note:

Presently, sustainability is not a stated learning outcome of Gonzaga University. However, there were ten 2011 graduates with degrees in Environmental Studies (total class size 1,122.)

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

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

82

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

1,122

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

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

Major, Minor, Environmental Studies

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

GONZAGA UNIVERSITY College of Arts and Sciences Department of Classical Civilizations

Degree: B.A. in Environmental Studies

Student Outcomes:

1. Eco-literacy

- Students will have an awareness of the moral, scientific, technological, political, and economic complexity of the ecological crisis.
- Students will know how human and natural systems work, both theoretically and empirically within our bioregion and the larger biosphere.
- Students will have an understanding of the intersections between human social structures and the natural world with attention to philosophical, ethical, and practical dimensions.

2. Ethical Awareness

- Students will be “men and women for others.”
- Students will contemplate how we ought to live, what kinds of societies we want, and how we should relate to nature and other forms of life.

3. Reflective Practice

- Students will have knowledge of values and how to apply those values.
- Students will have an ability to ask “why” as well as “how.”
- Students will gain a sense of community service and focused action.

4. Authentic Application

- Students will apply their knowledge and skills to solve real-world problems both within the Gonzaga community and the community at large.
- Students will integrate their academic knowledge with tangible experience through practices and projects in and/or outside of the classroom.

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

[http://www.gonzaga.edu/Academics/Colleges-and-Schools/College-of-Arts-and-Sciences/About-CAS/CAS-departmental-outcomes/docs/ENVS\\_Outcomes\\_02.17.12.pdf](http://www.gonzaga.edu/Academics/Colleges-and-Schools/College-of-Arts-and-Sciences/About-CAS/CAS-departmental-outcomes/docs/ENVS_Outcomes_02.17.12.pdf)



# Undergraduate Program

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## Responsible Party

**Jon Isacoff**

Professor

Environmental Studies

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## 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*.

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## Submission Note:

Gonzaga University also has a Civil Engineering concentration in Environmental Engineering. Other degree programs offer courses focused on sustainability, but these courses do not contribute to a specific degree in sustainability.

"---" 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):

Environmental Studies

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

Gonzaga Environmental Studies

Gonzaga is ENV5 Major's dream location: we have more than a dozen National Parks, National Forests, and National Receptions Areas within less than a day's drive from Spokane, including some of the literal wonders of the world. Situated within our region are the deepest canyon in North America (Hells Canyon) as well as not just one, but two UN World Heritage Sites (Yellowstone and Glacier National Parks). Did you know: the largest floods ever to occur in the history of the planet passed right through Spokane – less than 10,000 years ago? At Gonzaga you'll have opportunities to study these places and events. You also have a number of organizations and clubs available

to you including: Gonzaga Environmental Organization (GEO) student club; Marian Hall Outdoor Adventure and Leadership Theme Community; and Gonzaga Outdoors student club.

The Environmental Studies Department offers 39-credit major with the introductory interdisciplinary course, ENVS 101, which builds cohesion and a sense of community for the major. Students take five additional “ENVS Core” classes: ENVS 102, Environmental Politics and Policy, ENVS 103, Human Ecology, ENVS 104, Environmental Chemistry, ENVS 200, Case Studies in Environmental Science, and ENVS 358, Environmental Ethics.

All students take five additional upper division classes distributed in the humanities and social sciences. There is also the option to take an additional lab science as an upper division elective. All senior majors complete the program with a capstone class, ENVS 499, Symposium in Environmental Studies.

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

<http://www.gonzaga.edu/Academics/Colleges-and-Schools/College-of-Arts-and-Sciences/Majors-Programs/Environmental-Studies/default.asp>

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

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

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

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

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

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

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

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**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):**

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

The Environmental Studies Minor is 21 credits. All students take ENVS 101, Introduction to Environmental Studies, ENVS 103, Conservation Biology, ENVS 200, Case Studies in Environmental Science, and ENVS 358, Environmental Ethics. Students additionally take 1 elective each in ENVS social science and ENVS humanities.

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

<http://www.gonzaga.edu/Academics/Colleges-and-Schools/College-of-Arts-and-Sciences/Majors-Programs/Environmental-Studies/default.asp>

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

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

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

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

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

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

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

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# Graduate Program

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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*.

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### Submission Note:

According to Rick Eichstaedt the Director of the Environmental Law Clinic at the Law school, there are a few classes and an environmental law clinic but, the law school does not have a environmental law specific program. There was, at one point, a certification program in environmental law, but the law school no longer offers that.

"---" 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?:**

No

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

---

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

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

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

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

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

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

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

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

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

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**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):**

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

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

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

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

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

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

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

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# Immersive Experience

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## Responsible Party

**Jon Isacoff**

Professor

Environmental Studies

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## 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.

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

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

No

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

SFS, but not offered BY gonzaga

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

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# Sustainability Literacy Assessment

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## Responsible Party

**Jon Isacoff**

Professor

Environmental Studies

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## 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.

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

**The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:**

0

**The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:**

0

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

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**The questions included in the sustainability literacy assessment(s) :**

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**A brief description of how the assessment(s) were developed:**

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**A brief description of how the assessment(s) were administered:**

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

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

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# Incentives for Developing Courses

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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:

Each year, starting summer 2013, 2 faculty (preferably from the same department) will attend the “Green Thread” workshop at University of Montana. Through a two-day summer workshop, the initiative seeks to help faculty integrate issues of sustainability into their courses.

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

Faculty expenses are paid to attend the workshop and are given a modest stipend for demonstrating the incorporation of sustainability themes into one or more classes.

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

<http://www.gonzaga.edu/Campus-Resources/sustainability/curriculum/default.asp>

# Campus as a Living Laboratory

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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### Submission Note:

Most of this info came from Gary Chang, ACSS members in Biology

"---" 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>	---
<b>Buildings</b>	---
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	---
<b>Grounds</b>	Yes
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---
<b>Public Engagement</b>	---
<b>Other</b>	Yes

**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:**

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**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:**

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**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:**

BIOL 367, Entomology , went to the Campus Kitchen garden to observe insects and vegetables & consider their interact

**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:**

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**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:**

BIOL 105L, Phage Discovery Laboratory, takes soil samples from campus to look at phage diversity

BIOL 199, Biological Concepts, looked at fungi from leaves (on and off plants) on campus

BIOL 360, Plant Biology, studied trees and flowers on campus

BIOL 367, Entomology , went to the Campus Kitchen garden to observe insects and vegetables & consider their interactions.

BIOL 371L, Vertebrate Biology & Anatomy Lab, made observations of birds at feeders on campus

UNIV 104, University Pathways: Julie Beckstead's section went outdoors on campus to generate biological questions

BIOL 123L / ENV5 103L (Human Ecology Laboratory) class examines Lake Author's water quality.

**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:**

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**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:**

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**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:**

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**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:**

BIOL 123L / ENV5 103L (Human Ecology Laboratory) class examines Lake Author's water quality.

**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:**

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**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:**

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**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:**

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**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:**

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**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:**

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**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:**

BIOL 371L, Vertebrate Biology & Anatomy Lab, made observations of birds at feeders on campus

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

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# 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

**Brian Henning**

Professor

Philosophy

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## 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:**

9

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

324

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

6

### **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:**

Julie Beckstead: Biology  
 Noel Bormann: Civil Engineering  
 John Caputo: Communication and Leadership Studies  
 Brian Henning: Environmental Ethics  
 Patrick Ferro: Mechanical Engineering  
 Amy Kelley: Law School  
 Hugh Lefcort: Biology  
 Mara London: Civil Engineering  
 Sue Niezgodka: Civil Engineering

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

Annual email to all faculty.

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

Assistant Professor Mara London, Civil Engineering. Had a paper presented at a conference in Budapest on sustainable water filters. Title of the paper is:

Development of a Sustainable, Point-of-Use Ceramic Water Filter for use in Rural Africa, International Water Association (IWA) 6th International Conference for Water Professionals, July 10 – 13 2012, Budapest, Hungary

Associate Professor Pat Ferro, Mechanical Engineering. Presented results of hydrogen embrittlement mechanical properties research at International Hydrogen Conference, Jackson Hole WY, Sept 2012. Title of the paper is:

Fatigue Testing of Hydrogen-exposed Austenitic Stainless Steel Welded Samples.

Assistant Professor Sue Niezgodka, Civil Engineering. Presented a paper on streambank restoration at a conference. Title of the paper is: Monitoring streambank properties and erosion potential for the restoration of Lost Creek. Proceedings of the 2011 ASCE World Water and Environmental Resource Congress, Palm Springs, CA, May 2011.

Associate Professor Julie Beckstead, RESEARCH PATENT:

US Provisional Patent Application. No. 61/514,811. Inventors: Susan E. Meyer, Suzette Clement, and Julie Beckstead. Entitled: Annual Brome control using a native fungal seed pathogen. Filed August 3, 2011. Provisional converted to Utility. Filed July 27, 2012

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

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# Support for Research

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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?:**

No

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

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

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

No

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

---

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

---

**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:**

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

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**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:**

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

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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### Submission Note:

I contacted Joann Waite who said she is currently working on creating a policy.

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

**Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:**

8

**Number of divisions covered by a policy assuring open access to research:**

0

**A brief description of the open access policy, including the date adopted and repository(ies) used:**

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**A copy of the open access policy:**

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**The open access policy:**

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**The website URL where the open access repository is available:**

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**A brief description of how the institution's library(ies) support open access to research:**

---

**The website URL where information about open access to the institution's research is available:**

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# 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

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## Responsible Party

**Todd Dunfield**

Director

Center for Community Action and Service Learning

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## 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*.

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

**Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:**

No

**Number of degree-seeking students enrolled at the institution:**

7,436

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

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**Number of students served (i.e. directly targeted) by the program (1st program):**

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**A brief description of the program, including examples of peer-to-peer outreach activities (1st program):**

---

**A brief description of how the student educators are selected (1st program):**

---

**A brief description of the formal training that the student educators receive (1st program):**

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**A brief description of the financial or other support the institution provides to the program (1st program):**

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

---

**Number of students served (i.e. directly targeted) by the program (2nd program):**

---

**A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):**

---

**A brief description of how the student educators are selected (2nd program):**

---

**A brief description of the formal training that the student educators receive (2nd program):**

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**A brief description of the financial or other support the institution provides to the program (2nd program):**

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

---

**Number of students served (i.e. directly targeted) by the program (3rd program):**

---

**A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):**

---

**A brief description of how the student educators are selected (3rd program):**

---

**A brief description of the formal training that the student educators receive (3rd program):**

---

**A brief description of the financial or other support the institution provides to the program (3rd program):**

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**Name(s) of the student educator program(s) (all other programs):**

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**Number of students served (i.e. directly targeted) by all other student educator programs:**

---

**A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):**

---

**A brief description of how the student educators are selected (all other programs):**

---

**A brief description of the formal training that the student educators receive (all other programs):**

---

**A brief description of the financial or other support the institution provides to the program (all other programs):**

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**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:**

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**The website URL for the peer-to-peer student outreach and education program(s):**

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# Student Orientation

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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### Submission Note:

From Danielle Moorhouse

*"---" 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:**

100

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

A three-pronged approach that mirrored the three main goals of the CAP was used: sustainability across the curriculum, in co-curricular activities, and in operational practices. Our goal: convey to new students that sustainability is a University priority and commitment to reducing our collective environmental impact requires the participation of the whole campus community.

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

<http://blogs.gonzaga.edu/orientation/2013/08/summer-read-8-discover-your-community-service/>

## Responsible Party

**Maoulay Adjorlolo**  
student worker  
ACSS

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## 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.

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"---" 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>
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<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>	---
<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>	Yes
<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>	Yes
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<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>	Yes
<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>	Yes
<b>Other co-curricular sustainability programs and initiatives</b>	---

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

GEO - The Gonzaga Environmental Organization exists to promote the creation of a greener campus and community, the protection and enhancement of nature, and education about and enjoyment of our environment, all through action and leadership. GEO is a group of students who strive to make Gonzaga and the surrounding community more environmentally conscious and sustainable. (

<https://gonzaga.collegiatelink.net/organization/GEO>

)

Permaculture Club - A group of enthusiastic, passionate, and awesome students bent on procuring a sustainable future with an emphasis on system sciences, particularly those pertaining to self-sustaining agricultural systems. (

<https://gonzaga.collegiatelink.net/organization/gonzagapermies>

)

EAT(Ethical Awareness Together) - We strive to educate students about both our current food system at Gonzaga and its implications both on campus and in our greater Spokane community. As a student movement, we will work to align our food system with our University Mission Statement. (

<https://gonzaga.collegiatelink.net/organization/GEAT>

)

Gonzaga also has many student-run clubs which are focused around service and justice, and clubs promoting awareness and acceptance of different ethnic, social, or gender and sexuality groups.

CCASL (Center for Community Action and Service Learning) has three programs which involve sustainable initiatives. (1)The Notebook Project takes cereal box-type cardboard (pressed board) and used, one-sided paper, and binds them into notebooks that are sold at CCASL and the campus book store. All profits fund (2)Earthbound, a program where GU student volunteers go to local elementary and middle schools to run after school activities that are fun and environmentally educational. (3) The Spokane River cleanup is an annual effort involving hundreds of volunteers cleaning the banks of the Spokane River, many of which are Gonzaga students and members of various volunteer groups on campus.

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

<https://gonzaga.collegiatelink.net/Organizations>

**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 garden is approximately 40 by 45 feet in size. The garden will follow organic growing methods and has two composting containers and a greenhouse. The garden's #1 mission is to educate students and the #2 mission is to feed organic produce to those in the surrounding Spokane community who are least likely to be able to buy it.

This Spring (2014), GEO plans to install a Spokane Native Plant Garden that will be 30 x 45 feet and will feature plants that are native to the area for display and educational purposes.

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



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

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

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

Green Fund - The members of the Green Fund Committee are striving to make Gonzaga a more environmentally sound campus through the construction of the Green Fund. The Green Fund would potentially be a three to five dollar opt-out fee presented to students at the beginning of each semester. The money obtained through this fee would go directly towards projects proposed by the students themselves. Project ideas may span anywhere from items such as bike racks to speakers involved with awareness of sustainability. All ideas presented by students will be considered. It is our hope that students gain a better understanding of the importance of sustainability and join in the movement to transform Gonzaga into a leading "green campus". The Green Fund Committee is extremely interested in hearing from students. (

<https://www.facebook.com/pages/Gonzaga-Green-Fund/167633070012550?sk=info>

)

This Green Fund was approved in early and is now in the implementation phase.

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

[http://rs.acupcc.org/site\\_media/uploads/cap/1102-cap.PDF](http://rs.acupcc.org/site_media/uploads/cap/1102-cap.PDF)

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

Gonzaga features speakers from the Spokane River Keeper, the Lands Council, Conservation Futures, Scotchman's Peak Wilderness Organization, the Washington Native Plant Society, the local Wastewater Treatment Plant, and other representatives of various environmental organizations. These talks are intended to inform and introduce students to environmental opportunities and issues in hopes that it will influence an environmental conscience.

Last year Jane Goodall addressed the students, faculty, staff, and community on the topics of climate change, sustainable family units, and sustainable consumption.

GEO sponsors environmental movie screenings during Earth Week, and a Trashion Show displaying recycled outfits.

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

<http://www.gonzaga.edu/Campus-Resources/sustainability/initiatives.asp>

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

**the intended audience:**

Diversity Monologues is a performance art event that centers around bringing attention to and providing a forum for artistic expression surrounding diverse experiences at Gonzaga University.

Rock the Planet is an event held on Earth Day featuring several music performances, kiosks with information about environmental groups in Spokane, and many opportunities to increase student environmental awareness.

The Women's and Gender Studies department offered talks recently by Peggy Macintosh, and Robyn Ochs which concerned privilege and sexual orientations, respectively. Both of these events were designed to promote acceptance and awareness of privilege, gender, and sexuality in ways that will increase sustainable social interactions.

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

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

Gonzaga Outdoors, an outreach of Student Activities, offers Gonzaga University students an opportunity to participate and learn about a multitude of outdoor activities. The program facilitates guided outdoors trips, offers students discounted rental services, provides affordable repair services, and has numerous resources. Gonzaga Outdoors promotes smart and safe outdoor adventures allowing students to enjoy the beautiful local surroundings. Gonzaga Outdoors hopes to inspire students to become active in protecting and participating in the outdoors throughout their whole life.

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

<http://gonzagaoutdoors.gonzaga.edu/>

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

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

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

The Gonzaga Outdoor Leadership class takes several overnight trips to outdoor areas to teach students how to lead, and get by in the wilderness.

GU Outdoors seeks to introduce students to the outdoors through snow-shoeing, skiing, hiking, climbing, and a multitude of other outdoors skills.

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

<http://www.gonzaga.edu/Campus-Resources/sustainability/initiatives.asp>

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

The ACSS hires work study students to perform various tasks related to ongoing sustainable initiatives.

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

<http://www.gonzaga.edu/Campus-Resources/sustainability/council.asp>

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

Green Graduation Pledge - graduating seniors may take the pledge, which is a commitment to considering the environmental and social consequences of any future career, and wear a green ribbon during commencement.

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

[http://www.gonzaga.edu/campus-Resources/sustainability/acss/2013\\_1112\\_ACSS\\_Minutes.pdf](http://www.gonzaga.edu/campus-Resources/sustainability/acss/2013_1112_ACSS_Minutes.pdf)

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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*"---" 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>	Yes
<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>	---
<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>	No
<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>	---
<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>	No

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

The website provides a section defining sustainability at Gonzaga University along with links to partners in stewardship and sustainability. A Recycling @ GU page provides information on the dos and don'ts of recycling on campus. The Campus Sustainability Initiatives page breaks initiatives down by departments and projects. A Council page gives information on the structure, purpose, and activities of the Advisory Council on Stewardship and Sustainability. The News page provides links to sustainability news published since 2008. An Academics & Research page provides contacts and information on sustainability in the curriculum as well as research opportunities. The Stewardship page outlines our catholic responsibilities regarding sustainability, and the Contact Us page has information for contacting sustainability officials around campus.

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

<http://www.gonzaga.edu/sustainability>

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

Members of the Gonzaga community can subscribe to a sustainability listserv to receive periodic email updates on sustainability efforts around Gonzaga. Information is also posted to a facebook page.

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

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

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

facebook page and twitter account

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

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

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

The Gonzaga Bulletin provides an online and in-print vehicle for student submissions of all kinds. This is the main resource for the News section on the Gonzaga Sustainability website.

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

<http://www.gonzagabulletin.com/site/forms/>

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

PACCAR?

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

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

Sodexo's commitments for a better tomorrow include reducing carbon and water footprints, promoting healthy eating and living choices, providing local and sustainable food options, promoting community and world-wide sustainability efforts and research, reducing waste and promoting composting, as well as much more. Goals are displayed graphically in banners around the dining hall. Information is also available in brochures at various Sodexo locations around campus.

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

<http://www.zagdining.com/sustainability/index.html>

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

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

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

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

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

At Gonzaga University, we have made a commitment to fully support and participate in the Commute Trip Reduction (CTR) program that is mandated by Washington State Law. More importantly, CTR will help our community by improving air quality and reducing traffic congestion. Program elements are outlined in a webpage along with links to brochures and pages with additional information about means and benefits of commuting sustainable.

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

<http://www.gonzaga.edu/campus+resources/offices+and+services+a-z/Human+Resources/Benefits/Work-Life/CommuteTripReduction.asp>

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

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

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

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

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**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:**

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**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):**

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

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

No

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

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

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

No

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

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

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

No



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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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# Outreach Campaign

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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?:**

No

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

Sustainability and Freshman Orientation

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

Student sustainability intern worked with freshman orientation coordinators to include sustainability themes and principles at multiple levels.

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

New students reported a broad understanding of campus sustainability expectations and goals .

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

---

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

Bottled Water Ban

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

Bottled water ban - The Gonzaga Student Body Association (GSBA) proposed the bottle water ban to Sodexo, the dining service on campus in May of 2008. Sodexo is in charge of all of the food services on campus and a ban on plastic water bottles on their part ensured that no plastic water bottles would be sold anywhere on campus. The policy was implemented in September 2008 school year. First year students are given re-usable water bottles at the beginning of the year during orientation. In the past, the students were given re-usable plastic water bottles; however, in the Fall of 2011 the students were given glass water bottles. This switch reduced the students exposure to common chemicals found in plastic and to switch to a more sustainable source--glass rather than plastic. The main dining hall and other dining facilities allow the students to fill their re-usable water bottles. There are also water coolers located throughout campus where students can refill their water bottles.

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

no bottled water is sold on campus

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

<http://www.gonzaga.edu/Campus-Resources/sustainability/initiatives.asp#dining>

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

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# Employee Educators Program

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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*.

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

**Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:**

No

**Total number of employees:**

---

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

---

**Number of employees served by the program (1st program):**

---

**A brief description of how the employee educators are selected (1st program):**

---

**A brief description of the formal training that the employee educators receive (1st program):**

---

**A brief description of the staff and/or other financial support the institution provides to the program (1st program):**

---

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

---

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

---

**Number of employees served by the program (2nd program):**

---

**A brief description of how the employee educators are selected (2nd program):**

---

**A brief description of the formal training that the employee educators receive (2nd program):**

---

**A brief description of the financial or other support the institution provides to the program (2nd program):**

---

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

---

**Name(s) of the employee educator program(s) (all other programs):**

---

**Number of employees served by all other programs:**

---

**A brief description of how the employee educators are selected (all other programs):**

---

**A brief description of the formal training that the employee educators receive (all other programs):**

---

**A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):**

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**The website URL where information about the program(s) is available (all other programs):**

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# Employee Orientation

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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).

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

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

0

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

---

**The website URL where information about sustainability in new employee orientation is available:**

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# Staff Professional Development

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## Responsible Party

**Maoulay Adjorlolo**

student worker

ACSS

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## 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
- 

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

**Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:**

No

**A brief description of the sustainability trainings and professional development opportunities available to staff :**

None

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**

0

**The website URL where information about staff training opportunities in sustainability is available:**

---

# 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**

**Brian Henning**  
 Professor  
 Philosophy

**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*.

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"---" 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:**

Since 2012, the Director of a local sustainability non-profit (Sustainable Resources Inland Northwest) serves on the university's sustainability council. Since 2014, this non-profit hires sustainability interns.

For several years a local sustainability non-profit (The Lands Council) has hired sustainability interns.

**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):**

Since 2012, the Director of a local sustainability non-profit (Sustainable Resources Inland Northwest) serves on the university's sustainability council. Since 2014, this non-profit hires sustainability interns.

For several years a local sustainability non-profit (The Lands Council) has hired sustainability interns.

The University's Career Center and Environmental Studies Faculty facilitate these internships.

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

No

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

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

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

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# Inter-Campus Collaboration

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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.

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*"---" 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:**

Gonzaga is a founding partner of the regional sustainability cooperative the Sustainability Partnership of the Northern Rockies (SPNR). Gonzaga has also participated in the Curriculum for the Bioregion initiative, hosting its first regional meeting in 2011, which seeks provides a model for integrating sustainability concepts into existing classes.

## **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:**

Regional: Sustainability Partnership of the Northern Rockies

National: Association for the Advancement of Sustainability in Higher Education

National: American College and University Presidents' Climate Commitment

National: Association of Jesuit Colleges and Universities Sustainability Network

National: St. Francis Pledge to Care for Creation and the Poor

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

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

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# Continuing Education

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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.

---

## Submission Note:

[check with IR]

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

## Does the institution offer continuing education courses that address sustainability?:

No

## Number of continuing education courses offered that address sustainability:

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## Total number of continuing education courses offered:

---

## A copy of the list and brief descriptions of the continuing education courses that address sustainability:

---

**A list and brief descriptions of the continuing education courses that address sustainability:**

---

**Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:**

No

**A brief description of the certificate program:**

---

**Year the certificate program was created:**

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**The website URL where information about sustainability in continuing education courses is available :**

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# Community Service

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## Responsible Party

**Todd Dunfield**

Director

Center for Community Action and Service Learning

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## 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:

[check with IR]

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

## Number of students engaged in community service:

2,818

## Total number of students :

7,781

## 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:

71,492

## 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:**

---

**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:**

All Gonzaga Employees are given 4 hours of voluntary leave each year to serve the community. Currently almost 20% of the staff use this benefit contributing over 530 hours of community service in addition to amounts completed by students.

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

<http://www.gonzaga.edu/ccasl>

# Community Stakeholder Engagement

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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*.

---

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

**Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:**

No

**A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:**

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**A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:**

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**List of identified community stakeholders:**

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**A brief description of successful community stakeholder engagement outcomes from the previous three years:**

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**The website URL where information about the institution's community stakeholder engagement framework and activities is available:**

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# Participation in Public Policy

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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.

---

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

**Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:**

No

**A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:**

---

**A brief description of other political positions the institution has taken during the previous three years:**

---

**A brief description of political donations the institution made during the previous three years (if applicable):**

---

**The website URL where information about the institution's advocacy efforts is available:**

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# Trademark Licensing

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## Criteria

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

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

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

No

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

No

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

No

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

---



# Hospital Network

## 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.

---

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

*The institution does not have an affiliated hospital or health system.*

# 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

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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>2e</sub>) per gross square foot (0.002 MtCO<sub>2e</sub> per gross square metre) of floor area.

Performance for Part 3 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.

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

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

Yes

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

Clean Air Cool Planet Calculator

**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>5,407 Metric Tons of CO2 Equivalent</i>	<i>6,292 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>310 Metric Tons of CO2 Equivalent</i>	<i>225 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>15,634 Metric Tons of CO2 Equivalent</i>	<i>15,221 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 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:**

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**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>	2,958	2,958
<b>Number of residential employees</b>	56	56
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	5,608	5,178
<b>Full-time equivalent of employees</b>	1,570	1,423
<b>Full-time equivalent of distance education students</b>	2,605	2,465

**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>	June 1, 2012	May 31, 2013
<b>Baseline Year</b>	June 1, 2008	May 31, 2009

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

---

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

2,363,419 *Square Feet*

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

	<b>Floor Area</b>
<b>Laboratory space</b>	4,021 <i>Square Feet</i>

<b>Healthcare space</b>	<i>4,738 Square Feet</i>
<b>Other energy intensive space</b>	<i>47,572 Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	<i>3,260.90 Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	<i>4,069.60 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	<i>822.80 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	<i>0 Metric Tons of CO2 Equivalent</i>

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

None

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

[2013 Greenhouse Gas Inventory 9.30.13.xlsx](#)

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

<http://rs.acupcc.org/ghg/1968/>

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

Ongoing efforts to replace heating systems with more energy efficient systems, update lighting for more energy efficient lighting. Investigative Bus Pass program with local transit authority. Looking at installing Solar Arrays on two buildings. Constructing a new University center that will use the aquifer as a heating/cooling source.

# Outdoor Air Quality

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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*"---" 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:**

Carpool, Vanpool, Bus Pass, Priority Parking for fuel efficient and low emission vehicles. Incentives for reduced parking passes if mobile guidelines are met.

## **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:**

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>0 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>0 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>0 Tons</i>
<b>Particulate matter (PM)</b>	<i>0 Tons</i>
<b>Ozone (O3)</b>	<i>0 Tons</i>
<b>Lead (Pb)</b>	<i>0 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>0 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>0 Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>0 Tons</i>

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

Ongoing efforts to replace heating systems with more energy efficient systems

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

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# 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

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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*"---" 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>	Yes
<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:**

PACCAR Hall - Gold LEED certification

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

29,000 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>	0 Square Feet
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 Square Feet
<b>2nd Highest Level (e.g. LEED Gold)</b>	29,000 Square Feet
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 Square Feet

**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::**

	<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 that is certified at any level under other green building rating systems for existing buildings:**

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**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:**

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

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

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

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

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# Building Design and Construction

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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*"---" 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>	Yes
<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:**

PACCAR - GOLD LEED  
 Silver LEED Pending for:  
 BARC  
 Stevens Center

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

29,000 *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>	29,000 <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::**

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

**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:**

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

*0 Square Feet*

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

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

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

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

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

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# Indoor Air Quality

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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:**

*0 Square Feet*

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

*0 Square Feet*

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

The Gonzaga Risk Manager and the newly hired Environmental Health and Safety manager both have extensive experience with indoor air quality procedures, as they both previously worked for School District 81, Spokane's local public school district. The Risk manager also worked at WSU previously and The Eh&S manager has operated his own environmental consulting firm for the last few years. They are working on a new procedure for documenting any concerns relating to any faculty or staff concerns relative to the indoor air quality of their work spaces. Prior to this, our previous EH&S manager worked from a complaint driven system, where in the concerned party would contact EH&S and ask for a review of their space.

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

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## 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

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## Responsible Party

**Charles Faulkinberry**

Resident District Manager Sodexo  
Sodexo

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## 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).

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## Submission Note:

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

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

13

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

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**An inventory, list or sample of sustainable food and beverage purchases:**

MSC seafood, all dairy and baked goods purchases, all available produce & fruits, % of local beef, pork, & chicken purchases through Angus meats

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

0

**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

n/a

**A brief description of the sustainable food and beverage purchasing program:**

Two of Sodexo's Better Tomorrow Commitments include supporting local community development, and increasing the purchase of products sourced from fairly traded certified sources. At Gonzaga University, food is purchased locally through Angus Meats, Franz, Pacific Marine Stewardship, Darigold, Charlie's Produce and more.

**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

Based on the local or sustainable vendors listed above

**Total annual food and beverage expenditures:**

3,300,000 US/Canadian \$

**Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:**

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	---
Convenience stores	No	---
Vending services	No	---
Concessions	No	---

**Has the institution achieved the following?:**

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

**A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:**

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The website URL where information about the institution's sustainable food and beverage purchasing efforts is

[Campus Sustainability Data Collector | AASHE](#)

**available:**

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# Low Impact Dining

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## Responsible Party

**Charles Faulkinberry**  
Resident District Manager Sodexo  
Sodexo

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## 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.

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

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

84

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

Took 100% of meat purchases for a full month, subtracted the amount of cage free, local and MSC certified meat we purchased to find total.



**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”):**

Meatless Mondays, Vegan/vegetarian designated stations, menued vegan and vegetarian options at every meal, alternative vegan selections available on request, signage and promotional materials as well as social media promotions. Promos around sustainable dining each fall and spring.

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

Vegan and Vegetarian options at most platforms at all meals. Mindful and chef guided delivery of meals to guests - guest creates a complete plate which portions meat in a ballanced manner with 3/4 of the plate being vegetables. This also helps control over portioning and waste in self service situations.

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

<https://zagdining.sodexomyway.com/home.xhtml>

**Annual dining services expenditures on food:**

3,300,000 *US/Canadian \$*

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

831,600 *US/Canadian \$*

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

158,400 *US/Canadian \$*

# 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

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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"---" 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>	387,285.70 MMBtu	392,697 MMBtu

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	191,287.50 MMBtu	186,237.50 MMBtu
<b>District steam/hot water</b>	0 MMBtu	0 MMBtu

## Gross floor area of building space::

	Performance Year	Baseline Year
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<b>Gross floor area</b>	2,363,419 <i>Gross Square Feet</i>	2,378,463 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	4,021 <i>Square Feet</i>
<b>Healthcare space</b>	4,738 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	72.30
<b>Cooling degree days</b>	1,751

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	50
<b>District steam/hot water</b>	1

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	June 1, 2012	May 31, 2013
<b>Baseline Year</b>	June 1, 2008	May 31, 2009

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

2008-2009 was the first year we really started tracking data.

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

Heating: 70 degrees during occupied, 65 Unoccupied

Cooling: 74 degrees occupied

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

Campus pathway and building flood lighting is/or has been converted to LED as well as all Exit signs, display lighting, and hard to reach ceiling lighting.

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

Wherever convenient, lighting systems are equipped with occupancy sensors.

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

South and west facing windows provide Passive solar heating to classrooms and offices during winter.

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

None at this time - however the new University Center will use ground source heat. To be completed in 2015

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

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

Recommissioned School of Ed. School of Law, Foley Library, and the Biology/Chemistry Building.

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

Energy metering is monitored by Utility company as well as Gonzaga University. Automated Logic controls are used to regulate heating and cooling for most buildings.

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

All new appliances purchased in the last few years have been Energy Star. All new boiler systems are high efficiency and condensing boilers. As are domestic hot water and swimming pool heating systems.

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

Drought tolerant native vegetation has been included in recent landscaping projects ie: Stevens Center.

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

In the past motion sensors were used with vending machines for activation.

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

Windows in 10 university residence halls and 3 apartment complexes were changed to thermal energy efficient windows in the last 3 years. When buildings are re-roofed white roofing surfaces are used to reflect the summer heat.

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

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<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 MMBtu
<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>	10,031 MMBtu

**Total energy consumption, performance year:**

66,873 MMBtu



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

None Currently - (2) 100kW solar arrays planned for 2 buildings.

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

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

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

Since 2010, 15% or more of Gonzaga's total annual electrical energy consumption is offset through Avista's Buck-A-Block program. Avista purchases Green-e certified REC's to supply the Buck-a-Block program. The REC's or Green Tags, have all renewable attributes intact including CO2 benefits. The Buck-a-Block program is primarily wind, but there are other green-e certified resources used by the source of the program. For example, in 2008, Buck-a-Block was sourced by 77% wind, 15% landfill gas, 7% biomass, and 1% Geo Thermal. The amount reported above is for 2011.

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

<http://www.epa.gov/greenpower/>

# 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

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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).

**Submission Note:**

When maintaining buildings and landscapes, Gonzaga manages pest problems through prevention and the use of environmentally friendly products. Plant Services may either adopt and implement an organic pest management policy and practices or adopt and implement an Integrated Pest Management (IPM) policy and practices using the least toxic pest control as a last resort. It should be noted that there is no documented IPM plan. Plant Services uses herbicides and pesticides on an as needed basis, rather than a preventative basis.

"---" 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>	131 Acres
<b>Footprint of the institution's buildings</b>	61 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>	0 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:**

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**The IPM plan :**

We do not have an IPM plan, however we do follow the concepts of one.

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

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

Plants should be selected to minimize waste by choosing species for purchase that are appropriate to the microclimate. Native and drought-tolerant plants that require no or minimal watering once established should be purchased in accordance with the Campus Landscape Master Plan.

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

Plant services uses containers dispersed around campus when disposing of the yard waste they collect when maintaining Gonzaga's grounds.

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

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

Ponderosa Pine needles from city parks are used as mulch on a portion of the universities landscaped areas.

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

We border the Spokane River and have reintroduced native species to the shoreline environment.

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

Snow is moved to drainage swales and/or percolates through campus green space.

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

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

No

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

**practices is available:**

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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*"---" 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:**

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**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:**

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

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

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# 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

## Responsible Party

**Steve Lunden**

Director of University Purchasing  
Purchasing

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## 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.

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*"---" 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:**

[SPDP\\_Gonzaga.pdf](#)

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

All energy using products purchased by Gonzaga shall meet the U.S. EPA Energy Star certification when available and practicable. When Energy Star labels are not available, all purchasing units shall choose energy products that are in the upper 25% of energy efficiency as designated by the Federal Energy Management Program.

All desktop computers, notebooks, and monitors purchased must meet, at a minimum, Electronic Product Environmental Assessment Tool (EPAT) environmental criteria designated as "required" (silver registration) or as higher as contained in the IEEE 1680 Standard for the Environmental Assessment of Personal Computer Products, whenever practicable.

Where applicable, energy efficient equipment shall be purchased with the most up-to-date energy efficiency functions. This includes, but is not limited to, most efficient space heating systems and high efficiency space cooling equipment.

When interior or exterior lighting is replaced, the most efficient sources economically and commercially available should be considered for use.

Gonzaga supports renewable energy generation in the Inland Northwest by purchasing Renewable Energy Certificates (RECs) equivalent to 15% of its total electricity usage through Avista's Buck-A-Block program

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

The University Purchasing department has adopted the Gonzaga University Sustainable Purchasing and Design Policies, and we follow those policies in our daily purchasing activities.

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

---

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

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

# Cleaning Products Purchasing

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## Responsible Party

**Steve Lunden**

Director of University Purchasing  
Purchasing

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## 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:**

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

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

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

The University Purchasing department has adopted the Gonzaga University Sustainable Purchasing and Design Policies, and we follow those policies in our daily purchasing activities.

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

No

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

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

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**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?:**

No

**A brief description of the institution’s low-impact, ecological cleaning program:**

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**A copy of the sections of the cleaning contract(s) that reference certified green products:**

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**The sections of the cleaning contract(s) that reference certified green products:**

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**The website URL where information about the institution's green cleaning initiatives is available:**

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

# Office Paper Purchasing

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## Responsible Party

**Steve Lunden**

Director of University Purchasing  
Purchasing

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## 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.

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"---" 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:**

[SPDP\\_Gonzaga.pdf](#)

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

Paper, paper products, and construction products made from non-wood, plant based contents such as agricultural crops and residues are encouraged wherever practicable.

25% post-consumer waste recycled paper should be the standard for all applications where economic use of paper and quality of service is not compromised or the health and safety of employees prejudiced.

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



The University Purchasing department has adopted the Gonzaga University Sustainable Purchasing and Design Policies, and we follow those policies in our daily purchasing activities.

**Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:**

No

**Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::**

	Expenditure Per Level
10-29 percent	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

**Total expenditures on office paper :**

63,776.38 US/Canadian \$

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

# Inclusive and Local Purchasing

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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"---" 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?:**

No

**A copy of the policy, guidelines or directive governing inclusive and local purchasing:**

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**The policy, guidelines or directive governing inclusive and local purchasing:**

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**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

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**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

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# Life Cycle Cost Analysis

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

No

**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

No

**A brief description of the LCCA policy(ies) and practice(s):**

LCCA is considered when making major purchases, but no policy has been designed.

**The website URL where information about the institution's LCCA policies and practices is available:**

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# Guidelines for Business Partners

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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.

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"---" 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?:**

None

**A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

[Sustainable Purchasing Design Policies - approved 11-09-2011.pdf](#)

**The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):**

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**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:**

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**The website URL where information about the institution's guidelines for its business partners is available:**

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

# 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**

**Ken Sammons**  
Director of Plant Services  
Plant Services

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**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.

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

**Total number of vehicles in the institution’s fleet :**

132

**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>	1
<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:**

(3) Vehicles owned/operated by the jesuit community contain hybrid-electric vehicles. Electric vehicles have been used in the past but have proved to be ineffective in the local climate during the winter months.

**The website URL where information about the institution's support for alternative fuel and power technology is available:**

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# Student Commute Modal Split

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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### Submission Note:

We do not track this information according to Brain Kenny, Director of Campus Public Safety and Security.

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

## Total percentage of students that use more sustainable commuting options:

0

## 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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

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

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**The website URL where information about sustainable transportation for students is available:**

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# Employee Commute Modal Split

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## Responsible Party

**Christina Turner**

Associate Director

Institutional Research

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## 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:

19

## 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)	81
Walk, bicycle, or use other non-motorized means	60
Vanpool or carpool	25
Take a campus shuttle or public transportation	15
Use a motorcycle, scooter or moped	---
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:**

Washington State's Commute Trip Reduction (CTR) data collection.

**The website URL where information about sustainable transportation for employees is available:**

<http://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Human-Resources/Benefits/Work-Life/CommuteTripReduction.asp>

# Support for Sustainable Transportation

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## Responsible Party

**Todd Dunfield**

Director

Center for Community Action and Service Learning

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## 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

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"---" 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:**

The Rudolf Fitness Center on the south side of campus is situated along the Centennial Trail, a major bike commuting path which stretches 26 miles west and 36 miles to the east. Inside the Rudolf Fitness Center there is a locker room, showers, and adjacent bike lockers to keep bikes dry and snow free.

**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)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

The bike racks on campus are numerous and often full during the first few months of each year and again once the spring thaw has begun. Many students live in the neighborhood situated to the north of campus (Logan Neighborhood) which allows many students and a few employees short bike commuting distances.

**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:**

The City of Spokane adopted a complete streets ordinance in the recent past, and the university supports adding additional infrastructure along all major border to increase active transportation over single occupancy vehicle commuting.

**Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:**

Yes

**A brief description of the bicycle sharing program:**

Our Green Bike Program is an opportunity for students to rent a commuter bike for a semester or the whole school year to get to and from campus or to work. Green Bikes are donated bikes fixed up in our shop and spray painted Green. With each bike we include a U-Lock and a helmet as well as free repairs in our shop. We conduct a lottery at the beginning of each semester as well typically have more applicants than bikes.

**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:**

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**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):**

GSBA provides shuttles to and from the Spokane Airport during major breaks and holidays. Tickets are sold to help offset the cost, and all tickets are one way and are \$4.

GSBA also provides free shuttles to downtown Spokane each Friday and Saturday.

Shuttles operate between 6pm and 2am on Friday nights, and 6pm to 12 midnight on Saturday nights. All shuttles run between DeSmet circle and the River Park Square Mall every 30 minutes, or as they fill.

Spokane Transit buses offer discounts for students and employees. Employees receive \$12 dollars off a monthly pass. Students can purchase bus passes at the regular monthly rate and they a 31 day pass which does not have to be used on a monthly basis which provides more freedom.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

Yes

**A brief description of the GRT program:**

Human Resources is responsible for this program for all employees who arrive to campus by bus, walking, or bike.

**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:**

GU participates in Spokane Country's trip reduction program. This provides faculty and staff with more opportunities for carpools, public transit and vanpools than they would otherwise have, and does things like charge a premium for parking for SOV (single occupancy vehicles) in order to discourage people from driving by themselves.



**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:**

Gonzaga offers car sharing with Zipcar; a cost-effective and environmentally-conscious option for occasional drivers. Gonzaga University students, faculty and staff age 18 and older can join Zipcar for a \$25 annual fee and will receive \$35 in driving credit. Members of the Spokane community and visitors to campus are also eligible for Zipcar membership and benefits.

**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:**

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**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:**

The policy and procedure manual approved by the board of trustees and managed by Human Resources states that telecommuting is acceptable and is available with supervisor permission.

**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:**

Compressed work weeks such as working four ten hour days is allowed and encouraged in the HR policy manual for supervisors.

**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:**

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**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:**

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**The website URL where information about the institution's sustainable transportation program(s) is available:**

<http://www.gonzaga.edu/Campus-Resources/sustainability/initiatives.asp#transportation>

# 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

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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*.

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

## Waste generated::

	Performance Year	Baseline Year
<b>Materials recycled</b>	2,824 Tons	1,241 Tons
<b>Materials composted</b>	1,982 Tons	1,598 Tons
<b>Materials reused, donated or re-sold</b>	0 Tons	0 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	907 Tons	895 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	2,958	2,958
Number of residential employees	56	56
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	5,608	5,178
Full-time equivalent of employees	1,570	1,423
Full-time equivalent of distance education students	2,605	2,465

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

	Start Date	End Date
Performance Year	June 1, 2012	May 31, 2013
Baseline Year	June 1, 2011	May 31, 2012

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

We only started tracking our Recyclables and Compost information in 2011-2012 Fiscal year. These are derived from the Waste Management invoices.

**A brief description of any (non-food) waste audits employed by the institution:**

A representative of the City solid waste department has done an audit. A zero waste night is being implemented at basketball games.

**A brief description of any institutional procurement policies designed to prevent waste:**

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

<http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Purchasing/SurplusPolicy.asp>

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

Course catalogs, directories, and course schedules as well as course evaluations and other resources are primarily available on "zagweb," Gonzaga University's self-service web information system.

**A brief description of any limits on paper and ink consumption employed by the institution:**

A new printer/copier system is being tested in our EVP division. The system, when complete, will require a code/authentication at the machine prior to printing. This will give employees the opportunity to cancel jobs if sent by accident

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

The end of the year student move-out process has been incorporated into Gonzaga's sustainability plan. At the end of the year the local Catholic Charities set up PODs at various points around campus to collect unwanted items. This process helped divert over 6 tons of waste and put unwanted items to use.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

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**A brief description of any food waste audits employed by the institution:**

Our on-site dining facilitator, Sodexo, uses LeanPath (pre-consumer waste auditing and tracking system) for audits as well as an Annual Weigh your waste challenge.

**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:**

LeanPath & FMS (Food Management System)

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

The dining facility in the COG (the main dining hall) went tray-less in 2011. A “Weigh the Waste” night was used to measure how much students discarded after each meal. Based on comparisons of “Weigh the Waste” nights from before and after the availability of trays, 30% less waste is generated since the implementation of tray-less dining. This “Weigh the Waste” program is still used, although now to raise student awareness regarding how much food they throw away. In addition to reducing food waste, going tray-less has resulted in a water savings of approximately 300,000 gallons of water annually and reduced soap purchases by approximately 5%.

**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):**

I believe all of the items that Retail uses for to-go are compostable from EARTHCHOICE

**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):**

Stainless steel flatware used in resident dining locations as well as for all china related catering on campus. All take out containers are compostable and made by EARTHCHOICE. We also have instituted a water bottle ban and added Zip2water filling tanks around campus. Additionally we help sponsorship of the freshmen reusable bottles to support the university stance of no plastic water bottles.

**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:**

Bring your own reusable cup to purchase coffee on campus and save at least 35 cents off every time in any location.

**A brief description of other dining services waste minimization programs and initiatives:**

Trayless, Campus Kitchens, Production meetings, FMS, composting, single stream recycling, batch cooking. Waste education initiatives and special programming fall and spring around the subject.

**The website URL where information about the institution’s waste minimization initiatives is available:**

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# Waste Diversion

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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*.

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

## Materials diverted from the solid waste landfill or incinerator:

4,806 Tons

## Materials disposed in a solid waste landfill or incinerator :

706 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:

We follow the Reduce, Reuse, Recycle, Donate philosophy. We try to reuse as much of our surplus items, such as furniture, etc., as possible by offering it to Campus wide departments for their re-use. If there is no demonstrated need for the surplus items, then we donate them to charities, Neighborhood Centers, public and private schools, Homeless programs, etc. If there is no need for the items by these agencies, then we recycle them or offer them to re-sellers, or dismantlers. We also collect food scraps from the COG dining and put them in a compostable compactor. This compactor is emptied weekly at a composting facility. We also send all of our Grounds waste to a composting facility. WE utilize a single stream recycling program that greatly improved the number of items recycled, including plastics numbered 1-7.

## A brief description of any food donation programs employed by the institution:

Leftover food is donated to Campus Kitchens. Campus Kitchens is a national project that partners with high schools, colleges, and universities to share on-campus kitchen space, recover food from cafeterias, and engage students as volunteers who prepare and deliver meals to the community.



**A brief description of any pre-consumer food waste composting program employed by the institution:**

Andrea Bertotti Metoyer

**A brief description of any post-consumer food waste composting program employed by the institution:**

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**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	Yes
Food for animals	No
Food composting	Yes
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	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes

<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

Demolition waste is recycled ie: 92.55% of the COG was recycled when it was demolished summer of 2013

# Construction and Demolition Waste Diversion

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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

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

3,095.73 Tons

## Construction and demolition materials landfilled or incinerated :

249.03 Tons

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

All contractors are encouraged to sort and recycle construction waste on all projects

# Hazardous Waste Management

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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*"---" 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:**

Reduction of chemical product is important in reducing chemical waste. As stated in Gonzaga's Chemical Hygiene Plan: "it is Gonzaga University's policy that all chemical purchases be of minimum amount needed for the immediate needs and discourages stock piling of chemicals for the sake of better prices"

Gonzaga also understands that it costs 3 to 4 times more to dispose of a chemical as to purchase it. This is discussed during training of Gonzaga staff members who work in Labs.

Chemical Hygiene URL (Chemical Hygiene Program Link):

<https://www.gonzaga.edu/Campus+Resources/Offices-and-Services-A-Z/Human-Resources/Environmental-Health-And-Safety/Programs/default.asp>

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

Gonzaga's chemical waste consists of a few satellite accumulations areas and one main collection area for hazardous waste. Staff members are trained according to the chemical hygiene plan on proper disposal techniques, including labeling, and logging waste quantities and types. Gonzaga's Safety Programs Manager schedules routine waste pickups with outside vendors in accordance with pertinent state and/or county regulations. Safety Programs Manager also conducts routine inspections of the chemical waste holding area.

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

No such event occurred.

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

Gonzaga science labs currently have a bar code tracking system used for all chemicals that allows efficient use and re-distribution of chemicals and timely re-ordering. Every chemical purchased is tagged with a bar code and is tracked until product is used up. The bar code system is managed by staff who also log chemical waste inventory and who notify safety manager when materials need disposed.

**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):**

Gonzaga participates in the E-Cycle Washington program. E-Cycle Washington is a free program that provides responsible recycling of computers (including laptop and "tablet" PCs), monitors, TVs and e-readers in our state. Recycling is provided free of charge to households, small businesses, school districts, small governments and charities at authorized collection sites.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

Gonzaga University has a robust surplus and recycling program on campus. Light bulbs, light tubes, TV's, computer monitors, computers, and other items are recycled. There are designated bins and barrels for recycled items located at Information Technology Services, Maintenance warehouse, University Purchasing and University Warehouse. Once these bins are full designated people in this area contact Be Green Spokane for removal. Items are taken to their facility where they are sorted and recycled per the Washington State standards.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<https://www.gonzaga.edu/Campus+Resources/Offices-and-Services-A-Z/Human-Resources/Environmental-Health-And-Safety/Programs/default.asp>

# 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

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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

## Level of water risk for the institution's main campus:

Low

## Total water use::

	Performance Year	Baseline Year
Total water use	176,624,507 Gallons	201,530,682 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	176,624,507 Gallons	201,530,682 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
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<b>Number of residential students</b>	2,958	2,958
<b>Number of residential employees</b>	56	56
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	5,608	5,178
<b>Full-time equivalent of employees</b>	1,570	1,423
<b>Full-time equivalent of distance education students</b>	2,605	2,465

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	2,363,419 <i>Square Feet</i>	2,378,463 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	66 <i>Acres</i>	66 <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>	June 1, 2012	May 31, 2013
<b>Baseline Year</b>	June 1, 2008	May 31, 2009

**A brief description of when and why the water use baseline was adopted:**

2009 was the year we started doing the GHG calculator.

**Water recycled/reused on campus, performance year:**

0 *Gallons*

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

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

All water is sourced from the City of Spokane and is metered by them. The university uses a computer based irrigation control system to manage all irrigation.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Low flow showerheads, low flow aeroters on faucets and low-flow toilets where applicable.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

Limited amounts of drip irrigation. Low to no irrigation for native vegetation along the shoreline.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

As part of an ongoing initiative, new computerized irrigation controllers were installed in the spring and summer (2010). These controllers allow staff to remotely monitor and control water outputs across campus based on weather patterns, thus greatly reducing water consumption.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

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

[http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability\\_initiatives/SustainableDesignPolicy.asp](http://www.gonzaga.edu/Campus-Resources/sustainability/sustainability_initiatives/SustainableDesignPolicy.asp)

## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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.

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*"---" 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:**

Natural Vegetation and 208 drainage swales. The city of Spokane is currently developing guidelines for low impact development in the Spokane area. The University and the city are partnering on the development of street projects that will use pervious pavement

**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? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

Bioswales and (2100) trees on campus to act as an unofficial "urban tree canopy". Permeable pavement to be used? Rainwater storage tank used for measured release into the cities sewage treatment system.

**A brief description of any rainwater harvesting employed by the institution:**

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**Rainwater harvested directly and stored/used by the institution, performance year:**

0 Gallons

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

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**A brief description of any living or vegetated roofs on campus:**

Will be getting green roofs on portions of the University Center.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

City of Spokane - Walks and roads are pavers that allow limited infiltration.

**A brief description of any downspout disconnection employed by the institution:**

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**A brief description of any rain gardens on campus:**

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**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

Tank below tilford and 208 drainage swales.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

Vegetated swales outside of College Hall assist with controlling runoff from parking lots and pathways around the largest and busiest building on campus.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

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**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

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# Wastewater Management

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## Responsible Party

**Ken Sammons**

Director of Plant Services

Plant Services

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## 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*.

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

## Total wastewater discharged:

92,470,752 Gallons

## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

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## The website URL where information about the institution's wastewater management practices is available:

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# 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

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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*"---" 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:**

04/24/13 Awareness spins Earth Week round  
03/27/13 GU cuts down on paper  
03/20/13 Schools question fossil fuel dependence  
01/30/13 School Commits to Climate Neutrality  
09/26/12 Zipcars roll onto campus  
08/22/12 COG embraces hydroponics  
04/24/12- Making Strides on Campus Sustainability  
02/15/12- 'Green' Gowns for Graduation  
02/15/12- Single-Stream Recycling Keeps it Green  
01/18/12- New Purchasing Policy Saves a Different Kind of Green  
04/07/11 - Green living on Nora  
04/07/11 - Styrofoam likely to be phased out on campus  
03/24/11 - Main Market provides healthy local options  
03/03/11 -New market coming to town  
03/03/11 - Saving the world, one T-shirt at a time  
03/03/11 - COG considers needs of vegans

01/13/11 - Planting a sustainable seed: Campus Kitchen to grow food in garden behind CCASL house  
11/04/10 - Registration for spring goes green  
10/13/10 - McCulloh signs climate commitment  
10/07/10 - Officials strive to curb water consumption  
09/30/10 - 'Power Down, AddUp' aims to reduce energy usage  
09/30/10 - Students support Sustainable September: Students participate in Spokane River Clean-Up, as well as other Sustainable events  
04/09/10 - Catholic Church confronts climate change  
03/19/10 - 'I've got a bike, you can ride it if you like': A group of students attempts to bring bike sharing program to campus, hope to someday expand to Spokane  
03/19/10 - Spokane receives grant for cleanup near campus: Project located six blocks from Gonzaga expected to 'enhance neighborhood, create jobs'  
01/22/10 - Campus tech creating sustainable future: University programs aim to save money and conserve energy  
01/22/10 - Grades go electronic: Registrar's Office begins online archiving process  
01/22/10 - GU Law keeps Spokane River safe

**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:**

Consonant with our Jesuit and Catholic identity, respect for creation and the integral development and flourishing of the human person are inseparable from a faith that does justice. Thus, the Advisory Council on Stewardship and Sustainability (ACSS) is an ad hoc University committee responsible for making recommendations to the Cabinet regarding the University's impact on and stewardship of the environment. The ACSS is composed of Gonzaga faculty, staff, and students who are concerned about environmental stewardship and sustainability.

**Duties**

1. The ACSS reviews current and proposed projects and policies concerning energy use, waste disposal and recycling, water use and quality, water and air emissions, air quality, conservation, land use and preservation, biodiversity, and sustainability and makes recommendations to the Cabinet and other individuals or groups on campus who are or become involved in such projects.
2. The ACSS considers ways to increase environmental awareness and education on campus.
3. The ACSS will function as the primary conduit of and clearinghouse for information regarding environmental stewardship and sustainability issues on campus, in part through the creation and maintenance of a stewardship and sustainability website and email address.
4. The ACSS is charged by the President with oversight and implementation of the American College and University Presidents' Climate Commitment.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

**GENERAL MEMBERSHIP**

Faculty -  
Ann Ostendorf (History)

Lisa Miklush (Nursing)  
Anastasia Wendlinder (Religious Studies)  
Caroline Fu (Leadership Studies)  
Kevin Henrickson (Economics)  
Greg Gordon (Environmental Studies)  
Mara London (Civil Engineering)  
Dan Bradley (Philosophy)  
Patrick Ferro (Mechanical Engineering)  
Erica Johnson (Economics)  
Kris Morehouse (Integrated Media)  
Deanna Zibello (Design and Technical Theatre)  
Gary Chang (Biology)  
John Eliason (English)  
John Kafentzis (Journalism)  
Logan Axon (Math/Computer Science)  
Maya Zeller (English)  
Lisa Davis (Communication Arts)

Staff -

Jackie Van Allen (Grant Accountant)  
Jim Jones (Director of IT Operations)  
Gail Marrs (Alumni Chapters Coordinator)  
Phoebe Oosterhuis (CCASL Program Assistant)  
Lisa Meyer (Sr. Faculty Assistant, Modern Languages)  
Todd Dunfield (Director, CCASL)  
Dave Sonntag (Asst. VP of Marketing and Communications)  
John VanSant (Assoc. Director, Public Safety & Security)  
Chuck Faulkinberry (District Manager, Sodexo)  
Dan Harris (Sodexo)  
Pete Tormey (Assoc. Director University Relations - Community and Public Relations)  
Esther Gaines (RHA Area Coordinator)  
Steve Allen (Staff Assembly Rep)

Students -

Grace LeValley (RHA student sustainability rep)  
Kyla Anderson  
Sarika Khanwilkar  
Kaitlin Van Volkom  
Lexie Yoder

STEERING COMMITTEE:

Co-Chairs -

Brian Henning (Philosophy)  
Ann Ostendorf (History)

Faculty -

Gary Chang (Biology)  
Greg Gordon (Environmental Studies)  
Mara London (Civil Engineering)

Ann Ostendorf (History)  
Anastasia Wendlinder (Religious Studies)  
Uprenda Acharya (ex officio, Faculty Senate Representative)  
Jon Isacoff (ex officio, Chair Environmental Studies)

Staff -  
Todd Dunfield (Director of CCASL - Representative of VP for Student Life)  
Steve Allen (Representative of Staff Assembly)  
Tim Hatcher (ex officio, Plant Services)  
Ken Sammons (ex officio, Plant Services)

Students -  
Sarika Khanwilkar  
Lexie Yoder  
Kyla Anderson  
Kaitlin Van Volkom

Community Members -  
Susanne Croft  
Brad Burdick

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

<http://www.gonzaga.edu/Campus-Resources/sustainability/council.asp>

**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:**

In the process of hiring a full time Director of Sustainability

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

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

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**Does the institution have at least one sustainability officer?:**

No

**Name and title of each sustainability officer:**

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**A brief description of each sustainability officer position:**

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

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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**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	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	No	No
<b>Diversity and Affordability</b>	No	No
<b>Health, Wellbeing and Work</b>	No	No
<b>Investment</b>	---	---

Other

Yes

Yes

**A brief description of the plan(s) to advance sustainability in Curriculum:**

The first of four main goals for the 2013 Climate Action Plan is to "deepen sustainability across the academic curriculum." The University plans to integrate sustainability concepts and issues throughout the curricula by creating new major concentrations, adding new courses, and finding ways to assess and evaluate sustainability curriculum.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Between 2013 and 2015 the University plans to: 1) assess and evaluate sustainability in the curriculum via faculty surveys, assessment of student eco-literacy and potential fiscal and personnel considerations; 2) deepen sustainability across the curriculum by implementing a Sustainability Across the Curriculum (SAC) program to increase the role of moral stewardship and ecological consciousness in classrooms; and 3) increase student participation in faculty research.

Between 2012 and 2013 there are plans to create a Sustainable Business Concentration within the School of Business Administration.

**Accountable parties, offices or departments for the Curriculum plan(s):**

Academic Vice President, deans, and department chairs.

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

Part of the first goal of the Climate Action Plan involves increased student engagement with faculty research on sustainability.

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

Between 2013 and 2015 the University hopes to increase the level of student/faculty sustainability research, increase effective publications of opportunities for research, and achieve institutional engagement with environmental concerns.

**Accountable parties, offices or departments for the Research plan(s):**

Academic Vice President, deans, and department chairs.

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

The second of four main goals for the 2013 Climate Action Plan is to increase sustainability in co-curricular programs, and this will integrating sustainability throughout broader cross-sections of the campus.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**



Between 2013 and 2014 the University plans to: 1) create an optional \$5/term "Green Fund" that will be accessible by students for support with sustainability-related projects; and 2) incorporate sustainability concepts and practices into new student orientation.

An ongoing effort is being made to increase sustainability in service and place-based learning opportunities on campus. These are being carried out by the Career Center in terms of paid and unpaid internships, and by the Center for Community Action and Service-Learning (CCASL).

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

The Gonzaga Student Body Association, Vice President for Student Life, Career Center, CCASL, and the Director of Student Activities.

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

Increased Public Engagement around sustainability will come through service-learning and place-based learning opportunities. Groups in CCASL and GU Outdoors are involved in educational mentor programs to teach children from the community about the environment.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

Between 2013 and 2014 CCASL and the Career Center plan to find more ways to reach out to the community through sustainable service-learning, and through seeking and establishing relationships with sustainable workplaces for student interns. GU Outdoors plans to begin the YMCA environmental engagement program this Spring (2014), and CCASL and the Career Center have ongoing initiatives to engage the public.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

GU Outdoors, CCASL and the Career Center.

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Increased Air and Climate Sustainability is covered most thoroughly by the third of four goals in the Climate Action Plan, and will involve mitigation of Natural Gas and Electricity usage, GHG emissions, and decreasing emissions from commuting, air travel, and waste management.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

Gonzaga is committed to reducing emissions by at least 20% by 2020 and by at least 50% by 2035 from 2009 levels. By 2050 the University intends to achieve climate neutrality. Plans are to reduce Natural Gas emissions by 10% by 2020, and 25% by 2035 through energy efficiency and help from the Green Fund. A goal of 3% reductions in Fleet-Related emissions per-year (for a total of 24% by 2020) will be achieved through increased energy efficiency and a University-wide vehicle policy. Electricity mitigation strategies aim for a 25% reduction in electricity use by 2035 through upgrades to building exteriors, retro-commissioning, lighting upgrades, plumbing and HVAC improvements.

**Accountable parties, offices or departments for the Air and Climate plan(s):**

Plant services, ACSS, EVP, CFO, Executive Vice President, VP of Student Life, Student Director of Sustainability, Information Technology Services, President and President's cabinet, Student Life, Sodexo, and in some cases all divisions of the institution.

**A brief description of the plan(s) to advance sustainability in Buildings:**

Plans to increase energy efficiency in buildings through regularly auditing buildings and upgrading building exteriors to promote conservation-preferred behavior.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

By 2020 the Campus hopes to use a 10% decrease in electricity-related emissions as an indicator for increased building sustainability.

**Accountable parties, offices or departments for the Buildings plan(s):**

Plant services, ACSS, Residence Life, office managers, and faculty.

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

Plans to improve the prevalence and uniformity of composting are being made throughout dining services, plant services, and student life. Also, efforts are made to purchase local and environmentally-friendly food products, incentives are in place to encourage the use of re-usable food and drink containers, and constant work is being done to reduce electricity, water, and waste surrounding food services.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

By 2015 the University plans to purchase an additional large composter, and develop a plan / provide resources to collect compostable materials campus-wide and funnel to centrally-located composters. Sodexo, and Gonzaga's Environmental Organization (GEO), and some student-led groups also have ongoing projects to increase locally-sourced, less processed, and more ecologically-friendly food products.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Sodexo, Plant services, Student life, GEO.

**A brief description of the plan(s) to advance sustainability in Energy:**

Plans to increase sustainability in energy were discussed above in the section concerning Air and Climate sustainability. These involve the mitigation of natural gas and electricity use.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

Electricity mitigation strategies aim for a 25% reduction in electricity use by 2035 through upgrades to building exteriors, retro-commissioning, lighting upgrades, plumbing and HVAC improvements.

**Accountable parties, offices or departments for the Energy plan(s):**

Plant Services, ACSS, EVP, CFO, VP of Student Life, and the Director of Sustainability.

**A brief description of the plan(s) to advance sustainability in Grounds:**

There are plans to put in a Native Plant Garden on campus that would use drip irrigation and display a natural, zero-scape as an example of region-specific flora.

Groups in CCASL and GU Outdoors are involved in educational mentor programs to teach children from the community about the environment.

The Operations Subcommittee of the Sustainability and Stewardship council is currently researching ways to implement integrated pest control methods at Gonzaga

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

Plans to create this garden are being pursued by members of GEO and the Permaculture Club on campus and plans are to begin work in 2014.

**Accountable parties, offices or departments for the Grounds plan(s):**

GEO, GU Outdoors, CCASL

**A brief description of the plan(s) to advance sustainability in Purchasing:**

Gonzaga's Sustainable Purchasing and Design Policies have been in place since 2011, and strive for sustainable purchase and design wherever it pertains to energy, water, toxins and pollutants, bio-based products, forest conservation, recycling, packaging, building construction, landscaping and food.

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

Plans to change purchasing behavior surrounding the Gonzaga car-fleet, Energy-Star and EPEAT certified electronic equipment, athletics-related air travel, and food are all measured by various percentages of reductions in their various institutional divisions (e.g. fuel emissions, energy use, waste reduction, etc.).

**Accountable parties, offices or departments for the Purchasing plan(s):**

Sodexo, Plant services, Information Technology Services, University Purchasing, Vice Presidents, and ACSS.

**A brief description of the plan(s) to advance sustainability in Transportation:**

Existing vehicles and equipment are owned and managed by individual departments. Multiple “owners” may lead to different levels of attention to vehicle maintenance. The University can promote efficient use and maintenance in the short term through campus-wide communications. Plant Services will work with the Executive Vice President, the Vice President of Finance, and individual departments and vehicle owners to understand current use patterns and maintenance practices, and promote efficient use.

Currently, there is no University-wide policy regarding fleet vehicle use, lifecycle, efficiency requirements, cost, or branding. These factors are managed on a departmental basis without consistency. A consistent and clear policy would include efficiency-related long-term planning decisions around replacement strategies, such as leasing versus purchasing and vehicle types (hybrid, electric, or alternative fuel). A University-wide fleet vehicle policy will require planning, collaboration and approval at multiple levels and across divisions.

Individual departments will continue to fund their respective vehicles and equipment. As vehicles are upgraded, departments will investigate rebate and discount opportunities available for new high- efficiency vehicles and alternative fuel vehicles. For now, fleet usage and vehicle type will also continue to be the responsibility of individual departments.

### **The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

The future goal for fleet-related emissions is a 3% per year reduction to 2020, or a total of 24%. If achieved, 50.4 metric tons will be reduced by 2020, leaving 159.6 metric tons produced.

### **Accountable parties, offices or departments for the Transportation plan(s):**

Plant Services and Executive Vice President

### **A brief description of the plan(s) to advance sustainability in Waste:**

In FY 2009 Gonzaga generated an estimated 943 tons of solid waste. Solid waste sent to the Regional Solid Waste System’s Waste to Energy Plant accounts for about 0.4% of the scope three emissions.

For many years Gonzaga has operated a dedicated waste reduction and recycling program which prevents and diverts waste from the landfill. The program includes three key waste diversion categories: recycling and reuse, composting, and waste prevention. The program received the 2012 Higher Education Recycler of the Year Award from the Washington State Recycling Association.

Recyclable paper, cardboard, glass, metal, and plastic are collected in all campus buildings (over 560 bins). Prior to Spring 2012, Gonzaga University recycled paper, aluminum, plastic and glass in separate bins; since then, collection is commingled. The historic problems of contaminated recyclables (35% of recycle bins suffered from contamination) and of recyclables ending up in waste bins (nearly 56% of waste bins examined contained visible recyclables) have been eliminated, dramatically increasing the recycling diversion rate. Gonzaga supports recycling batteries, electronics, toner cartridges, packing material, and computers (the latter through ITS). Gonzaga redeploys, sells, donates, trades or recycles almost all of its surplus items. Plant Services collects excess furniture and other surplus items and makes them available to other campus departments through the surplus website. Outdated or damaged items are donated to second hand stores, homeless shelters or offered to Gonzaga employees for sale or for free. The funds earned from the sale of outdated or unusable items on eBay are used to purchase new and second-hand furniture. Electronics that cannot be redeployed, traded or donated are recycled. Gonzaga annually participates in the Soles4Souls shoe drive, which collects new or used shoes during basketball games for subsequent world-wide distribution.

In 2011, Gonzaga’s provider of dining services, Sodexo, purchased a 12 cubic yard receptacle for storing compostable waste. The compostable material is picked up approximately five times a month by a local company Barr-tech (

). This effort has reduced Sodexo's trash pick-ups from the COG area by over half, resulting in a cost savings to Gonzaga of over \$2000 per month. Compostable waste that has historically gone into garbage cans in the dining facility has instead been separated from trash by Sodexo. In addition, the COG dining facility also went "tray-less" in 2011. Based on comparisons of "Weigh the Waste" nights from before and after the availability of trays, 30% less waste is generated since the implementation of tray-less dining. This program has helped raise student awareness of how much food they throw away. In addition to reducing food waste, going tray-less has resulted in a water savings of approximately 300,000 gallons of water annually and reduced soap purchases by approximately 5%. Since 2012, Sodexo has further supported sustainability efforts by purchasing at least 10% of its food from local farmers.

Sodexo provides ongoing sustainability training and incentives for its employees. In the fall of 2011 Sodexo also began to utilize "Lean Path," a tool that tracks and records waste from each food production employee and rewards those who improve by reducing waste generation. This has helped Sodexo reduce waste by an additional 4% in the 2011-2012 academic year. Their hiring of a Student Manager of Sustainability in 2011 has further increased education and awareness of sustainability throughout our campus food services.

Gonzaga University Plant Services participates in Spokane's "clean green" program, composting over thirty-five tons of leaves and needles annually. The industrial composting facility, Barr-Tech, can take food waste, clean green, and food contaminated paper and cardboard products, including pizza boxes.

Containers for compostable materials are currently available at the Martin Centre, Madonna, Coughlin, Cataldo, Dooley, Corkery, Chardin, Crimont, and Roncalli buildings. Plant Services has provided Gonzaga students with the opportunity to compost outside of the dining experiences in containers placed behind Cataldo, in Kennedy, in the Sharp-Boone alleyway and near Goller. Plant services also uses these containers to dispose of the yard waste they collect from maintaining campus grounds.

Gonzaga University currently has twelve 96-gallon compost bins, up from one 96-gallon bin in June of 2011. In the 2011-2012 school year 7,200 gallons have been composted and 138 total yards of yield compost generated. Various tactics reduce waste on campus.

Reusable mugs are encouraged by offering refill discounts. The Gonzaga Student Body Association (GSBA) proposed a bottled water ban to Sodexo in May of 2008, and that policy was implemented four months later. Since then, first year students are given re-usable water bottles during orientation, and they can fill these bottles in various dining facilities and other sites on campus. In the Spring of 2012 Sodexo added two new water filling stations outside of the COG and Crosby Hall providing water that is double filtered and is sourced from spigots within the buildings through a food-grade hose.

The approximately 3,000 students living on campus generate significant quantities of solid waste at their annual move-out. Since May 2011, a process for collecting reusable items in portable storage containers placed throughout the campus has resulted in significant donations through the Zgiving program created by Residence Life and Catholic Charities of Spokane ( in 2011: 12,000 pounds of material that benefited 435 families).

The University has made great strides at improving its recycling program, especially through the introduction of single-stream recycling. Recycling can be further improved through the following strategies:

- Improved recycling signage.
- Replacing or improving cumbersome classroom recycling bins with low bins that have a hinged lid.
- Ensuring that a waste bin is located next to every recycling bin.
- Regular study of the effectiveness of recycling system design.
- Increased use of outdoor recycling bins.

Food waste composting is still relatively new to the campus, but it has expanded quickly. Further expanding the composting program will increase the solid waste diversion rate, decreasing related emissions. The composting program can also be improved by strategies such as the following:

- Develop a plan / provide resources to collect compostable materials campus-wide and funnel to centrally-located composters. This will require new well-labeled receptacles throughout campus, emptied regularly to avoid the odors associated with the compostables going septic. A collaborative effort on the part of Student Life, Plant Services, and Sodexo, as well as an effective education program will be required.
- Purchase an additional large composter to be placed behind Cataldo.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Annual waste audit, Calculate waste diversion rate

"Zero-waste" night at the February 13th Men's Basketball game will use primarily compostable materials and use student volunteers to direct compostable, recyclable, and minimum amounts of trash waste.

**Accountable parties, offices or departments for the Waste plan(s):**

Plant Services; Student Life; Dani Moorehouse

**A brief description of the plan(s) to advance sustainability in Water:**

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**The measurable objectives, strategies and timeframes included in the Water plan(s):**

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**Accountable parties, offices or departments for the Water plan(s):**

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**A brief description of the plan(s) to advance Diversity and Affordability:**

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**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

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**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

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**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

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**A brief description of the plan(s) to advance sustainability in Investment:**

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**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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**Accountable parties, offices or departments for the Investment plan(s):**

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**A brief description of the plan(s) to advance sustainability in other areas:**

Create a Green Revolving Fund

**The measurable objectives, strategies and timeframes included in the other plan(s):**

The Green Fund is a GSBA project that enabled a \$5 increase to tuition that goes to a fund for sustainable projects. It passed through the Board of Trustees last semester and this semester, and work is being done to put together a council, establish paperwork and a procedure for projects to become a reality. Hopefully paperwork can be drafted by the end of this month, a council together by mid-March and a test project going by the beginning of April. These plans are the Capstone project of a Senior Environmental Studies major, and have become a much larger initiative for the ACSS.

**Accountable parties, offices or departments for the other plan(s):**

ACSS, Senior Environmental Studies Students, the Working Group soon to be designated for the Green Fund.

**The institution's definition of sustainability:**

Sustainable Development is defined in a Jesuit context as, “a commitment to respect and care for the community of life. It is economic growth that promotes the values of human rights, care for the natural world, and the striving for the common good of the whole earth community, especially the poor and most vulnerable. It involves sustaining the present generation without imposing long-term costs or penalties on future generations. It replaces the use of non-renewable resources with renewable ones and reduces the consumption of all resources. It entails reuse, recovery, and recycling wherever possible; and replenishment or restoration of the natural balances affected by our actions. It implies sound life-cycle planning and economics—economics that truly reflect the environmental and human costs of our technologies and decisions. Sustainable development will succeed only if it expands to include a vision of sustainable communities which hold all creation as sacred. (

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**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

A Commitment to the Integrative Jesuit Educational Experience

Enhance Environmental Sustainability: Driven by a care for all creation, Gonzaga will be a leader in environmental sustainability. The University will educate and form individuals who will develop social, economic and technological solutions that help create a thriving, civil and sustainable society, and it will advance research aimed at fostering a healthy planet.

A Commitment to Institutional Sustainability and Viability

Optimize Physical Plant: Embracing environmental sustainability as a touchstone, the institution's physical plant will be maintained so that it facilitates delivery of the academic program, supports co-curricular activities and a vibrant residential community, attracts and retains high quality faculty, enhances staff productivity, welcomes campus visitors, and favorably represents the institution to all of its constituents. The facilities and grounds will be easy to access, safe to traverse, available for apposite uses at appropriate times, and financially productive where possible.

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

<http://www.gonzaga.edu/Campus-Resources/sustainability/cap.asp>



## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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"---" 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)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

The university has many committees ranging from academics and student life to safety and athletics. There is at least one student representative on each of these committees. Representatives are either appointed by the student body president from the general student body or elected as a senator and then appointed to a committee by the Speaker of the Senate or by the Student Body President.

**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	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>	---
<b>Budgeting, staffing and financial planning</b>	---
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	---

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

There is a student representative who sits on the Strategic Planning Committee for the University. Senate can make recommendations to the administration about policies. Programs or initiatives can come directly from GSBA. University Strategic Planning Committee

**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)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

The Staff Assembly shall exist to contribute to the success of Gonzaga University, to the growth and welfare of its staff employees, and to the promotion of a positive and supportive work environment. As a constituent organization, along with the Faculty Assembly and GSBA, the Staff Assembly shall operate as a recognized part of the University system to provide a forum for open communication and ongoing dialogue among staff and between staff and administration. The Assembly shall be a consultative and deliberative body with authority to make recommendations to the President of the university on all matters that have a significant bearing on the working environment of the staff. The Staff Assembly will serve as the official nominating body for staff representation to University committees that deal with topics of impact on staff employees and to other task forces and search committees, as needed. From Staff Assembly By-Laws

**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	---
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	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

---

**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)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

The Faculty Assembly is the agency by which the whole faculty can fulfill its responsibility to participate in the governance of the University. At times this participation will involve approval of recommendations made by the President and administration; at time it will involve initial recommendations made by the faculty, subject to the development and endorsement of the President or appropriate governing body.

From the Faculty Assembly Constitution

**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
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

Faculty have been active on university committees during the past three years shaping the mission of the university, establishing new programs, and in developing the strategic plan.

**The website URL where information about the institution's governance structure is available:**

<http://www.gonzaga.edu/about/mcculloh/img/downloads/OrgChart-GonzagaUnivComm-091610.pdf>

## 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

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## Responsible Party

**Maoulay Adjorlolo**  
student worker  
ACSS

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## 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
- 

"---" 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
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

- Gonzaga University does have a couple of roles that work specifically toward diversity.
  - o Associate Academic VP and Chief Diversity Officer
  - o Equal Opportunity and Affirmative Action Officer
- One and/or both of these individuals directly advise on and implements policies, programs and training related to diversity and equity on campus.
- GU has a Campus Climate Committee in which both of these individuals are members.
  - o Briefly this committee is responsible for coordinating regular “pulse-taking” on campus from staff, faculty and students regarding diversity and equity issues.
- GU also has several other offices that participates and coordinates programming around diversity and equity issues. They are University Multicultural Education Center, Center for Global Engagement, Institute for Hate Studies.
- Student diversity and equity: Chief Diversity Officer, University Multicultural Education Center, Center for Global Engagement, Campus Climate Committee, LGBT Resource Center, etc.
- Employee diversity and equity: Equal Opportunity /Affirmative Action Officer, Human Resources, Campus Climate Committee
- Other groups focus specifically on Title IX Gender issues for all populations: LGBT Resource Center, Title IX Coordinator and Title IX Team from various offices around campus, including Human Resources.

**The full-time equivalent of people employed in the diversity and equity office:**

3

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

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**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<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:**

- Student Development Salon: Difficult Questions During Times of Controversy / Controversial Questions that are Difficult to Talk About --- This event is aimed at faculty, staff and administrators. The Salon is offered several times each academic year with various topics. This topic was held on October 17, 2013.
- Take Action Against Hate Banquet – October 22, 2013. Audience: all
- IMPACT luncheons: IMPACT is an informal organization of faculty and staff of color and their allies at GU. The purpose IMPACT is to support members who are part of other racial or ethnic groups that are small or few in number on campus. IMPACT hosts monthly



luncheons throughout the academic year. February 2014 luncheon features Dr. Brenda Allen and the topic of “How do you effectively communicate across cultural difference about white privilege?”

- Dr. Brenda Allen is also lecturing on February 6th, 2014 at 7PM. Audience: students, faculty and staff.
- University Multicultural Education Center, in conjunction with numerous departmental co-sponsors is bringing Dr. Peggy McIntosh to campus the first week of February 2014. She will lecture on February 4th to an open audience at 7PM on White Privilege: Unpacking the Invisible Knapsack. A workshop by Dr. McIntosh is also targeted specifically to staff and faculty on February 5th on the same topic.
- University Multicultural Education Center offers a series of workshops, primarily targeted toward students, entitled “Intentional Initiatives”. The courses in the series all target cultural competence from one angle or another.
- University Multicultural Education Center offers a wide variety of other cultural competence experiences throughout each academic year.
- Human Resources has adapted one of those Intentional Initiatives workshops, in a collaborative effort to bring to staff and faculty. It is titled “The Power of Language: Intent versus Impact”.
- Human Resources also offers recurring courses on:
  - o Resolving Conflict
  - o Solving the Generational Puzzle
  - o Understanding your own and others Social Styles
  - o Management Development 1 which covers harassment and discrimination policies and scenarios
  - o Management Development 2 which covers diversity and cultural competence
- LGBT Resource Center offers a workshop on “Safe Space” which speaks to cultural competence around LGBT issues and creating allies and safe spaces for them. That program is offered several times throughout each academic year to faculty and staff. This is not intended to be an all-inclusive list, but provides a sampling of programs, intended offices and sponsoring departments / organizations.

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[www.gonzaga.edu/gutrainning](http://www.gonzaga.edu/gutrainning)

**The website URL where information about the cultural competence trainings is available:**

<http://www.gonzaga.edu/campus+resources/Offices-and-Services-A-Z/Training/default.asp>

# Assessing Diversity and Equity

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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?:

Yes

## A brief description of the campus climate assessment(s) :

Student Surveys in 2010 and 2012, Staff Surveys in 2008 and 2011, Faculty Surveys in 2009 by the Campus Climate Committee

## Has the institution assessed student diversity and educational equity?:

No

## A brief description of the student diversity and educational equity assessment(s):

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## Has the institution assessed employee diversity and employment equity?:

No

**A brief description of the employee diversity and employment equity assessment(s):**

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**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):**

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

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# Support for Underrepresented Groups

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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## Submission Note:

Information attained from Human Resources

"---" 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:

- Student Wellness Resource Center – focus on students
- IMPACT – focus on support for minorities
- UMEC – focus on multi-cultural issues and groups
- LGBT Resource center – focus on students primarily, but also a resource for HR & employees
- Non-Traditional Office – focus on non-traditional students like veterans and older undergraduates.
- DREAM Office – focus on accommodations for students with disabilities
- Human Resources – focus on accommodations for employees with disabilities
- University Ministry -- focus on religious support for students with offerings to people of other faiths as well
- Office of VP for Missions – focus on faith support across faculty, staff and students
- Equal Opportunity / Affirmative Action Officer – ensures University compliance with equal opportunity policies, processes complaints,

and evaluates University employment systems for equal access. Available to students, faculty and staff.

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.gonzaga.edu/>

**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 quite extensive. It can be found in Student Handbook, Policies and Procedures Manual (PPM), and the Faculty Handbook.

- Complaints for gender related issues go through the Title IX Coordinator and investigators.
- Complaints for all other harassment and discrimination go through the Equal Opportunity Officer.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.gonzaga.edu/hr>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

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

No

# Support for Future Faculty Diversity

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.
- 

## Submission Note:

We are currently in the process of designing such a program

*"---" 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?:**

No

**A brief description of the institution's programs that help increase the diversity of higher education faculty:**

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**The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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
- 

## Submission Note:

Information gathered from Jim White, Dean of Student Financial Services

"---" 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:**

Gonzaga University devotes \$60 million dollars of tuition revenue to help students afford to attend the University. Funds are awarded to students based on their family contribution as demonstrated by the Free Application for Federal Student Aid, (FAFSA). Low income students can also access federal and state grants to help them afford to attend.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

---

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

GU partners with the Act Six program which provides mentoring and support to urban youth who strive to attend college. The program works with the students while they are enrolled in high school to prepare them to succeed in college.

**A brief description of the institution's scholarships for low-income students:**

Gonzaga awards merit scholarships to students ranging from \$3500 to \$16000 based on a student's application materials, high school curriculum, grades and test scores.

The Act Six scholarship covers full need for students from low income, urban backgrounds.

Community Scholars and Gonzaga Scholars are awarded to students from diverse backgrounds who have demonstrated excellence in their high school.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

GU has staff available in the financial aid office to help parents navigate their way through the financial aid process. GU also has a Parent Office that provides support to parents of current students.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

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

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**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**



GU locks in the amount of institutional aid the student receives so that they never receive less money in a subsequent academic year provided the student continues to meet satisfactory academic progress requirements.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

---

**Does the institution have policies and programs in place to support non-traditional students?:**

No

**A brief description of any scholarships provided specifically for part-time students:**

---

**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:**

---

**A brief description of other policies and programs to support non-traditional students:**

---

**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	16.81
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	78.10
The percentage of students graduating with no interest-bearing student loan debt	37.32

**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:**

18.90

**The website URL where information about the institution's affordability and access programs is available:**

---

# 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

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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:**

Although we do have employees of contractors working on site, I had to mark that section no, because by marking it as yes, we would have to fill out a particular number. (the reporting tool did not let us answer the number as unknown) We don't have ready access to what this number is because they are scattered throughout many division and the number of them changes seasonally.

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

**Number of employees:**

1,242

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

1,242

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

No

**Number of employees of contractors working on campus:**

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**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

---

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

---

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

---

**Number of employees of contractors that receive sustainable compensation:**

---

**A brief description of the standard(s) against which compensation was assessed:**

Ongoing evaluation of market trends and best practices is used to assess the satisfactory nature of compensation.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

---

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

---

**The local legal minimum hourly wage for regular employees:**

9.36 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?:**

No

**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:**

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# Assessing Employee Satisfaction

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## Responsible Party

**Maoulay Adjorlolo**  
student worker  
ACSS

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## 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.

---

## Submission Note:

The 100% listed above for "percentage of employees (staff and faculty) assessed" indicates that all employees are allowed to participate and provide feedback, but no specific sample was gathered concerning the true percentage. Last year (2012-2013), 33% participated, but no number is available for this current year.

"---" 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:

Gonzaga conducts exit interviews for staff employees, additionally conducts 90-day check-ins on all new employees. HR provides resources to supervisors who wish to conduct "stay interviews". HR also tracks employee relations and equal opportunity cases to evaluate themes for training and strategy meetings with departments and schools.

## A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):



The exit interview results are compiled on a yearly basis and discussed with HR leadership to review what changes should be made to training, resources, benefits, etc. Additionally, when employees provide permission to share exit interview feedback, feedback is provided to the exiting employee's leadership to assist in any changes that need to be made.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,013

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://www.gonzaga.edu/academics/diversity/CampusClimate/surveys.asp>

# Wellness Program

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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:

Information gathered from Human Resources

"---" 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):**

Health Activities

- Employee Fitness Classes
- Get Moving GU
- Rudolph Fitness Center
- Susan G. Komen Race for the Cure

#### Early Intervention

- Biometric Screening
- Onsite Mammograms
- Personal Health Assessment
- Ergonomics
- Onsite Flu Shots
- 100% Preventive Care-Medical/Dental Coverage

#### Health Education

- Monthly Speaker/Wellness Events
- Christmas Event
- Health Matters Newsletter
- CPR Certification

#### Lifestyle Programs

- ZAGFit Challenge
- Health Fair
- Smoking Cessation
- Wellness Committee

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Human-Resources/Benefits/Wellness/>

# Workplace Health and Safety

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## Responsible Party

**Ann Ostendorf**

Professor

History

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## 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.

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### Submission Note:

Information gathered from Human Resources

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

### Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	3	3
Full-time equivalent of employees	1,148	1,148

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

**A brief description of when and why the workplace health and safety baseline was adopted:**

Adopted in 2014 to assess overall Health & Safety Program effectiveness.

**A brief description of the institution’s workplace health and safety initiatives:**

Gonzaga’s Environmental Health & Safety Department has the immediate responsibility to oversee the University’s accident prevention program. They will manage this program with the cooperative effort of a University Safety Committee consisting of faculty, supervisors and staff. Together, the Environmental Health & Safety Department and the University Safety Committee will seek to ensure an accident-free environment. They will ensure there are activities such as safety orientation for new and transferred employees, timely and appropriate safety training, all aspects of the University Accident Prevention Plan, and other activities conducive to reducing work hazards. Safety is a cooperative venture. The administration is responsible and acknowledges its responsibility for stewardship of the accident prevention program. Each employee is responsible for wholehearted, genuine cooperation with all aspects of the accident prevention program. Employees are responsible for complying with all rules and ordinances, and for being continually safety conscious in performing their daily activities. Cooperation among all concerned will contribute to a safe environment protecting the well-being of all individuals and of Gonzaga University as a whole.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://www.gonzaga.edu/campus%20resources/offices%20and%20services%20a-z/Human-Resources/Environmental-Health-And-Safety/Programs/default.asp>

# 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

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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.

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*"---" 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:**

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**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

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**Examples of CIR actions during the previous three years:**

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

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# Sustainable Investment

## 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

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

# Investment Disclosure

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## Responsible Party

**Brian Henning**

Professor

Philosophy

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## 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.

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

**Does the institution make a snapshot of its investment holdings available to the public?:**

No

**The percentage of the total investment pool included in the snapshot of investment holdings:**

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**A copy of the investment holdings snapshot:**

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**The website URL where the holdings snapshot is publicly available:**

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# 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.

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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.
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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.

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## 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.
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# 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.
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