



# Grand Valley State 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:

Public

## 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	Yes	Yes
Veterinary school	No	No
Satellite campus	Yes	Yes
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes

## 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:**

GVSU's farm is only 2 acres; we hope to expand to 5+ acres in 2015.

**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:

104,800,000 US/Canadian \$

### Total campus area:

1,390 Acres

### IECC climate region:

Marine

### Locale:

Urban fringe of mid-size city

### Gross floor area of building space:

5,320,064 Gross Square Feet

### Conditioned floor area:

5,319,852 Square Feet

### Floor area of laboratory space:

78,999 Square Feet

### Floor area of healthcare space:

1,739 Square Feet

### Floor area of other energy intensive space:

191,283 Square Feet

### Floor area of residential space:

1,319,607 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
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<b>Biomass</b>	0.07
<b>Coal</b>	54.10
<b>Geothermal</b>	0
<b>Hydro</b>	2.63
<b>Natural gas</b>	17.50
<b>Nuclear</b>	17.30
<b>Solar photovoltaic</b>	0
<b>Wind</b>	4.40
<b>Other (please specify and explain below)</b>	4

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

Electricity generated by use of oil, pumped storage, landfill gas, solar thermal, solid waste, and anaerobic digester.

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

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	0
<b>Electricity</b>	0.02
<b>Fuel oil</b>	0.01
<b>Geothermal</b>	0
<b>Natural gas</b>	99.98
<b>Other (please specify and explain below)</b>	0

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

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# 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):

59

### Full-time equivalent enrollment:

23,889.50

### Full-time equivalent of employees:

2,372

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

676

### Total number of undergraduate students:

21,235

### Total number of graduate students:

3,242

### Number of degree-seeking students:

24,099

### Number of non-credit students:

378

### Number of employees:

3,306

### Number of residential students:

5,997

**Number of residential employees:**

24

**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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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>	1,895	585
<b>Number of sustainability courses offered</b>	52	8
<b>Number of courses offered that include sustainability</b>	110	11

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

36

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

59

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

One

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

[GVSU Sustainability Course Descriptions.pdf](#)

**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.gvsu.edu/sustainability/sustainability-related-courses-201.htm>

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

A working group on Education for Sustainable Development was created as part of GVSU's Campus Sustainability Advisory Council. Members of the working group worked with unit heads to database sustainability courses and courses that include sustainability content. The database will be updated on a continuous basis.

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

[STARS Reporting Tool | AASHE](#)

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

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

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

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

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

Yes

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

No

# Learning Outcomes

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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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"---" 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:**

117

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

5,259

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

[AC 2 Programs with Sustainable Learning Outcomes.pdf](#)

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

Liberal Studies (BS/BA)- Sustainability Emphasis; Environmental Studies (minor); Chemistry (BS) - Environmental Chemistry; Chemistry (BS) - Cert. in Green Chemistry; Geography and Planning (BS); Geography and Planning (BS) - Cert. in Sustainable City and Regional Planning; Natural Resources Management (BS, minor); Public and Nonprofit Administration (BS) - Specialty in Community Development and Planning; MPA Grad certificate in Sustainability in Public and Nonprofit Organizations; Biology - MS with NRM Emphasis

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

Public and Nonprofit Administration: Community Development and Planning field requires the ability to identify: the interrelationships among major community actors; the processes and power structures which create community governance; the policies and institutions that foster strong, vibrant communities; the relationship between a community's physical and social infrastructure; and the organizational challenges that face neighborhood associations and community development corporations; Natural Resources Management: Students learn to combine ecological knowledge with geology, statistics, economics, and policy, and apply it to practical situations. These practical applications might include managing wildlife populations or restoring natural ecosystems, such as forests and wetlands; Chemistry: The environmental emphasis is to prepare students for professional employment in a position related to environmental chemistry, or for furthering their studies in an advanced degree program related to environmental issues.

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

<http://www.gvsu.edu/sustainability/sustainability-major-minors-199.htm>



# Undergraduate Program

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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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"---" 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):

Chemistry (BS) - Emphasis in Environmental Chemistry

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

The environmental emphasis is to prepare students for professional employment in a position related to environmental chemistry, or for furthering their studies in an advanced degree program related to environmental issues.

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

<http://www.gvsu.edu/chem/index.cfm?id=F0F5553C-9799-C098-41871C8DA3C1C4AC>

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

Geography and Planning (BS)

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

STARS Reporting Tool | AASHE

Geography is an interdisciplinary, problem-solving field that bridges the natural and social sciences. It is the spatial science focused on understanding where phenomena are located, how they got there, where they are going, and why. City and regional planning uses the tools, techniques, and strategies of land use planning and zoning, site plan review, and the law to develop public policy to efficiently, sustainably, and imaginatively manage our land use practices to preserve the health, safety and welfare of the public.

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

<http://www.gvsu.edu/geography/>

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

Natural Resources Management (BS)

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

The natural resources management program prepares students to care for the land- and water-based ecosystems of Michigan and beyond, as well as to serve the people whose well-being depends on these resources.

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

<http://www.gvsu.edu/biology/index.cfm?id=F82B6015-B346-B218-5B3C7CF64D9BB10D&CFID=23124842&CFTOKEN=42734931&jsessionid=59XG0sZsaDOfOJRjRhIF9zx>

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

Public and Nonprofit Administration - Specialty in Community Development and Planning (

<http://www.gvsu.edu/spnha/undergraduate-major-78.htm>

); Liberal Studies - Sustainability Emphasis (

<http://www.gvsu.edu/liberalstudies/>

)

**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):**

Environmental Studies (minor)

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

The environmental studies minor provides an academic framework within which students consider the multiple facets of environmental issues.

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

<http://www.gvsu.edu/ens/>

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

Green Chemistry (certificate)

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

A Certificate in Green Chemistry provides a major advantage to an applicant on the job market in the area of chemistry and environmental sciences. A Certificate in Green Chemistry is neither a major nor a minor; it can/should be used as a focus investigation area of Chemistry, Environmental Sciences, Engineering, Environmental Studies, or Sustainability. Additional information is available on Green Chemistry.

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

<http://webmo.chem.gvsu.edu/greenchem/>

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

Sustainable City and Regional Planning (certificate)

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

This 15 credit hour (minimum) Certificate in Sustainable City and Regional Planning provides students with a foundational knowledge of sustainability in planning and land use issues. This certificate can be completed in three semesters.

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

<http://www.gvsu.edu/geography/sustainable-city-and-regional-planning-certificate-46.htm>

**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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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

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

Yes

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

Masters of Science in Biology with Natural Resources Management Emphasis

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

Grand Valley State University's Master of Science degree in biology is designed to allow students the opportunity to study at a graduate level in broad areas such as genetics and cell biology, organismal biology, aquatic and terrestrial ecology, and natural resources.

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

<http://www.gvsu.edu/grad/biology/>

**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):**

STARS Reporting Tool | AASHE

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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?:**

Yes

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

Masters of Public Administration - Graduate Certificate in Sustainability in Public and Nonprofit Administration

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

The Graduate Certificate in Sustainability in Public and Nonprofit Organizations provides a unique opportunity to pursue a theoretically based and practically oriented education in leadership for public and nonprofit professionals who want to understand sustainability issues and how to steer their organizations toward sustainable practices. This program offers public and nonprofit managers the up to-date professional skills and perspectives required to guide their organizations in a rapidly changing and increasingly important area.

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

<http://www.gvsu.edu/spnha/-graduate-certificate-in-sustainability-in-public-and-nonprofit-organizations-89.htm>

**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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:**

Yes

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

NRM 407 Natural Resources and Society - Study Abroad. Natural resources topics related to biodiversity, sustainability, alternative energy, environmental policy and economics, land use, climate change, historical influences, and cultural/societal attitudes conducted within an international context. The society-based experience is combined with readings, lectures, papers, and discussions.

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

<https://www.gvsu.edu/biology/nrm-courses-112.htm>

# Sustainability Literacy Assessment

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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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### Submission Note:

Survey is not currently available online.

*"---" 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:**

27

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

[Summary of Surveys.pdf](#)

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

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

Professors in the Environmental Studies department sought to rate students' interest in the possibility of GVSU offering more sustainability-related graduate degrees or certificates.



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

This was a multi-part assessment aimed at current students, alumni, and potential employers. The student portion of the assessment was done via BlackBoard, a web-based learning management system.

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

808 students said that they are considering any graduate degree within the next five years. The total amount of students interested in a sustainability degree was 33% of participants, with 24% interested in either an interdisciplinary MA or MBA, 25% interested in a MPA with a sustainability certificate, and 19% interested in a MS in Environmental Science.

**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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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.

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

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

Yes

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

The Grand Valley Faculty Teaching and Learning Center (FTLC) has offered a variety of opportunities which have supported sustainability course development activity.

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

Teaching Circle Grants: \$250 to bring faculty together to talk about sustainability in the curriculum, speaker series and crossing disciplines.

Development Grants: grants to support faculty attending sustainability conferences.

Pew Technology Enhancement Grants have been used to promote paperless classrooms.

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

<http://www.gvsu.edu/ftlc/grants-47.htm>

# Campus as a Living Laboratory

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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

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

A student in NRM 320 "Resource Systems" modeled global climate change for their final project. Additionally, we have a student representative on our Climate Action Committee.

**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:**

Students help maintain the composting programs in dining facilities and residence halls, and the Office of Sustainability Practices offers a "Green Campus Tour" which highlights sustainable efforts on campus.

**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:**

A student developed and maintains an easy-to-use system that allows students to view what food is available at the different locations around campus as well as display the nutritional information in order to promote healthy choices. This system includes a website where each food service location (Connection, Fresh, etc.) can enter what food is available on a given day. This is tied to an Android app that students may use to filter foods by location, name, or nutritional information (fat, calories, carbohydrates, protein). The system is a proof of concept that is designed to show how web apps can help students eat better.

**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:**

A student completed a project on what can be done with the lithium-ion batteries that power vehicles at the end of their vehicle application life through remanufacturing for return to a vehicle application, repurposing through transformation for use in stationary storage applications or through disassembly into component materials for recycling. This project is funded by the US Department of Transportation via the Mineta National Transit Research Consortium, the Michigan Department of Transportation, and A123 Batteries and is being done in partnership with Sybesma's Electronics of Holland, MI.

The Lake Michigan Wind Assessment project collects data about wind speed and direction at six heights up to 175m using a Laser Wind Sensor (LWS) mounted on a floating buoy in Lake Michigan to help assess the wind energy potential over the lake. It is funded by the United States Department of Energy; the Michigan Public Service Commission; WE Energies of Wisconsin; Grand Valley State University and the Sierra Club.

**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:**

Numerous classes use the ravines as a living laboratory. One student developed a field guide for the ravines on campus. As members of the Grand Valley State University community, we have a bountiful resource at our disposal in the ravines of the Allendale campus that is being under-utilized. This project was designed to cover many aspects of nature relating to the ravines, and result in a finished product consisting of an easy-to-use field guide that is readily accessible to GVSU students and staff. The book includes sections on the common deciduous trees of the ravines, edible plants, wildlife, bushcraft, and the trail system on campus. The edible plants section includes not only identifying information for some of the abundant wild edibles to be found, but also information for their preparation and consumption. Both the sections on trees and on wildlife include information for identification as well as fun facts, and the bushcraft section includes a wealth of information about how to survive in the wilderness. The trail map section consists of aerial photos displaying the GPS-mapped trails.

**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:**

Procurement Services provided an internship to GVSU Business majors to help launch the university Surplus Store, and student workers assist with the store.

**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:**

Students have created a viable business plan for a profit-driven bike shop that rents, sells and services bicycles for students. Additionally, we have students working to repair bikes that have been abandoned or damaged on campus.

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

A student completed a project called Recycled Paper: More than Meets the Eye. Every year, 45 million tons of paper is recycled in the United States. This research provides an insight into the afterlife of that recycled paper, and the possibilities that abound when you treat that waste as a resource; a resource that is able to produce materials and compounds essential for life in the 21st century. Additionally, the Green Team student organization assists with Zero Waste events.

**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:**

A student completed a research project on Rapid Macroinvertebrate Colonization in a Chronosequence of Constructed Stormwater Retention Wetlands. Constructing wetlands is a vital tool for increasing the number & extent of wetlands in the U.S., but their ecological effectiveness is variable. Our objective was to evaluate wetlands constructed in 2009 & 2011 to reduce erosion from stormwater runoff & compare them to wetlands constructed in mid- 1980. Aquatic macroinvertebrates were sampled throughout May 2012, following rapid bioassessment protocols used by the State of Michigan, while water chemistry parameters were measured bi-weekly throughout the summer. The macroinvertebrate Family richness & diversity were significantly different.

**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:**

Students performed a statewide study of nonprofit professional development conducted in partnership between the Johnson Center for Philanthropy and the School of Public Nonprofit and Health Administration at Grand Valley State University. Undergraduate Mawby Fellows will present data about a survey that was administered to over 1,000 nonprofit organizations in the state of Michigan. The results of the survey will influence programming offered by the Johnson Center for Philanthropy and has the potential to further the work of many philanthropic organizations interested in building nonprofit capacity and supporting nonprofit sustainability.

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

A student did a research project focusing on the content of the It Gets Better Project and examines the limitations of social media for outreach and diversity. Through audio and visual content analysis, the study explores Oral Presentations 103 themes and messages of the It Gets Better Project to develop an empirical understanding of who is contributing and what messages and experience are shared. Preliminary research indicates that predominantly white, educated, 18-40 year olds contributed heavily to the It Gets Better Project. In addition, the study examines why such themes as bullying, coming out, and religion are relevant to the It Gets Better Project, and analyzes the limitations of social media activism. The methodology for this project is audio and visual content analysis of 250 It Gets Better Project on YouTube focusing on demographic and thematic elements of the videos. This project is significant because it highlights strengths of the It Gets Better Project as well as providing greater discourse for LGBTQ studies.

**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:**

A student completed a project about the unhealthy diet of Americans and how it has led to an increase in number of chronic illnesses and obesity. These poor dietary patterns usually originate from early-developed eating habits of young and newly independent adults. In this literature review the health status and eating habits of college students will be discussed, along with the social factors promoting these behaviors; such as location of living, previous parental guidance with nutrition, and meal preparation. Misinformation appears to have the largest impact on the nutrition status of the college student, suggesting that a stronger emphasis on nutritional education and constant and/or direct exposure to nutrition information should be implemented on campus in order to promote healthier eating habits. This review also provides an analysis of successful collegiate nutrition education programs and suggests approaches to improve the delivery of accurate nutrition information to Grand Valley State University students.

**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:**

The Office of Sustainability Practices oversees a student team from various disciplines that research and help develop applied sustainability practices for the City of Grand Rapids. Our program, Fair Housing 49507, is exemplary in that it has involved students from history, geography and planning, sociology, economics and public administration in multi-semester efforts to gather baseline data on multiple factors in a targeted neighborhood, as well as propose best practices for a \$1.42 million investment.

**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:**

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

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

# 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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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.

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

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

86

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

738

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

26

### **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:**

[Sustainability Researchers.pdf](#)

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

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

- 1) Search of Digital Measures faculty activities using the "sustainability" box and if it was included in a title.
- 2) Inspection of faculty web pages for sustainability-relevant research.

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

Dr. Erik Nordman, Fulbright Scholar, renewable energy for Kenya's tea-growing regions; Dr. Robert Hollister, NSF grant, vegetation response to climate change in the Arctic, and grant for Sustaining & Amplifying the ITEX AON through Automation and Increased Interdisciplinary of Observations; Dr. Ryan Thum, Scientist of the Year, Northeast Aquatic Plant Management Society, ecology of invasive plants.

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

<http://www.gvsu.edu/csce/>

# Support for Research

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:

Yes

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

The Student Summer Scholars Program (S3) provides funds for a student and faculty mentor to devote twelve weeks to a research and/or creative project during the spring/summer semester. Generally, S3 Grants provide a student stipend, faculty stipend, and a small budget for supplies. Grants do not exceed \$6,000. Through these grants and the mentorship of a faculty member, S3 program offers a unique opportunity for undergraduate students to do hands-on, professional research and creative practice in their chosen field. Combining academics, field work, and a reflection component provides students with a meaningful learning experience that helps to prepare them for graduate school and future careers. The program encourages student research in general with many projects focusing on sustainability.

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

<http://www.gvsu.edu/ours/s3/>

## Does the institution have a program to encourage faculty sustainability research that meets the criteria for this

**credit?:**

Yes

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

The Center for Scholarly and Creative Excellence demonstrates leadership by promoting a culture of active scholarship. The Center promotes innovation and enterprise, facilitates collaborations, and serves as an advocate for faculty scholarship. While the program promotes research from all disciplines, many projects involve elements of sustainability.

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

<http://www.gvsu.edu/csce/>

**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?:**

Yes

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

The College of Liberal Arts & Sciences brings together interested faculty with scholarly and creative interests in five areas: Borders, Brain, Health, Urban, and Water. All clusters are open to CLAS faculty as well as faculty from other GVSU colleges. Additional support in the form of grant opportunities, conference announcements, and other information is provided to these self-selected groups.

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

<http://www.gvsu.edu/clas/clas-research-clusters-401.htm>

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

Yes

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

The library curates a Sustainability Research collection on its ScholarWorks website.

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

<http://scholarworks.gvsu.edu/sustainability/>

## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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

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

46

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

46

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

The Grand Valley State University Libraries are committed to supporting the ability of our faculty and researchers to participate more fully in the open access scholarly publication movement. Open access journals make articles freely available on the Internet, permitting any user to read, download, copy, distribute, print, search or link to the full text upon publication. The primary goal of this program is to remove financial barriers that prevent researchers from publishing in open access journals. The Libraries will cover up to \$3,000 of author submission fees to support the ability of researchers to publish in established open access peer-reviewed journals and peer-reviewed journals that have an open access option. GVSU signed the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities in 2011.

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

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### **The open access policy:**

The primary goal of this program is to remove financial barriers that prevent researchers from publishing in open access journals. The Libraries will cover up to \$3,000 of author submission fees to support the ability of researchers to publish in established open access peer-reviewed journals and peer-reviewed journals that have an open access option.

Additional goals include:

- Increased visibility of research performed by GVSU authors.
- Raising the visibility of open access publishing options among GVSU authors.
- Increasing the number of GVSU authors publishing in open access publications.
- Collecting data that can be used to measure the effectiveness and impact of this program.
- Providing financial support for alternative forms of scholarly publishing.

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

<http://scholarworks.gvsu.edu/>

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

ScholarWorks@GVSU is a service of the Grand Valley State University Libraries. The 9,319 papers to date represent research and scholarly output selected and deposited by individual university departments and centers on campus.

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

<http://scholarworks.gvsu.edu/>

# 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

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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?:**

Yes

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

24,099

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

Zero-Waste Ambassadors

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

3,000



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

Zero-Waste Ambassadors volunteer at every home football game to instruct guests on how to sort their landfill, recyclable and compostable waste. Most of the volunteers are students and most of the guests are students.

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

Zero-Waste Ambassadors are identified with the help of the Office of Student Life, Campus Dining and Facilities Services. Many of the students volunteer on an annual basis and use word of mouth to invite others.

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

Zero-Waste Ambassadors receive training from staff of The Office of Sustainability Practices on recycling and composting before every home game. A "cheat sheet" was created to serve as a guide for those unfamiliar with the processes.

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

Campus Dining provides a free meal for the Zero-Waste Ambassadors. They are also invited to collect any returnable cans from the tailgating areas before the game and use the funds as they wish.

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

Housing Energy Competition

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

5,997

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

Citizenship Mentors encourage residents to reduce their energy use in the living centers for an entire month. Residents compete against other buildings and classes.

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

Citizenship Mentors are a subset of Resident Advisors appointed on an annual basis by Housing staff.

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

Citizenship Mentors receive training from staff in The Office of Sustainable Practices on ways to reduce energy use and how to relate that information to residents.

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

Facilities Planning staff using energy metering devices in the participating buildings.

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

Green Team

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

5,997

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

The Campus Dining Green Team is made up of students and interdisciplinary staff who work together to make the campus more sustainable through campus dining. Students and staff collaborate on yearly academic plans, as well as provide learning opportunities for peers to learn which bin (compost, recycle, landfill) campus dining containers, cutlery, food waste, etc. should be appropriately placed.

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

Green Team student leaders are hired by Campus Dining. The rest of the Green Team is composed of volunteers.

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

Green team members are provided education and subsequent materials in order to feel comfortable conversing with their peers about campus dining sustainability efforts.

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

Campus Dining pays an hourly rate to the Green Team leaders as well as offers \$8/hour worth of credit in dining halls to all volunteers.

**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:**

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

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

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

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**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:**

960

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

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

# Student Orientation

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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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*"---" 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:**

Students are informed of the GVSU sustainability culture in Student Housing orientation and in the Student Life Do Something Guide. At orientation, students are provided a sustainable lunch where students are oriented to recycling, composting, etc. At Campus Life Night, students are introduced to the many student organizations including the Student Environmental Coalition and Student Sustainability Partnership. The Transitions program helps students meet new people, get acclimated to campus, and prepare for a successful university experience. All new students are expected to participate in Transitions. Sustainability is one of the topics covered. In addition, all students receive a student sustainability guide/handbook regarding the basic understanding of sustainability.

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

<http://www.gvsu.edu/studentlife/do-something--13.htm>



## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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>	Yes
<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>	Yes
<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>	No
<b>Other co-curricular sustainability programs and initiatives</b>	---

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

**Alternative Breaks** - Alternative Breaks (AB) offers students the opportunity to spend a Saturday, winter break, or spring break volunteering, learning about social and environmental issues, and meeting new people. AB strives to make each trip diverse by placing people from different backgrounds and organizations on each trip. This allows everyone to learn from other members of their group. AB is not religiously affiliated and welcomes people of all faiths and beliefs. All AB trips are drug and alcohol free. Alternative Breaks is also a great way to gain leadership experience. Past participants can become site leaders for the following year.

**Alternative Energy Club** - The purpose of the AEC is to incorporate alternative sources of energy into practical engineering applications and projects.

**Association of Student Geographers and Planners** - The Grand Valley Association of Student Geographers and Planners is an organization that will increase student involvement in the Department of Geography and Planning and provide advice for those interested in furthering their geographic studies or initially engaging the field of geography. ASGeog will increase recognition and camaraderie amongst geography and planning undergraduates and enhance as well as highlight the unique geographical and planning experiences at GVSU.

**Bachelor of Social Work Student Organization** - their mission is to encourage awareness of the various social issues that impact the profession and our communities.

**Backpacking Club** - Backpacking Club is a student organization created to organize fun, low-cost trips that get students away from campus and the grind of college life. The Club provides a venue for education on wilderness survival, outdoor recreation, low-impact camping, and doing our part to help the environment so that everyone can enjoy it. Essentially, we are here to make CONNECTIONS with each other and the world around us while having a great time.

**Biology Club** - meant to provide students with excellent opportunities to build relationships with faculty and fellow students who have a similar interest in biology. Members can interact with the community through various events and gain awareness of career and research opportunities in biology related fields.

**Biology Graduate Club** - The Graduate Biology Club is dedicated to the professional development of Biology students who are completing masters degrees at Grand Valley State University. Our mission is to provide members with enriched opportunities to network with peers, GVSU faculty, and other science professionals.

**Campus Lions Club** - Campus Lions Club is a part of Lions Club International. The goals of this club are to serve others in our community and abroad. Such projects sponsored by Lions Club are combating vision loss, providing skills to at risk youth, responding to catastrophes, and more.

**Circle K International** - We focus on three main tenets: service, fellowship, leadership. Our main focus is service. We help out around the Allendale and Grand Rapids area, doing various activities at Blandford Nature Center, Allendale Nursing Home, Ronald McDonald House, Feeding America, Love INC., Therapeutic Horsemanship of West Michigan, and more.

**Economics Club** - The Economics Club, is dedicated to creating an atmosphere which fosters learning and interaction between students with an interest in economics, GVSU economics faculty, and the community.

**Farm Club** - We aim to establish an environment of hands on learning, where students on campus and surrounding communities, will be educated on the importance and principles of organic farming

**Food & Nutrition Club** - At our bi-weekly meetings, we will usually have a discussion on something related to nutrition (types of diets, cooking skills, diet-related diseases, food system, and lifestyle topics such as how to save money while shopping healthy), movie screenings, food demos, and guests such as nutritionists, chefs, etc. We will also organize outside events such as volunteering at local food banks, take field trips to restaurants/farmer's markets, attend conferences, and aid in spreading info about nutrition to our peers on campus.

**Geology Club** - The Geology Club exists to offer a friendly environment to all students interested in geology, rocks, minerals, environmental studies, or those who just like being outside.

**Habitat for Humanity** - Our organization falls under the umbrella of Service and Advocacy and should work closely with GVSU and "Habitat for Humanity" to promote, advocate, and serve in and outside of the university community.

**Humane Society** - Humane Society of Grand Valley is a student run organization at Grand Valley State University that is dedicated to bettering the lives of animals and the environment we all live in. We do this by volunteering with local shelters, fundraising for causes



that combat animal cruelty and help homeless animals, lobbying at the state and national levels, and educating the public about animal-related issues and how to be more humane.

Hunger & Homelessness - We do a volunteer event every weekend at a food bank or homeless shelter around the Grand Rapids area. We aim to build more awareness of hunger and homelessness issues within our community while also providing opportunities to serve and give back.

International City Managers Association - The goals of the ICMA Student Chapter are to introduce and integrate students into local government and the management profession and familiarize students with ICMA members, resources, and policies. Through the chapter, we will also establish connections between ICMA, schools, students, state associations, and managers.

Kids in Motion - Kids In Motion is a service and advocacy organization that promotes physical activity among underprivileged youth through volunteering in the community, as well as fundraising activities to benefit local at risk kids.

Minorities in Business -

NAACP - The purpose and aims of the GVSU College Chapter of the National Association for the Advancement of Colored People shall be to improve the political, educational, social and economic status of minority groups; to eliminate racial prejudice; to keep the public aware of the adverse effects of racial discrimination; and to take all lawful action to secure its elimination, consistent with the efforts of the national organization and in conformity with the Articles of Incorporation of the Association, its Constitution and By-Laws and as directed by the National Board of Directors.

Native American Student Association - We are dedicated to promoting American Indian cultural awareness across the Grand Valley campus and surrounding community as well as bringing attention to important Native American social issues.

Net Impact - Net Impact is the leading nonprofit that inspires a new generation to use their careers to tackle the world's toughest social and environmental problems. We empower student and professional leaders to act locally through our vibrant chapter network and connect globally online and through our flagship conference. By 2020, we will mobilize a million new leaders to drive positive change in the workplace and the world.

Nonprofit Professionals Graduate Student Association - The purpose of the Nonprofit Professionals Graduate Student Organization shall be to provide networking opportunities for graduate students while collaborating with industry experts to learn about the emerging trends in the nonprofit sector.

Seidman Investment Portfolio Organization - Seidman IPO is Grand Valley State University's student-run investment organization, which manages a real \$60,000 portfolio. Members of the club participate in market research and investment selection, and host many professional speakers throughout the year. We have several annual trips (Chicago Board of Trade, University of Dayton, Berkshire Hathaway's annual shareholder meeting) and social events that provide unparalleled investing insight and exclusive networking opportunities.

Soil & Water Conservation Society - SWCS participates in local conservation projects, including environmental clean-ups, habitat restorations, and similar community service activities.

Student Environmental Coalition - The Student Environmental Coalition (SEC) is a service and advocacy organization intended to promote student interest in local, regional, and global environmental concerns. We organize educational events, campus cleanups, and community outreach programs within the Grand Valley student body and greater Grand Rapids area. Our mission is: "Helping to engage students at Grand Valley's campus' to be conscious citizens by promotion of environmental awareness." We are dedicated to sustainability related issues in hopes that our fellow students may learn to conserve natural resources and care more about their local environment.

United Students Against Sweatshops - The purpose of the United Students against Sweatshops of Grand Valley State University is to educate the populous about corporations taking advantage of workers. We achieve this through multiple acts of nonviolent direct action and civil disobedience; which purpose is to fundamentally challenge the oppressive power structures that exploit the majority of the world's population.

Urban Planning Association - The Urban Planning Association at Grand Valley State University is concerned with promoting academic and professional enrichment, building leadership experience, building relationships with future community leaders, advocating for the advancement and visibility of urban planning, and serving the campus and local community.

West Michigan Anglers Conservation Club - Student anglers promoting the protection of native and anadromous freshwater fish species through conservation and restoration of freshwater ecosystems throughout West Michigan. A recreational club focusing on the education and service of sport fishing watershed conservation.

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

<http://gvsu.edu/studentorg/>

**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 Sustainable Agriculture Project is, of course, a physical place, a scientific station, where students can go to research plants, the environment, human-environmental interaction, systems thinking, and community. It is also a laboratory in that it is a space where students can (literally) get their hands dirty while learning quantitative and critical thinking skills relating to soil, water, plant life, climate change, and the environment. It is also a working studio space and gallery for artists, a field site with a ready-made community of people on a small working farm perfect for sociological study. It is also a business that produces and sells food to support the activities of the farm.

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

<http://www.gvsu.edu/sustainableagproject/>

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

The SAP is run by students through the Farm Club. Produce is sold weekly at a farmer's market on campus and CSA shares are available as well. Students are also involved in our Outdoor Adventure Center which rents recreation gear, including bikes, to other students.

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

<http://www.gvsu.edu/sustainableagproject/>

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

The Seidman Investment Portfolio Organization is Grand Valley State University's student-run investment organization, which manages a real \$60,000 portfolio. Members of the club participate in market research and investment selection, and host many professional speakers throughout the year. We have several annual trips (Chicago Board of Trade, University of Dayton, Berkshire Hathaway's annual shareholder meeting) and social events that provide unparalleled investing insight and exclusive networking opportunities.

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

<http://www.gvsu.edu/invest/>

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

A variety of annual and one-time sustainability events happen on GVSU's campus, including the Women & Environment Symposium every winter, a variety of lectures and films throughout the year.

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

<http://gvsu.edu/sustainability/>

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

Many departments in the Brooks College of Interdisciplinary Studies highlight sustainability through lectures, speaker series, and art performances.

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

<http://www.gvsu.edu/brooks/>

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

The Outdoor Adventure Center (OAC) is the GVSU student, faculty, and staff resource for outdoor adventure activities. It is located inside and operated through the Climbing Center in room B 170 of the Fieldhouse. The OAC maintains a variety of camping, backpacking, kayaking, and snowshoeing equipment. The OAC is dedicated to providing GVSU students, faculty, and staff with educational and recreational opportunities related to outdoor adventure activities. From day hikes on local trails and kayak excursions on nearby lakes and rivers, to week long rock climbing trips in the back country, we have trips suitable for everyone from the most inexperienced and curious to veteran adventure junkies.

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

<http://www.gvsu.edu/oac/index.cfm?id=F01D890A-DA84-6207-C8D46A3C9D242F3E>

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

GVSU requires students to take a sampling of issues and themes courses, many of which center around sustainability.

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

<http://www.gvsu.edu/sustainability/issues-themes-200.htm>

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

A model sustainability room is located in South Living Center Apartment complex, which prospective and current students can tour. Many living centers are also LEED certified and include energy-efficient appliances and features for students to explore on a daily basis.

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

<http://www.gvsu.edu/housing/students/sustainability-building-info-61.htm>

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

Students can seek a wide range of sustainability-focused employment opportunities. Those positions include Graduate Assistantships with the Office of Sustainability Practices and the Annis Water Research Institute, as well as positions at the Michigan Alternative Renewable Energy Center, in various science labs, maintaining the grounds and the Sustainable Agriculture Project, and working with the City of Grand Rapids on their Transformation Research & Analysis Team which focuses on neighborhood revitalization.

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

<http://www.gvsu.edu/careers/lakerjobs-52.htm>

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

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

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**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

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	Yes
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	Yes
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

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

The Office of Sustainability Practice's (OSP) website consolidates sustainability information about campus operations, education and curriculum, student involvement, and community engagement.

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

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

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

The OSP submits a variety of sustainability-themed articles to the monthly Brooks College of Interdisciplinary Studies newsletter. The Michigan Alternative Renewable Energy Center at GVSU also publishes a monthly newsletter and the Annis Water Research Institute creates a monthly and annual newsletter as well.

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

<http://www.gvsu.edu/brooks/newsletter-archive-21.htm>

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

The OSP maintains active Facebook, Twitter and Instagram pages to share sustainability-related student jobs and internships, conferences, events, policies, programs, and community-wide information.

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

<https://twitter.com/GrandValleySCDI>

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

A sustainable research database has been developed for faculty and students. The database is housed as a separate category in the library.

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

<http://scholarworks.gvsu.edu/climate/>

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

Each LEED Building has signage for LEED recognition and flyers with the buildings green characteristics.

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

<http://www.gvsu.edu/facilitiesplanning/signage-standards-1.htm>

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

Campus Dining is continually increasing its sustainable practices while serving the campus community high quality foods and top-notch customer service. Signage and brochures include information about providing local suppliers, waste management and recycling, and sustainable products. Compostable items in Campus Dining restaurants feature a sticker, alerting guests. All waste bins also include detailed signage as to how to sort trash. Menus are also digital in all restaurants to eliminate the need to print updated menus.

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

<http://www.gvsu.edu/campusdine/sustainability-68.htm>

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

There are two types of these signs on the GVSU campus grounds. The first sign references storm water management areas, and the second sign references "Natural Meadow Areas", where the grass used for lawns in certain areas on campus, is allowed to grow taller than the traditional mowing height, to eliminate the need for additional watering and traditional turf management practices. These signs are in various spots across campus.

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

<http://www.gvsu.edu/facilitieservices/grounds-37.htm>

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

GVSU offers numerous digital tours of LEED certified facilities, physical maps for personal buildings tours, and an all-inclusive Digital Sustainability Map that features more than 30 locations on campus.

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

<http://www.gvsu.edu/sustainability/green-tour-map-309.htm>

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

GVSU's annual Family Guide explains students' alternative transportation options, including details about bike riding and carpooling.

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

<http://www.gvsu.edu/bus/>

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

GVSU offers extensive resources on non-motorized transportation, including path and trail maps, bike safety tips, repair information, and the ability to register a bike with GVSU public safety

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

<http://www.gvsu.edu/bus/biking-main--57.htm>

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

The Office of Housing and Residence Life is committed to being sustainable. LEED Certified Buildings, energy efficient appliances, campus recycling, residential energy savings competitions, community garden, and the campus connector transportation systems are all [STARS Reporting Tool](#) | [AASHE](#)



initiatives that are becoming a way of life in our on-campus residential areas as well as the campus community at large. Sustainable living is included in our residential services guide.

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

<http://www.gvsu.edu/housing/students/sustainability-building-info-61.htm>

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

The Office of Sustainability Practices writes a monthly blog post for the student newspaper, the Lanthorn.

**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:**

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

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

Staff and students at GVSU's Annis Water Research Institute work together to publish academic papers on a variety of research topics relating to plant life, water resources and the Great Lakes ecosystem.

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

<http://www.gvsu.edu/wri/recent-awri-peer-reviewed-publications-66.htm>

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

Yes

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

GVSU's Michigan Alternative and Renewable Energy Center publishes an informational brochure that details their facility and current projects.

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

<http://www.gvsu.edu/marec/brochures-69.htm>

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

Yes

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

The University provides documentation on LEED certified buildings in the form of fliers.

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

[http://gvsu.edu/cms3/assets/1ACDDEF0-A15A-67B1-F268BE06B2416593/leed/LeedsLOH\\_1.pdf](http://gvsu.edu/cms3/assets/1ACDDEF0-A15A-67B1-F268BE06B2416593/leed/LeedsLOH_1.pdf)

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

Yes

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

University Communications assigns a staff member to publicize sustainability-related events, activities and information in several publications including GV Now, The Forum, and GV Magazine.

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

<http://www.gvsu.edu/ucomm/>

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

Yes

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

The Office of Sustainability Practices publishes various materials for orientation purposes, including event fliers and tips on how to lead a sustainable lifestyle.

**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

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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?:**

Yes

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

Recyclemania

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

RecycleMania is a friendly competition among college and university recycling programs in the United States that provides the campus community with a fun, proactive activity in waste reduction. Over a 10-week period, campuses compete in different contests to see which institution can collect the largest amount of recyclables per capita, the largest amount of total recyclables, the least amount of trash per capita, or have the highest recycling rate. The main goal of this event is to increase student awareness of campus recycling and waste minimization. RecycleMania provides many ways to gain recognition, including RecycleMania trophies, awards, and participant certificates.

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

GVSU ranked 106th out of 273 universities in 2013's RecycleMania competition by diverting almost 32% of waste from the landfill. In 2014, GVSU ranked 124th in the country for diverting more than 28% of our waste. Recycling amounts are collected by living centers so staff know which areas can seek improvement.

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

<http://www.gvsu.edu/sustainability/gvsu-recyclemania-90.htm>

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

Housing Energy Competition

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

Citizenship Mentors encourage residents to reduce their energy use in the living centers for an entire month. Residents compete against other buildings and classes.

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

Energy meters are used by Facilities Planning staff to measure the amount used and are shared with participants and living center staff to be used for education on decreasing overall usage.

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

<http://www.gvsu.edu/sustainability/energy-269.htm>

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

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# Employee Educators Program

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:

Yes

## Total number of employees:

3,306

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

Sustainable Department Ambassadors

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

1,000

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

The Sustainable Department Ambassadors are selected on a volunteer basis. After the faculty/staff in each department volunteers to become the Sustainable Department Ambassador(s), The Office of Sustainability Practices (OSP) offers to meet with the sustainability leaders to talk about their thoughts on how their individual department could become more sustainable.

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

OSP staff give a formal presentation to the Sustainable Department Ambassadors on sustainable practices and available resources.

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

There are financial options open to the Sustainable Department Ambassador(s) within each department. First, Sustainable Department Ambassador(s) are able to work within their own department budgets. Second, the Sustainability Reinvestment Fund is offered as financial support for a project/initiative that the Sustainable Department Ambassador(s) would like to start in their own department. Third, Facilities Services & Planning may fund any physical or structural additions, such as a waste sorting station.

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

<http://www.gvsu.edu/sustainability/sustainable-department-ambassadors-296.htm>

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

Health and Wellness Programs (including the pedometer challenge and the healthy choices program)

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

1,322

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

The Pedometer Challenge participants are selected on a volunteer basis. Employees are encouraged to form teams and set goals. The Healthy Choices Program participants are also selected on a volunteer basis.

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

Participants receive instruction on how to enter their steps, convert non-walking activities, and calculate their team goals.

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

The institution provides pedometers for all participants and also provides prizes to the top three teams.

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

<http://www.gvsu.edu/healthwellness/>

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

Sustainability Spotlight

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

102

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

Employees are asked to submit a short application. Applications are reviewed by the Office of Sustainability Practices. The office makes an effort to be as inclusive as possible and to expand the program as interest increases.

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

Employees are given time to give a brief introduction to their work, and then all participants are given the opportunity to mingle and discuss their interests in further detail. This program has resulted in increased collaboration on sustainability issues, and has led to interdisciplinary grant applications/projects.

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

The institution provides the location, food, and compensation for staff time.

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

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



# Employee Orientation

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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:**

100

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

Sustainability is included in the university's core values, and new employees receive orientation via the GVSU Strategic Plan 2010-2015. We are committed to working with our community partners to create a sustainable future for our university, our community, and our region. We will model applied sustainability best practices in our campus operations and administration, education for sustainable development, student involvement, and community engagement by promoting social responsibility, encouraging environmental stewardship, and creating efficiencies and value for the work we perform. We will provide our students with excellence in education and value for the work we perform. We will provide our students with excellence in education for sustainable development by imbedding theory, systems-oriented thinking, and service learning into our curricular and extracurricular programs.

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

<http://www.gvsu.edu/strategicplanning/>

# Staff Professional Development

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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?:**

Yes

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

The Office of Sustainability Practices provides training and professional development opportunities via departmental meetings and the Sustainable Department Ambassadors program.

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

10

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

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

# 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**

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

**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:**

GVSU partners with WGVSU public radio to host Sustainable Community Voices with host Shelly Irwin. This monthly show features a new sustainability topic and discussion with leaders from the West Michigan community.

**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):**

GVSU was a founding partner in 2005 of the Grand Rapids Community Sustainability Partnership along with the City of Grand Rapids, Aquinas College, Grand Rapids Community College and the Grand Rapids Public School system. This is a coalition of organizations that facilitates knowledge, networking and community applied sustainability best practices.

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

Yes

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

GVSU and the City of Grand Rapids have entered into a contractual agreement regarding the research, application and use of applied sustainability best practices. Through a group of ~12 student associates, GVSU provides research and decision-making around applied sustainability best practices for use within the City of Grand Rapids. The partnership has resulted in the formation of TRAT (Transformation Research and Analysis Team) which has successfully completed over 40 projects since its inception.

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

GVSU has been able to develop and grow effective distant partnerships through its participation as a founding member in the Grand Rapids Regional Center of Expertise in Education for Sustainable Development, which it received as a designation from the United Nations University in 2007.

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

<http://www.gvsu.edu/wri/isc/continuing-partnerships-37.htm>

# Inter-Campus Collaboration

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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:**

GVSU has been a contributing author to the book 'Sustaining Michigan: Metropolitan Policies and Strategies', which contains many sustainable development best practices. GVSU faculty have authored many workshops, presentations and texts, including the book 'Sustainability Demystified! A Practical Guide for Business Leaders and Manager'. GVSU members also sit on many local boards and advisory councils, such as the City of Grand Rapids Sustainability Advisory Committee, U.S. Department of Commerce Environmental Technologies Trade Advisory Committee, and the Grand Rapids Community Sustainability Partnership. Additionally the Annis Water Research Institute and the Michigan Alternative Renewable Energy Center do principal research for trade journals.

## **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:**

Business Institutional Furniture Manufacturers Association, West Michigan Sustainable Business Forum, West Michigan Environmental Action Council, Local First, Grand Rapids Community Sustainability Partnership, Association for the Advancement of Sustainability in Higher Education, National Association of College and University Business Officers, Regional Alliance for Diversity in Public Purchasing, Michigan Recycling Coalition, Keep Michigan Beautiful, The Center for Green Schools, National Game Day Challenge

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

GVSU communicates with regional and satellite campuses through a variety of activities and programs including personal visits, campus sustainability spotlight events, sharing of best practices, summits and forums on sustainability best practices such as local sustainable food systems, as well as mentoring of students interested in sustainability jobs in the marketplace.



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

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

# Continuing Education

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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.

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

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

Yes

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

14

## **Total number of continuing education courses offered:**

383

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

[Continuing Education Courses.pdf](#)

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

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

Yes

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

The Graduate Certificate in Sustainability in Public and Nonprofit Organizations provides a unique opportunity to pursue a theoretically based and practically oriented education in leadership for public and nonprofit professionals who want to understand sustainability issues and how to steer their organizations toward sustainable practices. This program offers public and nonprofit managers the up to-date professional skills and perspectives required to guide their organizations in a rapidly changing and increasingly important area.

**Year the certificate program was created:**

2,012

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

<http://careertraining.ed2go.com/gvsuce/>

# Community Service

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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.

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

## **Number of students engaged in community service:**

13,434

## **Total number of students :**

24,477

## **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:**

63,439

## **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:**

Community service achievements are not included directly on official university transcripts at this point, however, we do provide students (as well as faculty, staff and alumni) with an official way to report their service activities and build a service portfolio that they can [STARS Reporting Tool](#) | [AASHE](#)

save/print/export for inclusion with job/graduate school applications, etc. through GVSU's Service Tracker system

**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:**

GVSU provides flex time for ongoing and event-specific volunteer opportunities with supervisor approval, the Service Tracker system for individual faculty/staff to report both their own community engagement activities and also the community engagement activities they offer for students through their academic courses and other official university initiatives, and inclusion of volunteering as activity options for Human Resource's Healthy Choices program.

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

<http://www.gvsu.edu/service/>

# Community Stakeholder Engagement

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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*.

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

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

Yes

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

The Civic Engagement Task Force, appointed by the Provost, includes four workgroups for systematic application of community stakeholder engagement. These include professional development, communication, strategic positioning, and data collection. In addition, GVSU's new strategic plan for 2015-2021 includes community engagement as one of five outcomes, along with a number of objectives that specify outcomes of our work in this area. Many offices across campus support this work, including Faculty Teaching and Learning Center, Office for Community Engagement, Community Service Learning Center, the Office of Sustainability Partnerships, and others. What's more, these offices are working toward common objectives, metrics, and mutually supporting activities.

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

GVSU continues to engage in challenged neighborhoods in proximity to our campus. We are beginning to connect our existing partnerships in these neighborhoods in a more integrated and interdisciplinary fashion. Overall, our goal is to develop sustainable two-way partnerships. To achieve this, our partnership relationships must be mutually beneficial and reciprocal. We seek to identify a shared vision and values, and invest time toward building trust and mutual respect. We collaboratively plan, implement, and evaluate our work together.

**List of identified community stakeholders:**

In general, our stakeholders include the City of Grand Rapids and other municipalities in our area, neighborhoods—especially in the City of Grand Rapids—nonprofit and philanthropic organizations, businesses and industries with which we actively partner, as well as legislators. In addition, we increasingly find ourselves collaborating with other institutions of higher education in our region.

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

We have hundreds of examples of outcomes in areas of education, economic development, sustainability, healthcare, infrastructure, and social services. Most of our efforts in the past three years have been individually implemented. Examples include watershed restoration, juvenile justice initiatives, increased access to local and healthy food in inner-city areas, improved information literacy, math, and reading in urban schools, and development of small businesses and entrepreneurial initiatives.

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

<http://www.gvsu.edu/community/>

# Participation in Public Policy

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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.

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*"---" 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?:**

Yes

## **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:**

Only the university's Board of Trustees can take official positions on legislation and do so only on matters directly involving university governance. Rather, the university's actions demonstrate its support for sustainability. Examples are the university's partnership with The Rapid Bus System which keeps thousands of student cars off the road; the LEED standards employed in the construction of university facilities; and the various conservation and recycling efforts managed by the university's food service.

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

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

This activity is forbidden by state and federal law.

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





# Trademark Licensing

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**Responsible Party**

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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?:**

Yes

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

Yes

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

No

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

<http://www.gvsu.edu/hro/employment-compensation-58.htm>

# 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.

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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

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

GVSU utilizes the American College & University Presidents' Climate Commitment ACUPCC Reporting System to generate our GHG inventory. This year we used Clean Air Cool Planet version 7.0.

**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?:**

Yes

**A brief description of the internal and/or external verification process:**

As part of our internal verification process, the data is provided by various departments and then analyzed by the Office of Sustainability Practices. We recently had our Scope 1 and Scope 2 data audited by an external third party as part of our partnership with Chevrolet's Campus Clean Energy Efficiency Campaign.

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	16,118 <i>Metric Tons of CO2 Equivalent</i>	14,369 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	505 <i>Metric Tons of CO2 Equivalent</i>	546 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	40,208 <i>Metric Tons of CO2 Equivalent</i>	41,579 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	1,059 <i>Metric Tons of CO2 Equivalent</i>	768 <i>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>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	181 <i>Metric Tons of CO2 Equivalent</i>	181 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	592 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

N/A

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

GVSU maintains a 7 acre arboretum that holds 700 trees, as well as 16 additional gardens and vacant land that hold an additional 4,100 trees

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

N/A

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

We have purchased Green-e recs for green power to add LEED points for new building construction seeking certification. The purchased offsets were for the library and the Annis Water Research Institute.

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

	Performance Year	Baseline Year
Number of residential students	5,997	5,662
Number of residential employees	24	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	23,889.50	23,674
Full-time equivalent of employees	2,372	1,879
Full-time equivalent of distance education students	676	371.50

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

GVSU's President signed the ACUPCC agreement in 2007 because he values sustainability; it is one of the University's 7 formal values.

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



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

	<b>Floor Area</b>
<b>Laboratory space</b>	<i>78,999 Square Feet</i>
<b>Healthcare space</b>	<i>1,739 Square Feet</i>
<b>Other energy intensive space</b>	<i>191,283 Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	<i>2,654 Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	<i>25,899 Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	<i>35 Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	---

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

N/A

**A copy of the most recent GHG emissions inventory:**[GVSU CACP Calculator v7.0.xlsm](#)**The website URL where the GHG emissions inventory is posted:**

[http://rs.acupcc.org/search/?institution\\_name=grand+valley+state+university&carnegie\\_class=%3F%3F&state\\_or\\_province=%3F%3F](http://rs.acupcc.org/search/?institution_name=grand+valley+state+university&carnegie_class=%3F%3F&state_or_province=%3F%3F)

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

GVSU has committed to limiting GHG emissions across all major fronts, including construction and maintenance of buildings according to LEED standards and promoting sustainable transportation options.

# Outdoor Air Quality

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:**

No

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

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

Yes

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

Conducted by FTCH. A conservative estimate of potential VOC emissions for the laboratories assumed the entire portion of chemicals used is emitted as VOC. For the Calder Art Center, VOC emissions were conservatively estimated by assuming a generic VOC content of 7.36 pounds per gallon for all materials, except spray cans. VOC emissions attributable to the use of spray cans of paints, adhesives, and

fixatives were estimated by assuming the entire contents of the cans were VOC. To calculate potential emissions from the small gas-fired boilers and hot water heaters, total potential gas usage was combined and emissions estimated using USEPA emission factors for SCC 1-02-006-03. Potential emissions for emergency generators were based upon a maximum of 500 operating hours per year for these emergency units.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>6.08 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>0.05 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>4.80 Tons</i>
<b>Particulate matter (PM)</b>	<i>0.89 Tons</i>
<b>Ozone (O3)</b>	<i>---</i>
<b>Lead (Pb)</b>	<i>0 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>---</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>---</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>0.32 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:**

The University has an outside party conduct a combustion analysis every year on the equipment to ensure that the equipment is operating properly and in the most efficient manner. Boiler tubes are scrubbed every two years to allow the best heat transfer and promote a cleaner and more efficient burn. Natural gas is the primary fuel and only a minimum of two days per year is used to burn fuel oil. And even then the fuel oil is a #2 grade and is an ultra-low sulphor content.

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

<http://www.gvsu.edu/facilitieservices/environmental-52.htm>

# 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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

GVSU adheres to LEED building standards.

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

5,383,048 *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>	91,523 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	480,433 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	603,019 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	150,300 <i>Square Feet</i>

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

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

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

**an Established Green Building Council::**

	<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:**

*3,179 Square Feet*

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

[GVSU LEED guidelines 2007.pdf](#)

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

Dec. 19, 2007

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

<http://www.gvsu.edu/facilitiesplanning/leed-sustainability-33.htm>

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

New projects are required to publish a document that provides design consultants and construction managers with design and construction information that provides a description of the sustainable design and construction features incorporated in the project, and delineates the [STARS Reporting Tool](#) | [AASHE](#)



project intent with respect to sustainability goals and objectives.

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

<http://www.gvsu.edu/facilitiesplanning/leed-sustainability-33.htm>

# Building Design and Construction

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

GVSU adheres to LEED building standards. A list of buildings can be found here:

<http://www.gvsu.edu/facilitiesplanning/leed-sustainability-33.htm>

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

1,413,619 *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>	91,523 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	389,242 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	603,019 <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>	---

Highest Achievable Level	---
--------------------------	-----

**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:**

---

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

3,179 Square Feet

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

[GVSU LEED NC Guidelines.pdf](#)

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

Dec. 19, 2007

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

<http://www.gvsu.edu/facilitiesplanning/leed-sustainability-33.htm>

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

LEED Silver is current minimum requirement & the requirement is included in design & construction contracts. A 3rd party is engaged for oversight; responsibility rests with a GVSU Associate Vice president.

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

<http://www.gvsu.edu/facilitiesplanning/leed-sustainability-33.htm>

## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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.

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### Submission Note:

Copies of the IAQ Incidents are kept in a file with the GVSU Safety Manager.

"---" 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:**

5,320,064 Square Feet

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

5,320,064 Square Feet

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

The university has been adding CO2 sensors for the past five years, to maintain and improve air quality. In addition, the university has installed three projects involving lab space where TVOCs, CO2, etc. is monitored by high tech sensors to alert officials if abnormal conditions are present. If an occupant has a complaint, the complaint is reported to Facilities Services and/or Housing, who schedules a work order and/or contacts maintenance directly. The work order is then given to the maintenance department, who follows up with the complaint. The maintenance supervisor and/or safety manager will review a plan of action with a specific department when necessary. All records of IAQ related issues are maintained at Facilities Services (Customer Service).

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

<http://www.gvsu.edu/facilitieservices/environmental-52.htm>

# 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

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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).

---

"---" 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:**

23.78

**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:**

Sustainable coffee and tea brands include Java City, Seattle's Best, Starbucks, Bewley's and Tazo. Campus Dining offers fair trade chocolate and food is served with biodegradable plates, cups and cutlery. Uniform shirts for staff are made from 100% cotton.

**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:**

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**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:**

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

Campus Dining is continually working with our supplier to purchase from a local line of products that are both season and non-seasonal and have been approved for quality and food safety standards. Campus Dining utilizes local produce provided by Sysco of Grand Rapids and their "Michigan Grown" brands that supports 23+ farms that are local produce partners. we also purchase from another 31 local suppliers, 1 local Dairy that offers hormone free milk, 2 Monterey Bay Seafood Watch Vendors, 3 organic certified vendors, and 1 cage free vendor.

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

Total food purchased is mapped out by vendor distance from GVSU at 250 miles and under.

**Total annual food and beverage expenditures:**

7,400,000 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	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	Yes	Yes
Vending services	No	No
Concessions	Yes	Yes

**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 available:**

<http://www.gvsu.edu/campusdine/sustainability-68.htm>

# Low Impact Dining

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:

45

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

---

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

Yes

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

Yes

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

Yes

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

Campus Dining offers Meatless Mondays meal options at all dining locations as well as a complete protein vegan meal option. The Green Team promotes vegan options as part of a sustainable and healthy meal alternative.

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

There is a registered student organization called "Cage Free" which provides peer-to-peer education about vegan options.

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

<http://www.gvsu.edu/cms3/assets/08460A47-B5B8-CBB1-72873A88FBD61F54/vegetarian-vegan-list-2.pdf>

**Annual dining services expenditures on food:**

7,400,000 US/Canadian \$

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

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

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# 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

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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>	502,042 <i>MMBtu</i>	462,654 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	184,377 <i>MMBtu</i>	186,681 <i>MMBtu</i>
<b>District steam/hot water</b>	14,526 <i>MMBtu</i>	10,522 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
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<b>Gross floor area</b>	5,320,064 <i>Gross Square Feet</i>	4,124,730 <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>	78,999 <i>Square Feet</i>
<b>Healthcare space</b>	1,739 <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>	7,213
<b>Cooling degree days</b>	768

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3.10
<b>District steam/hot water</b>	5

**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>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2005	June 29, 2006

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

Baseline was selected when the university first started reporting and was chosen as a reasonable starting point



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

University uses a BMS (Building Management System) for controlling startup, shutdown, setback, occupied and non-occupied temperature set points.

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

The university has been researching and installing LED lighting for the past 5 years. To date we have installed LEDs into several buildings, some tied to motion sensors. For exterior lighting the university has invested over .5 million dollars into installing over 800 LEDs for parking ramps, lots and street lighting.

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

University makes use of infrared and motion occupancy sensors to control lights and more importantly the volume of conditioned air that is distributed to rooms. This method is used for many of our buildings. Also making use of Demand Control Ventilation (DCV).

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

Solar panels on the roof of an athletic building capture solar energy to help heat the water source in the locker rooms.

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

The amount of ground-source heat pumps employed by the institution is very limited.

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

N/A

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

Recommissioning is done on a case by case basis. It is done by troubleshooting mainly and is not a stand-alone program. However the university has recommissioned some buildings by a third party to provide some energy conservation measures.

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

The University does use a BMS for tracking most of the utilities with regards to utility consumption. Some buildings on some campuses still have manual meters for electricity. Natural gas, water and steam for the most part are metered and either through the BMS or manual reads are compiled into spreadsheets for a variety of reasons (tracking, monitoring, projections, estimates, etc.).

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

Appliances are directed to be purchased as Energy Star compliant. Equipment such as HVAC is partially selected on energy efficiency as well as other factors. Systems are designed with the thought process of being energy efficient for the long term.

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

Landscape design is a project-driven plan. Projects are designed to use as little water as possible and not to rely on irrigation. They are designed to use run-off water whenever possible and to use natural vegetation in the area.

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

The university has researched projects that work off motion sensors, and, after six month of testing, has confirmed that the product has an extremely poor payback.

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

The University has a long history of implementing energy conservation and efficiency projects. More than 250 projects and procedures have been completed or established to help provide energy conservation. Those areas include temperature set points and controls, infrastructure improvements, lighting, equipment selections, system optimization and education to our students, staff and faculty. In addition, all new construction is to LEED silver guidelines. Based on the energy conservation projects we have completed, we have accrued a cost reduction of over 2 million annually. In addition, the yearly accumulation of reductions amounts to 1.5 million over the past fifteen years.

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

<http://www.gvsu.edu/facilitieservices/energy-management-36.htm>

## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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>	102 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	2,716.15 <i>MMBtu</i>

**Total energy consumption, performance year:**

502,042 *MMBtu*

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

There are photovoltaic panels on the roof of the Michigan Alternative Renewable Energy Center and on the Kelly Family Sports Center.

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

N/A

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

N/A

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

We have purchased Green-e RECs for green power to add LEED points for new building construction seeking certification.

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

<http://www.gvsu.edu/marec/>

# 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

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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).

"---" 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>	1,389 Acres
<b>Footprint of the institution's buildings</b>	330 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	616 Acres

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

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	443 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 :**

Start with a healthy plant as the best defense against disease or pests. Choose correct varieties for the location. Don't overplant areas to improve air circulation that reduces disease. Water wisely, caution used not to over or under water locations. Clean up debris to reduce insect populations. Determine thresholds and monitor locations regularly. Understand life-cycles of insects and weeds for proper control. Limit synthetic chemical control use and avoid 'blanket' applications.

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

(1) Design Phase – Design sensitive to surroundings and site-appropriate ecosystems. Layout and plants determined by designer and maintenance personnel. Plants include native and site-adapted species. (2) Construction Phase – retains and protects on-site soils. Imports as little soil as possible. Reuses hardscape materials if possible. Minimizes removal of on-site debris and material. (3) Maintenance – Has final say in plant choice and placement. Maintenance activities vary by location on site. Clippings returned when possible. Debris recycled on-site when possible. Minimal fertilizer applications. Pests managed via IPM. Pruning uses a variety of styles.

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

We follow the IPM plan, and also review design plans prior to landscaping to make sure that they accommodate native plants and use plants that are hearty for this region.

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

On-campus composting kicked off with a sorting party involving a group of students sorting the yard waste. Facilities services transported the sorted material to the Sustainable Agriculture Project where it was wind-rowed. In addition, dining facilities and housing all offer compost options. Some compost is then used at the Sustainable Agriculture Project.

**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:**

Slow release and organic fertilizers are used as part of the turf management program on campus. Liquid de-icing materials are used on sidewalk areas in place of bagged or rock salt, to reduce damage to trees, plants, and turfgrass areas around campus. A natural/bacteria based material is added to the ponds to control weed and algae growth.

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

The Stormwater Advisory Group (SWAG), consisting of faculty, staff, and consulting engineers, collaborate on water management solutions on campus. With the input of SWAG, GVSU has constructed water retention ponds, bioswales and rain gardens, used porous pavement, and designed vegetated roofs to maintain an acceptable flow of water into the adjacent ravine system.

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

Snow piles from parking lots are placed in locations, where melting/runoff of the snow piles, are less apt to cause erosion to adjacent ravine areas. Excessive amounts of piled snow (that could cause erosion problems) are mechanically removed and relocated by front-end loaders and or dump trucks, when necessary. Road salt usage is reduced by 50%, by mixing the road salt with sand. Salt usage on sidewalk areas has been reduced or eliminated in most areas of campus, by using liquid de-icing materials that are less corrosive, and environmentally damaging.

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

The Stormwater Wetland Complex located on Pierce Road, between parking lot J and 48th Ave., is a protected wetland area that provides treatment for stormwater generated from 123 campus acres and diverts significant amounts of runoff away from the Grand River ravines. The wetland complex serves as a demonstration project on how to manage stormwater onsite, while providing a valuable "outdoor learning laboratory" for students and faculty.

**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.epa.gov/opp00001/factsheets/ipm.htm>

## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:**

Yes

## **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:**

The streams on campus flow into the Grand River and are considered "waters of the state." They are protected under Part 301 of Michigan's Natural Resources and Environmental Protection Act.

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

Yes

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

Yes

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

The streams and ravines on campus are used regularly by ecology, mammalogy, natural resources, and other classes. Students routinely investigate ravine sites for sensitive species and areas as part of their lab experiences. Environmental engineers have noted the presence of legally-protected Virginia bluebells in the ravine systems.

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

The ravines are dominated by hardwood trees, primarily sugar maple. The wetlands and streams at the ravine bottom support a variety of wetland plants, including legally-protected Virginia bluebells.

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

The GVSU Facilities Department actively manages stormwater flows in the ravines to reduce erosion and protect sensitive areas. Facilities collaborates with the Stormwater Advisory Group, which includes faculty, staff, students, and consulting engineers, to enhance the ravine ecosystems.

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

[http://www.gvsu.edu/cms3/assets/56DCA9CB-EC2F-5B8F-2554D65FC045BC23/colgan\\_article.pdf](http://www.gvsu.edu/cms3/assets/56DCA9CB-EC2F-5B8F-2554D65FC045BC23/colgan_article.pdf)

# Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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

# Electronics Purchasing

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:**

No

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

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

If you would like to purchase computer equipment (laptops, desktops, printers, peripherals, etc.) with GVSU funds, please send an email to

[techsupply@gvsu.edu](mailto:techsupply@gvsu.edu)

for up to date educational pricing/quotes.

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

All electronics purchasing must be approved through the Technology Supply Office (TSO) or exceptions are approved by IT to purchase outside of the TSO.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	385.86 <i>US/Canadian \$</i>
<b>EPEAT Silver</b>	51,883.73 <i>US/Canadian \$</i>
<b>EPEAT Gold</b>	1,284,153.88 <i>US/Canadian \$</i>

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

1,486,980.16 *US/Canadian \$*

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

<http://www.gvsu.edu/it/office-computer-purchases-249.htm>



# Cleaning Products Purchasing

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

[GVSU Green Housekeeping Policy 9-26-2008.pdf](#)

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

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

We review our chemical purchases annually.

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

Yes

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

17,000 US/Canadian \$

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

80,615 US/Canadian \$

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

Yes

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

The intent of the program is to reduce exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological and particulate contaminants, which adversely affect air quality, human health, building finishes, building systems and the environment.

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

[GVSU Green Housekeeping Policy 9-26-2008.pdf](#)

**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.gvsu.edu/cms3/assets/F2334EB2-DF42-D918-1064005B916644D4/GVSU%20Green%20Housekeeping%20Policy%209-26-2008.pdf>

# Office Paper Purchasing

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

[Paper Purchase Policy.pdf](#)

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

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

GVSU is dedicated to supporting sustainable initiatives through leveraging its buying power and supplier partnerships. The University seeks supplies from businesses who share our values of environmental stewardship, social justice and economic prosperity. Sustainable responsibility refers to the acquisition of environmentally preferable products and services, supplier inclusion that is reflective of our diverse business community, and contributions to the overall economic growth and expansion of our local markets. Proposals must include evidence that the bidder's company is committed to and actively participates in social, economic and environmental

responsibility. This may include a history of commitment, corporate diversity initiatives, corporate environmental policy, awards received, and samples of marketing and promotional materials. Centralized purchasing best practices for computer labs, copy centers and bathroom papers. Environmentally preferred papers are identified and given priority listing in office supplies online order sites. We participate in the West Michigan Sustainable Purchasing Consortium paper contract. GVSU includes the section listed below in all RFPs. Our RFP response form requires bidders to identify environmentally preferred paper products. Vendor awarded contracts are required to provide product specification sheets, participation and spend reports. Procurement staff interact regularly with vendor account representatives.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 US/Canadian \$
<b>30-49 percent</b>	83,131.52 US/Canadian \$
<b>50-69 percent</b>	0 US/Canadian \$
<b>70-89 percent (or FSC Mix label)</b>	0 US/Canadian \$
<b>90-100 percent (or FSC Recycled label)</b>	2,596.17 US/Canadian \$

**Total expenditures on office paper :**

215,904.98 US/Canadian \$

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

[http://www.gvsu.edu/cms3/assets/DBBCD1D4-C920-7EFE-75B267DC67885AAE/env\\_sust\\_pol.pdf](http://www.gvsu.edu/cms3/assets/DBBCD1D4-C920-7EFE-75B267DC67885AAE/env_sust_pol.pdf)

# Inclusive and Local Purchasing

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:**

Yes

**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:**

Striving to maintain the diverse resource of qualified vendors in our procurement process is fundamental. Therefore, we value the partnerships already established and welcome the opportunity to develop new successful business relationships. To assist in achieving the goals of our Supplier Diversity Program, GVSU is affiliated with numerous outreach organizations.

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

Yes

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

6

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

<http://www.gvsu.edu/purchasing/supplier-diversity-outreach-33.htm>

# Life Cycle Cost Analysis

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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



# Guidelines for Business Partners

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:**

Some

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

[Vendor Agreement.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.gvsu.edu/purchasing>

# 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**

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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 :**

153

**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>	3
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	4
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	11
<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:**

A conscious effort is made to use machines that operate on B20 vs. gasoline.

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

<http://www.gvsu.edu/bus/>

# Student Commute Modal Split

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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

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

64

## 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)	36
Walk, bicycle, or use other non-motorized means	14
Vanpool or carpool	1
Take a campus shuttle or public transportation	49
Use a motorcycle, scooter or moped	---

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

Every March, an online survey is sent (via Survey Monkey) to all faculty, staff and students.

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

<http://www.gvsu.edu/bus/>

# Employee Commute Modal Split

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:

5

## 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)	95
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	1
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	0



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

Every March, an online survey is sent (via Survey Monkey) to all faculty, staff, and students.

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

<http://www.gvsu.edu/bus/>

# Support for Sustainable Transportation

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

Full shower and locker room facilities are located in the Fieldhouse in Allendale, the L. William Seidman Center in Grand Rapids and Winter Hall in Grand Rapids. Information is on our website under the bike section.

**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

No

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

The University offers short-term racks and a daily U-Lock rental program.

**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:**

GVSU's Master Plan incorporates a biking and pedestrian component. The purpose of those sections are to accommodate non-motorized modes of travel on GVSU's Allendale Campus and between the campus and the surrounding community. Key issues include preventing conflicts between pedestrians and vehicles on frequently used campus roads, and providing safe non-motorized links between campus and off-campus housing.

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

Yes

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

The University refurbishes damaged bicycles from campus, and then makes them available to students. The bikes are available for a fee which pays for general maintenance of the bikes. 70 bikes are currently in circulation.

**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):**

The Rapid offers 28 designated routes that service the greater Grand Rapids, Walker and Allendale area. Service includes free park and ride locations.

**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:**

All trips are free.

**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

The University is a member of the West Michigan Ride Share program.

**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:**

The WeCar Car Sharing program allows students, faculty, and staff to rent a vehicle by the hour providing a transportation option for those who do not have a vehicle on campus. By partnering with WeCar, owned by Enterprise Holdings, a parent company of Enterprise and National Car Rental, two vehicles are currently available for rental. Insurance is included in rental rates.

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

Yes

**A brief description of the electric vehicle recharging stations:**

Some of the 12 charging stations are dual mode and some are single mode. Stations provided at the Allendale campus, Pew Campus and Grand Valley campus in Muskegon, MAREC.

**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 university program is called Flexible Work Arrangement (FWA). There are many instances of FWAs at GVSU today, however, FWAs may or may not work in every area of the university. The GVSU FWA Toolkit provides appointing officers, supervisors and staff members assistance in making an informed decision to determine if workplace flexibility is suitable for the department and for the individual staff member.

**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:**

We have a flexible work arrangements program through the human resources office. The condensed work week is one of the options.

**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?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

Enterprise CarShare Membership Program which allows students, faculty and staff to rent a vehicle by the hour, providing transportation for those who do not have a vehicle on campus. Currently, two vehicle rentals are located on the Allendale campus.

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

<http://www.gvsu.edu/sustainability/transportation-initiatives-188.htm>

# 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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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
Materials recycled	522.70 Tons	396 Tons
Materials composted	481 Tons	0 Tons
Materials reused, donated or re-sold	62.80 Tons	5.50 Tons
Materials disposed in a solid waste landfill or incinerator	1,056 Tons	1,567 Tons



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

	Performance Year	Baseline Year
Number of residential students	5,997	5,662
Number of residential employees	24	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	23,899.50	23,674
Full-time equivalent of employees	2,372	1,879
Full-time equivalent of distance education students	676	371.50

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

We started waste diversion in 1990, but we selected FY2006 as our baseline year because that is when we began our more robust record-keeping as part of our participation in the nationwide RecycleMania competition.

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

An annual waste audit is conducted either in Housing or Academic buildings. Numerous athletic events are also audited by student volunteers and staff, including all of the home football games.

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

Our surplus store is rethinking the way the GVSU community disposes of its unused materials. When items have reached the end of their lifecycle or are no longer needed, we collect them from the GVSU community and make them available for sale at our retail store. Our

goal is to reduce the overall amount of University materials that go to a landfill. When we find items that cannot be reused, we look to recycle them. Some items, such as electronics or hazardous materials, require special handling. We continually work with vendors/partners to ensure all the byproducts of recycling are disposed of in an environmentally friendly way. On average 1,200 lbs. of RCRA hazardous waste is disposed of as well as 52 lbs. of universal waste in Facilities Services. Other waste disposed of includes medical waste, state of Michigan regulated industrial waste, DOT-Regulated waste and Non-Regulated Solids. Facilities Services maintains its status as a conditionally exempt small quantity generator (CESQG). GVSU is also active in a Tier II Reporting System which benefits its local first responders by providing them all the necessary information of hazardous substances within its possession to lessen the risk of placing one of our heroes in danger.

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

GVSU has a printer cartridge exchange program, a surplus store which sells gently used items, and is also replacing mercury-containing lab equipment/devices with non-mercury materials which are then recycled.

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

The course catalog, annual class schedule, and faculty/staff directory are available online. A much smaller quantity is available in print than years past. Institutional Marketing's web team also creates paperless processes for various university departments and organizations. This service is offered to any interested department who would like to find a way to use technology to decrease the amount of paper it uses. In one year, that team developed six new programs which saved over 500,000 sheets of paper.

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

We have implemented a print management solution for three of our campus buildings and are expanding from there. All printers currently default to double-sided printing.

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

During move-in, open top recycling containers are set up to collect cardboard and prevent it from being sent to the landfill. During move-out, Project Donation allows students to give their unwanted clothing, furniture, small appliances, and unopened packaged food to local non-profits rather than the landfill.

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

Our zero-waste initiative has been instituted at football games and indoor basketball and volleyball games. We also have a Surplus Store which was created to reduce environmental impact by engaging in sustainable practices by providing items that have reached the end of their shelf life for sale to the general public, preventing them from going directly to the landfill.

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

Food waste audits were conducted at The Connection and Kleiner to determine the composition of compost, landfill, and recycling streams and presented at manager meetings in an effort to improve upon waste sorting and diversion efforts. There is also a student "Green Team" which provides education on waste sorting and assists with waste audits after zero waste events.

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

A system of food management fundamental and waste reduction is used to minimize food waste and maximize efficiency. The Food Management Fundamentals system consists of the following steps: 1. Planning: forecasting customers and portions; 2. Product: purchasing compliance; SKU consolidation and reduction; 3. Production: using production sheets and standard recipes and tracking waste; 4. Post Analysis: using past results to inform future forecasts.

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

The use of trays at Fresh Food Company was eliminated to reduce energy, water and detergent use. This resulted in saving 1,619,000 gallons of water from 2007-2008. In addition, we have installed more efficient dishwashers in at least two of our dining locations that will save additional resources on top of the original study. An audit was conducted at Fresh Food Company to track consumer waste as a percentage of food served. The results aided in helping the Green Team promote consumer waste minimization efforts at the dining location.

**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):**

The Fresh Food dining location offers a reusable to-go program. This program allows customers to purchase a meal to take home in a reusable container and bring it back to us to wash and exchange it for a new container during their next meal. Compostable clamshell to-go containers are offered at applicable dining locations. Compostable containers are made from Ingeo plastic and are BPI-certified compostable.

**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):**

Reusable dining ware is available at Engrained and Fresh Food Company to reduce the need for disposable to-go containers.

**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:**

\$1 coffee and pop refills are available at all Campus Dining locations. \$.25 water refills are available at all Campus Dining locations.

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

Campus Dining participates in Zero-Waste football games and catering events. Volunteers at the hosted event help guests in sorting their waste into the proper compost, landfill and recycling receptacles in order to maximize the waste diversion rate. Grand Valley was ranked second in the nation for waste minimization in the National Game Day Challenge for Zero-Waste football games.

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

<http://www.gvsu.edu/facilitieservices/index.cfm?id=C65A216A-098C-244E-34B1E59D24EEA075>

# Waste Diversion

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:

1,066.50 Tons

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

1,056 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 have a student recycling team that drives a small van and picks up the recycling from the containers in the academic buildings. The custodians in the housing buildings set the recycling out on the curb. The recycle team picks these up as well. Scrap metal is brought to the Service Building to our Padnos container. We have purchased new recycling containers for every building in the last 7 years. Pre and post consumer compostable material is placed in a separate container and picked up daily to be taken to Spurt Industries to be turned into top soil.

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

Campus Dining donates to local food pantries at the end of each semester. Through a partnership with Food Donation Connection, excess baked goods and produce are donated to Mel Trotter Ministries in Grand Rapids, MI.

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

Pre-Consumer composting is available at all of our dining locations. We have separate bins for composting, recycling, and landfill waste at all of our dining locations for ease of separation. Our goal is to be zero waste and eliminate the landfill bin all together.

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

Post-Consumer food composting is available at all of our dining locations. Separate bins for composting, recycling and landfill are easily accessible for all customers to separate their items. Campus Dining also has a “Green Team” actively educating and showing students how to separate their trash to eventually reach zero waste in the dining halls. This team routinely stands out by the trash receptacles and educates students on the importance of composting and recycling to eliminate trash from going to landfills. We use compostable service ware and trash liners to encourage composting and landfill diversion.

**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	Yes
Furniture	Yes

<b>Residence hall move-in/move-out waste</b>	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:**

Computers and e-waste.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:

19,765.26 Tons

## Construction and demolition materials landfilled or incinerated :

541.80 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:

It is the university's intent to divert construction, demolition and land-clearing debris from landfill disposal. Redirect recyclable recovered resources back to the manufacturing process and redirect reusable materials to appropriate sites.



# Hazardous Waste Management

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

GVSU has a Mercury Reduction Program. The university's goal is to replace mercury containing equipment and devices with non-mercury materials and limit disposal. For example, fluorescent lamps are collect and recycled by Valley City Environmental Service. contact customer service if you have mercury devices that require disposal.

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

Waste is stored in designated areas on campus. Disposal of waste is scheduled on a regular basis with Drug and Laboratory Disposal, Inc., Valley City or other licensed disposal companies. GVSU generates and disposes of RCRA hazardous waste, universal waste, and other waste including medical waste, state of MI regulated industrial waste, DOT-Regulated and Non-Regulated Solids. Designated locations currently maintain its status as a conditionally exempt small quality generator (CESQG).

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

None

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

We have a database that has every chemical bottle inventoried along with health and safety information. Among the main objectives of the system is to facilitate the sharing of chemicals. I have already seen instances of old chemicals being used that nobody knew were available. It also keeps track of lab equipment to avoid duplication.

**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?:**

Yes

**A brief description of the electronic waste recycling program(s):**

Our Information Technology Department calls us when they need a pickup. Other ewaste is called in to Customer Service to be picked up by our Utility Staff. The Ewaste is brought to the warehouse and stored until the next Comprenew pickup is scheduled.

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

Trained employees handle the material and Comprenew comes to campus for hauling & breakdown.

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

<http://www.gvsu.edu/facilitieservices/environmental-52.htm>

# 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

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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 to Medium

## Total water use::

	Performance Year	Baseline Year
<b>Total water use</b>	144,712,028 Gallons	164,141,690 Gallons

## Potable water use::

	Performance Year	Baseline Year
<b>Potable water use</b>	102,106,036 Gallons	119,256,118 Gallons

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

	Performance Year	Baseline Year
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<b>Number of residential students</b>	5,997	5,662
<b>Number of residential employees</b>	24	25
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	23,889.50	23,674
<b>Full-time equivalent of employees</b>	2,372	1,879
<b>Full-time equivalent of distance education students</b>	676	371.50

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	5,320,064 <i>Square Feet</i>	4,189,524 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	616 <i>Acres</i>	445 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2005	June 30, 2006

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

Baseline was selected when the University first started reporting and was chosen as a reasonable starting point

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

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

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

Stormwater is retained and filtered through 4 settling ponds which then feed excess water into the pond used for irrigation of the golf course, practice football fields and some lawn areas on campus.

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

All irrigation water used is metered and total use rates have been reported to the Michigan Department of Environmental Quality yearly for the life of the golf course. Any supplemental water needed to maintain the pond levels needed for irrigation is reported as well.

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

The University has employed a number of water saving methods in the form of plumbing fixtures and fittings. Low flow water closets, urinals and shower heads have been installed in new and existing buildings. Waterless urinals have also been installed in some buildings. Water faucets with built-in motion sensors have also been installed.

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

The University has a standard practice to purchase appliances that are Energy Star rated. This includes clothes washers, water closets, urinals, faucets and dishwashers. For example, in Housing units the University utilizes a program of updating washing machines periodically with more technically advanced equipment so as to reduce operating cost and water consumption. The University adopted a policy of "trayless" dining facilities which saves energy and water from the task of cleaning the trays. HVAC equipment, such as humidifiers, that atomize the water more uniformly are a preference since they use less water while providing a better humidification.

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

Drought tolerant plants are selected, for landscaped and/or natural areas on campus, that receive little or no landscape irrigation. Specific plant types used for this type of landscaping would include (but not be limited to) ornamental grasses, perennial plants such as sedum, black eyed susan, purple coneflower, hosta, iris, liatris, peony, veronica, vinca, geranium, agastache, and tree species such as locust, ornamental pear, pin oak, tulip tree, zelkova, and European beech.

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

Rain guage will shut down irrigation in a rain event.

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

The Meadows golf course employs remote sensing equipment to report moisture levels. These readings are then used to set irrigation levels needed to maintain the turf. These levels are consistently less than normal Evapotranspiration Rates which are calculated daily.

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

<http://www.gvsu.edu/facilitieservices/energy-management-36.htm>

## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

Focused on restoring the campus storm water runoff to pre-development conditions. Our intent is to reduce stormwater runoff to the level experienced in 1960 just before the University was established. These efforts include porous pavement parking lots, rain gardens, green roofs, wetland creation and storm water reuse in campus irrigation.



**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:**

These efforts include porous pavement parking lots, rain gardens, green roofs, wetland creation and storm water reuse in campus irrigation.

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

Excess rainwater is stored in retention ponds and used for irrigation when appropriate.

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

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

Constructed wetlands capture stormwater and provide natural filtering services as the water infiltrates into the ground.

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

Green roofs promote infiltration of storm water and reduce peak runoff from storm events. The sedum plants absorb and uptake storm water runoff and reduce pollutant loadings. These roofs are located on the Kennedy Engineering Building, the Honors College Building, portions of the South Living Center, the Connection Building, the MAK 2008 Addition, the AWRI Boat Storage Facility, and portions of the Kelly Sports Facility. Green roofs are being designed for a new science lab building.

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

We have both sidewalks and 2 parking lots that used these materials. Porous pavement promotes infiltration of storm water and reduces peak runoff from storm events. Storm water is captured through the pavement and a system of underdrains and underground cisterns.

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

Downspouts are not connected to sanitary system. Most go to a stormwater system

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

Rain gardens are in use at the Laker Turf Building.

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

Storm water detention-reuse ponds capture storm water from a large portion of campus. The water is captured, stored and reused in the campus irrigation system or allowed to flow through a more natural pace to the Grand River. In addition, we recently completed a stormwater management complex that is 55 acres in size and designed to manage a significant area of existing pavement and buildings.

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

The university has created numerous rain gardens to promote infiltration and reduce pollutant loadings. In addition, we have these devices in manicured lawn areas as an initial collection feature. Design solutions for new buildings seek to incorporate existing older stormwater management solutions into the new site designs; the intent is to update the older solutions to current best management practices. These newer design solutions invariably seek to detain the stormwater flows for a greater period of time to allow sediment to drop out of the stormwater flow.

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

Wetland system construction captures, stores and treats stormwater through a series of sediment fore-bays and stormwater management cells. Our newer recreation and sports fields are constructed with stormwater collection and storage facilities located below the playing surface. Where feasible, we re-direct historic flows from parking areas to newer or reconstructed detention areas to allow greater non-source pollutant removal.

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

<http://www.gvsu.edu/stormwater/>

# Wastewater Management

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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

# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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:**

The Office of Sustainability Practices has created a Zero-Waste program, instituted on-campus composting, produced the Campus Sustainability Spotlight Series program, and modeled these best practices for the greater community.

### **Does the institution have at least one sustainability committee?:**

Yes

### **The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

The Campus Sustainability Advisory Committee is tasked with looking at campus sustainable best practices from a whole systems approach and making recommendations to the president and board of trustees.

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

Jim Bachmeier and Norman Christopher (both professional staff) are co-chairs.

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

<http://www.gvsu.edu/gvnow/index.htm?articleId=C8D767C0-D0C9-6F59-BB38339D55A8F93F>

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

Yes

**A brief description of each sustainability office:**

The mission of the Office of Sustainability Practices is to provide GVSU administration, faculty, staff, students, and community stakeholders with the required skills and capabilities to become better stewards and responsible global citizens in the workforce, communities, and family life.

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

3.50

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

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

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

Yes

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

Norman Christopher, Executive Director

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

The officer acts as the liaison for modeling sustainable development best practices on campus and in the community.

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

<http://www.gvsu.edu/gvnow/?articleId=F34B62DF-BC6E-341F-3A5D16A302C4A5A8>

## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	Yes	Yes



Other

No

No

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

2010-2015 Strategic Plan: Objective 3.6: By 2015, students will have the opportunity to take course work or participate in internships and domestic and global service learning experiences that focus on best practices in sustainability.

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

Sub-objective 3.6.1: By 2013, 10% of students will have access to high impact service learning, internships, and co-op experiences in sustainability practice. Sub-objective 3.6.2: By 2015, students will have the opportunity to pursue a certificate or other credentials that certifies their sustainability expertise.

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

University administrators including the Provost's office

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

The strategic plan states the university will inventory opportunities for students to participate in high impact experiences (internships, co-ops, domestic/global service learning, study abroad, scholarship with faculty, learning communities, etc.)

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

By 2015, at least 80% of students will have the opportunity to participate in high impact experiences.

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

Faculty and administrators, including the Provost's office

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

GVSU will continue to develop and support service learning, co-curricular activities and other experiential learning opportunities relating to sustainability including Learning & Living Center activities, peer-to-peer education programs, and transparency of on-campus initiatives

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

By 2011, a baseline of financial resources was established including the Sustainable Reinvestment Fund. By 2012, data collection and analysis was implemented to identify needs and outcomes.

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

Office of Student Life and the Office of Sustainability Practices

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

Achieving public engagement around sustainability requires a campus with a civic ethos—where faculty, staff, and students have the knowledge, skills, values, and motivation to act on issues of public and personal concern in ways that make a difference in our communities. Broadly, our strategy is to continue to develop this ethos through dialogue, to provide resources and supports for public engagement, to build an open network of those actively involved, and to recognize and reward their efforts. In addition, GVSU provides space and resources for other organizations to use for sustainability-related workshops, forums, events and conferences. GVSU will also continue to connect graduates to positions in the business, nonprofit, political and civic leadership field in West Michigan, the country and the world.

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

GVSU's mission states that the university will educate students to shape their lives, their professions, and their societies. The university's new strategic plan, to be implemented 2015 – 2021, includes the following outcome related to public and community engagement: Grand Valley has mutually beneficial relationships, partnerships, collaborations and connections with local, state, national and world communities. Objectives specific to public engagement are still being finalized, but they include measurable outcomes on the percentage of courses that will include community-based learning, percentages of faculty and staff who have relationships outside the institution, and data collection on community partnerships.

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

Office for Community Engagement

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

GVSU's President has signed the ACUPCC agreement as well as the Talloires Declaration. The University updated its climate and institutional data, and its climate inventory and GHG emissions for the FY 2013-14.

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

GVSU seeks to achieve climate neutrality by 2050. To date, 200+ energy efficiency projects have been successfully completed over the past decade, generating ~\$2 million in annual cost savings.

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

Facilities Planning, Facilities Services, Operations, Office of Sustainability Practices

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

The University will construct additional academic space, which will be minimum LEED Silver certified, including a new sciences building and marketplace

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

By 2015, an additional 500,000-750,000 net sq. ft. will be constructed based on minimum LEED Silver standards

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

Facilities Planning

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

Campus Dining is currently working with Grand Valley's chemistry department and facilities services on developing a biodiesel processing program. The program, if approved, would entail the use of campus dining's fryer oil in producing biofuel in an on-campus lab, providing students with a hands-on learning opportunity to produce alternative fuel sources for the university. Due to the success of the Zero-Waste initiative for football games, campus dining will be working with facilities services, student life, athletics and the Office of Sustainability Practices on expanding zero-waste efforts to encompass additional sporting events. Produce from the university's student-run Sustainable Agriculture Project will be served at Engrained.

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

GVSU seeks to earn Green Restaurant Certification by 2015 and reach Sustainable Seafood certification by 2018.

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

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

The University will continue to look for ways of reducing energy consumption and promote energy conservation and efficiency through education, procedures, new building designs, projects, recommissioning, equipment retrofits, system modifications and technological advances

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

At the moment the University is continuing to partake in the ACUPCC and AASHE reporting mechanisms which cover some of the objectives and timeframes. The University monitors energy usage on a daily basis and compares yearly consumption for benchmarking purposes. We continue to look at renewable energy in the form of wind, solar, biomass, and photovoltaics.

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

Facilities Services

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

GVSU has committed to preserving a well-established reputation as a leader in sustainability efforts and model for best practices by establishing a process to evaluate campus sustainability efforts and establishing aggressive goals to promote social responsibility, encourage environmental stewardship, and create efficiencies and value for the work we perform.

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

By 2015, this reputation will be well established through annual environmental assessments

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

Facilities Services, Office of Sustainability Practices

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

Continue to work on our surplus store, community partnerships and sustainable purchasing.

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

[http://www.gvsu.edu/cms3/assets/DBBCD1D4-C920-7EFE-75B267DC67885AAE/env\\_sus\\_pol.pdf](http://www.gvsu.edu/cms3/assets/DBBCD1D4-C920-7EFE-75B267DC67885AAE/env_sus_pol.pdf)

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

Procurement Services

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

The University is working with the Rapid and location communities to create Bus Rapid Transit between Allendale and Grand Rapids.

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

6-10 year timeline

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

The Rapid

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

New and remodeled buildings are being designed with upgraded collection containers and recycling centers.

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

50% waste diversion rate by spring 2015.

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

Facilities Services and Campus Dining  
[STARS Reporting Tool](#) | [AASHE](#)

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

The University monitors the consumption of water by separately tracking usage in housing buildings, academic buildings, and irrigation. The University looks at new building designs, reuse of water, water capture, technological advances in irrigation, system designs and the use of services to support sustainability in water. We recently added VFDs to our irrigation pumps and reduced the scheduled run times of some of the irrigation zones.

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

The University monitors water usage on a daily basis and compares yearly consumption for benchmarking purposes. The University does not target a specific goal of reduction but strives to reduce water consumption in housing buildings, academic buildings, and irrigation through design, procedures, system modifications and education.

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

Facilities Services

**A brief description of the plan(s) to advance Diversity and Affordability:**

Objective 2.1 states that undergraduate students will have the opportunity for achieving intercultural competence training that is official certified. Objective 2.2 states that 100% of faculty and staff will have had the opportunity to participate in graduate levels of intercultural competence training. Other objectives state that the diversity of faculty, staff and students will expand.

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

Objective 2.1 had a goal of completion by 2012. Objective 2.2 has a goal of completion by 2015. Diversity expansion objectives have a goal of completion by 2015 and will be partly demonstrated by the annual Workforce Utilization Analysis: Affirmative Action Plan document.

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Office of Inclusion, and admissions and recruitment offices

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

GVSU has assembled a Wellness Taskforce composed of staff and faculty from various departments. Our mission is to increase collaboration and awareness among campus partners to identify wellness opportunities for GVSU students, faculty and staff, and act upon

those opportunities to develop a campus culture that supports good health and well-being.

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

Our annual goals include identify current wellness initiatives and projects for awareness and decrease redundancy where possible, identify health and wellness needs for the campus community that are not being met, provide health and wellness recommendations for the 2015 GVSU strategic plan, and promote collective health and wellness efforts to students, faculty and staff.

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Human Resources acts as the coordinator for the Wellness Taskforce, which is composed of staff and faculty from various departments including Sustainability, Movement Sciences, Campus Recreation, and Operations.

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

GVSU will continue to monitor its practices to reduce overall investment risk; effectively communicate its strategic budgeting priorities to students, faculty, staff and other stakeholders; and keep tuition rates in the middle of the range; increase financial aid awards relative to room and board costs

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

Many of these commitments are already established but have reinvigorated goals of completion by 2015. The University aims for 75% of faculty to be familiar with budgeting priorities. The University will assess tuition costs based on the price to attend other public, four-year universities in Michigan.

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

Financial Aid, Finance & Administration Office

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

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

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

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**The institution's definition of sustainability:**

Sustainability is about meeting the needs of today without compromising the ability of future generations to meet their needs.

**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:**

GVSU values the guiding principles of sustainability in helping to meet the current needs of our faculty, staff, and students without compromising the needs and resources of future generations. We are committed to working with our community partners to create a sustainable future for our university, our community, and our region. We will model applied sustainability best practices in our campus operations and administration, education for sustainable development, student involvement, and community engagement by promoting social responsibility, encouraging environmental stewardship, and creating efficiencies and value for the work we perform. We will provide our students with excellence in education for sustainable development by imbedding theory, systems-oriented thinking, and service learning into our curricular and extracurricular programs.

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

<http://www.gvsu.edu/strategicplanning/>



## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

Students can attend Student Senate meetings and make a public comment, they can volunteer at Student Senate events, they can sit on a University Standing Committee, and they can run for election to be a Student Senator

**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?:**

Yes

**A brief description of student representation on the governing body, including how the representatives are selected:**

As the sole student governing body at Grand Valley, Student Senate is in charge of appointing Student Representatives to seats reserved for students on University Committees. Representatives need to go through an application process.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
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<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Student representatives sit on various University committees, including Academic Policies and Standards, Faculty Facilities Planning, Faculty Salary and Budget, General Education, Graduate Council, Pew Faculty Teaching and Learning Center, University Assessment, University Curriculum, and Online Education. Student representatives also sit on various University governance committees, including Campus Life, International Education, Outstanding Service Award, Undergraduate Research, University Libraries, and Writing Skills. Student representatives also sit on two University administrative committees, including Newspaper Advisory and University Judiciary. Students also comprise two University senate seats within the University Academic Senate and the Executive Committee of the Senate.

**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:**

Each employee group has a formal committee or association of elected representatives who meet with management on a regular basis

**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:**

by law our governing body is appointed by the Governor of Michigan

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	No
<b>Existing or prospective physical resources</b>	No
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	No
<b>Prioritization of programs and projects</b>	No

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

Staff are included in the university strategic planning process, through which the university mission, vision and planning take place

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

No

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

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**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:**

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**Do faculty have a formal role in decision-making in regard to the following?:**

	<b>Yes or No</b>
<b>Establishing organizational mission, vision, and/or goals</b>	---
<b>Establishing new policies, programs, or initiatives</b>	---
<b>Strategic and long-term planning</b>	---
<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 faculty role in regard to each area indicated, including examples from the previous three years:**

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**The website URL where information about the institution's governance structure is available:**

<http://www.gvsu.edu/facultygov/>

# 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

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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:**

The Inclusion and Equity Advisory Board supports and assists the university in achieving the goal of providing a rich, inclusive learning, living, and working environment that attracts, retains, and supports a diverse community.

**The full-time equivalent of people employed in the diversity and equity office:**

15

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.gvsu.edu/inclusion/>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

**A brief description of the cultural competence trainings and activities:**

The office of Intercultural Training, Learning and Development and the Division of Inclusion and Equity provide leadership in developing intercultural programs for faculty and staff members, as well as programs for students: Assessing Your Intercultural Competence, Crucial Conversations, Developing Your Intercultural Communication Skills, Intercultural Communities of Practice, Understanding Equal Employment Opportunity and Affirmative Action, Understanding the ADA, Respect in the Global Workplace, Sexual Harassment Prevention, Talking the Walk: Developing your Intercultural Communication Skills

**The website URL where information about the cultural competence trainings is available:**

<http://www.gvsu.edu/itc>



# Assessing Diversity and Equity

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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) :

The University Climate Study and myGVSU surveys gather collective thoughts from employees and students on how we can better help support and further achieve the goal of providing a rich, inclusive learning, living, and working environment that attracts, retains, and supports a diverse community.

## Has the institution assessed student diversity and educational equity?:

Yes

## A brief description of the student diversity and educational equity assessment(s):

GVSU tracks its enrollment numbers of all racial groups by overall enrollment, full-time vs. part-time status, by major, and degrees awarded.

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

GVSU conducts a yearly Utilization Analysis that tracks the diversity of GVSU's workforce, hires, promotions, and terminations.

**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:**

<http://www.gvsu.edu/mygvsu/>

# Support for Underrepresented Groups

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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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"---" 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:**

GVSU provides a wide range of programs and services that enhance learning in critical thinking, communication, self-awareness, relationships, diversity, membership and leadership, citizenship, and sustainability. These co-curricular offerings and support services target undergraduate and graduate students, residential and commuter students, traditional and nontraditional age students, as well as full-time and part-time students at Grand Valley's campuses and regional centers.

## **The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.gvsu.edu/inclusion>

## **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:**

GVSU's Team against Bias, which is composed of diverse campus representatives, reviews information regarding bias incidents and implements strategies to educate, engage and inform the campus community. GVSU is committed to providing students, faculty and staff with a campus environment that is safe and affirms diversity. As a result, GVSU created a Bias Incidents Protocol to respond to threats to the core of the University's values.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.gvsu.edu/bias/>

**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?:**

Yes

# Support for Future Faculty Diversity

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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.
- 

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

## Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

## A brief description of the institution's programs that help increase the diversity of higher education faculty:

GVSU is committed to equal opportunity, affirmative action and multiculturalism both in spirit and according to related laws and regulations. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our university. Programs that support increasing the diversity of our faculty include: Inclusion Implementation Plan -

[www.gvsu.edu/iiplan/InclusionPlan.pdf](http://www.gvsu.edu/iiplan/InclusionPlan.pdf)

, Inclusion Advocate Program -

[http://www.gvsu.edu/cms3/assets/0014819A-9062-64A5-72CC1CD84EC8A273/executive\\_summary\\_ia-ic.pdf](http://www.gvsu.edu/cms3/assets/0014819A-9062-64A5-72CC1CD84EC8A273/executive_summary_ia-ic.pdf)

, Inclusive Recruitment Resources -

[http://www.gvsu.edu/cms3/assets/5F62AF30-BA64-F2B7-](http://www.gvsu.edu/cms3/assets/5F62AF30-BA64-F2B7-1779F37034E1AEA3/inclusive_recruitment_resources.pdf)

[1779F37034E1AEA3/inclusive\\_recruitment\\_resources.pdf](http://www.gvsu.edu/cms3/assets/5F62AF30-BA64-F2B7-1779F37034E1AEA3/inclusive_recruitment_resources.pdf)

**The website URL where more information about the faculty diversity program(s) is available :**

<http://www.gvsu.edu/inclusion>

# Affordability and Access

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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
- 

"---" 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:**

The Financial Aid Office establishes a packaging policy that addresses the needs of all students and targets grant dollars to low-income students. In addition to \$25.2 million in institutional grant assistance, federal grant dollars were awarded to 13,093 low-income students in 2013-2014. \$29.45 million in Federal Pell Grants. \$897,000 in Federal Supplemental Grants. GVSU also provides Federal TEACH Grants, Federal Direct Loans, Federal Parent Loans, Federal Perkins Loans, Federal Nursing Loans and Federal College Work-Study and Michigan Competitive Scholarships to needy students.

<http://www.gvsu.edu/financialaid>

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Within the professional programs sponsored by the offices of Inclusion & Equity, Student Academic Success Center, Student Services, and Faculty Teaching & Learning Center, faculty and staff develop collaborative connections and initiatives to serve students from disadvantaged environments.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

GVSU's Upward Bound program prepares underserved and/or first-generation college-bound students in grades nine through twelve for success in high school and enrollment in college. Once accepted, a student can participate until graduation from high school. All services are provided at no cost to participants. The program provides academic instruction, tutoring, counseling, and cultural activities designed to build the academic skills, motivation, and self-confidence necessary for success in college. The program also offers assistance in the search for financial aid and scholarships, as well as support in completing the college admissions process.

Another program designed to improve access is the Freshman Academy program that is funded by institutional funds. Freshman Academy is a support program for students who have demonstrated a strong potential for achievement, but lack high school preparation to be successful in college. All participants in the program are first generation college students. About 80% of the participants are also considered low income students and receive the Pell Grant. The program provides intensive academic support including: specialized course sections with learning communities, tutoring services, developmental academic advising and assistance with study skill development. This fall program participants will be moving into campus a week to participate in an pre-semester institute designed to get students into the swing of college academic life early. It will use intensive cooperative problem solving to assist students develop time management skills, refine critical thinking skills, and elevate math, reading and writing skills. Students in the Institute work closely with faculty, staff and other students (forming a strong community early) and will obtain a very effective preparation for the academic rigor at GVSU. The program is offered at no cost to students.

[www.gvsu.edu/ub](http://www.gvsu.edu/ub)

<http://www.gvsu.edu/gynow/?articleId=167B7B87-BC07-B0D1-358FFA91B7502040&print=true>



**A brief description of the institution's scholarships for low-income students:**

GVSU provided \$25.2 million in need-based grant assistance targeted to low-income students for the 2013-2014 award year.

<http://www.gvsu.edu/financialaid>

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

In addition to school visitations by our Admissions, Financial Aid, and Upward Bound Program representatives, campus visitations are offered. A number of online resources are also made available to parents:

<http://www.gvsu.edu/ub/resources-for-parents-10.htm>

<http://www.gvsu.edu/parentsfamilies.htm>

<http://www.gvsu.edu/familyassociation>

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

During the recruitment process, the Admissions Office uses the Teacher Cancellation Low Income Directory Report from the U.S. Department of Education to assist in identifying high schools with a high concentration of students from low-income families. Targeted recruitment activities include: high school visits by an admissions representative, onsite admissions decisions, and bus trips for groups to tour the Allendale Campus and experience campus life.

<http://www.gvsu.edu/admissions>

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

Once admitted to the university and a FAFSA filed, all Pell eligible students are contacted by an admissions representative to ensure understanding of their financial aid award letter. Students are also introduced to the services and support programs of the Student Academic Success Center to enrich their higher education experience.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Dollars are available to students through GVSU merit based programs, GVSU departmental scholarships, GVSU athletic scholarships, other State of Michigan grant programs, endowed scholarships, scholarships from outside agencies and alternative loans through outside lenders.

<http://www.gvsu.edu/financialaid>

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

To provide opportunities for graduates of the Grand Rapids Public Schools (GRPS) to attend college, the Joan A. Panopoulos Scholarship was created to give qualified students assistance with the cost of their education at GVSU. The scholarship is designed to benefit GRPS students who have participated in the TRiO Upward Bound (UB) Program. Preference will be given to the Upward Bound student who has participated in the GVSU TRiO UB Program. If no one from the GVSU TRiO UB program applies, candidates that have participated in other TRiO programs offered in Grand Rapids (MI) and graduated from a Grand Rapids public school will be considered. Additionally, candidates who are former TRiO students who have graduated from a Grand Rapids public school and earned an associate's degree from Grand Rapids Community College will be considered for this scholarship award.

**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

GVSU offers around 10 scholarships that are available for part-time students. These scholarships are also available to full-time students. The average award from these scholarships is around \$1,500.

**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:**

The Children's Enrichment Center (CEC) is a campus-based child care facility that operates year round. It's been accredited by the National Association for the Education of Young Children since 2005. Currently the CEC offers student families tuition discounts, additional veteran discounts, accepts subsidies from the Department of Human Services to contribute to the cost of child care, and works [STARS Reporting Tool](#) | [AASHE](#)

in partnership with the Early Childhood Investment Cooperation/Great Start Collaborative to serve as a preschool site for county families receiving preschool scholarships.

**A brief description of other policies and programs to support non-traditional students:**

GVSU offers a Student Parent Club, has a non-traditional task force that works directly with enrollment officers, has celebrated families with events such as Family Fun Night, Daddy's Do Best support group and non-traditional student week, a Veteran's Lounge and Veteran's Network, and a self-appointed faculty/staff committee that is currently reviewing policies/programs that support non-traditional students in an effort to recruit, retain and satisfy 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	34.50
The graduation/success rate for low-income students	57.10
The percentage of student financial need met, on average	94
The percentage of students graduating with no interest-bearing student loan debt	33

**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:**

7.50

**The website URL where information about the institution's affordability and access programs is available:**

<http://www.gvsu.edu/parentsfamilies.htm>

# 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

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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.

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

**Number of employees:**

3,306

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

3,306

**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:**

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**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

The compensation philosophy as well as market ranges for faculty and AP staff and contracts can be viewed at

<http://www.gvsu.edu/hro/employment-compensation-58-htm>

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

3,306

**Number of employees of contractors that receive sustainable compensation:**

0

**A brief description of the standard(s) against which compensation was assessed:**

STARS Reporting Tool | AASHE

GVSU compensates staff and faculty based on state laws and also offers a competitive benefits package, including health and wellness incentives and resources.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

Entry level pay for this group far exceeds the state requirement. GVSU's compensation is market driven with a sensitivity to internal equity plus benefit accrual. All regular faculty and staff have the same medical benefits regardless of pay level.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

Entry level pay for this group far exceeds the state requirement. GVSU's compensation is market driven with a sensitivity to internal equity plus benefit accrual. All regular faculty and staff have the same medical benefits regardless of pay level.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

Entry level pay for this group far exceeds the state requirement. GVSU's compensation is market driven with a sensitivity to internal equity plus benefit accrual.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Minimum \$700 per credit hour plus benefit accrual

**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 minimum wage on campus is \$7.40 per hour. Wages range from \$7.40-\$15 on campus. Graduate Assistants are paid either \$2000 per semester for part-time assistantships or \$4000 per semester for full-time assistantships.

**The local legal minimum hourly wage for regular employees:**

7.40 US/Canadian \$

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

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

<http://www.gvsu.edu/hro/employment-compensation-58.htm>



# Assessing Employee Satisfaction

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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.

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## Submission Note:

The faculty survey results can be found here:

<http://www.gvsu.edu/ia/heri2014.htm>

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"---" 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:**

43

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

The myGVSU survey solicits input from employees and students to learn what they think about the campus climate. The survey reveals what it is like to learn, live, and work at GVSU and to offer ideas that could be instituted campus wide to make GVSU an even better place than it already is. Students, faculty, and staff members voice their opinions, safely and anonymously via an online or paper process.

Faculty were also surveyed during this time to measure their opinions, activities, and satisfaction via the Higher Education Research Institute at UCLA.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

GVSU's Campus Climate Implementation Committee (CCIC) has created action plans to address issues raised in the myGVSU survey. The CCIC is moving into an implementation phase to adopt actions to further improve GVSU's climate. GVSU is currently studying whether to adopt an ombuds position. It is also developing measures to address incivility in the workplace and in the classroom.

In regards to the faculty survey, GVSU faculty responses have been compared with other institutions that have similar program offerings. Survey results are also made public on GVSU's website so current and prospective faculty, staff and students can view the comparisons.

**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.gvsu.edu/mygvsu/>

# Wellness Program

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## Responsible Party

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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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
- 

"---" 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):**

**Benefits:** GVSU's Personalized Benefits Program is a cafeteria-style plan model that allows employees to customize their benefits program to best fit their individual medical, dental and vision needs, yet still serve the university's large and diverse work force.

**Wellness:** GVSU's wellness mission is to be the healthiest campus in Michigan. We take pride in offering our employees a variety of options to help in their physical and emotional health and well-being. We encourage them to be active throughout the day, to eat more nutritious foods, and make healthier lifestyle choices. Instilling a healthy mindset will not only reap benefits in the lives of our employees, but also in the lives of their families as well as the student body. Healthy employees means less sick time away from work and fewer doctors visits, resulting in better control of the rising cost of health care. **Work Life:** Work Life is simply a connection between your work and your life. GVSU's Work Life program provides information, resources, support and referrals on most any concern that employees experience, whether personal or work related. GVSU supports the theories of wellness, work life and benefits additionally by providing benefit eligible faculty and staff a \$300 monetary incentive for participation in the Healthy Choices wellness program. We achieved a 40% participation rate in 2013.

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

<http://www.gvsu.edu/healthwellness>

# Workplace Health and Safety

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## Responsible Party

**Yumiko Jakobcic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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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"---" 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	21	111
Full-time equivalent of employees	2,372	1,879

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

	Start Date	End Date
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<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2005	June 30, 2006

**A brief description of when and why the workplace health and safety baseline was adopted:**

The Baseline varies by department needs. For example in Facilities Services the Safety Manager works with the Supervisors on specific topics. Custodians are trained by the supervisor when they begin their job and in future “in service” classroom training. In academics, students using wood or metal shops are trained by the lab supervisor and must do a baseline qualification on the respective machines prior to using the machines. Faculty working in labs also do baseline lab safety training.

**A brief description of the institution’s workplace health and safety initiatives:**

The safety training initiative is done by the Supervisor, Safety Manager, or Lab Safety Specialist with a combination of classroom and on-line training in order to work with the department and/or employees schedule and training topic. The work order system in Facilities Services is another initiative where safety and health issues are reported and logged for follow up.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://www.gvsu.edu/vphealth/health-compliance-49.htm>

# 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

**Kimberly Schoetzow**

Graduate Assistant

Sustainable Community Development Initiative

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



## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

103,619,664 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	0 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

N/A

**Does the institution have a publicly available sustainable investment policy?:**

Yes

**A copy of the sustainable investment policy:**

STARS Reporting Tool | AASHE

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**The sustainable investment policy:**

<http://www.gvsu.edu/busfin/>

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

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**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

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**Approximate percentage of the endowment that the negative screens apply to:**

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**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

N/A

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

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

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# Investment Disclosure

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## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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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?:**

Yes

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

100

### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

<http://www.gvsu.edu/busfin/>

# 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.

<b>Credit</b>
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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## 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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

GrandPR Student Run Public Relations Firm

**A brief description of the innovative policy, practice, program, or outcome :**

GrandPR is one of the few examples of a student-run enterprise at GVSU that also works to retain graduates in the West Michigan area.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[GrandPR letter.docx](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	Yes



<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://www.grbj.com/articles/81603>

### Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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### Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Universite de Versailles Saint-Quentin-en-Yvelines Study Abroad Program

**A brief description of the innovative policy, practice, program, or outcome:**

This program offers students the opportunity to study environmental studies and natural resource management as an exchange student in France. All classes emphasize hands-on problem solving, real-world experience, and engagement with the local community.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[Padnos Letter.PDF](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	---
Grounds	---

<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://www.gvsu.edu/studyabroad/search-details.htm?programId=DE067891-BE07-1B15-ACB499DA3590C2C>

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### Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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### Criteria

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Gazelle Girl Zero Waste Sport Certification Internship

**A brief description of the innovative policy, practice, program, or outcome:**

GVSU partnered with a local sporting goods store to provide an intern to lead zero waste efforts for one of their marathons. They sought and received Zero Waste Sport Certification through the Council for Responsible Sport.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

They achieved a 99.4% diversion rate, sending only 6 pounds of waste to the landfill. They received Silver Level Zero Waste Certification.

**A letter of affirmation from an individual with relevant expertise:**

[GVSU Sustainable Sport Letter.docx](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---

<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	Yes
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://gazellegirlhalfmarathon.com/zero-waste/>

### Responsible Party

**Yumiko Jakobic**

Campus Sustainability Coordinator  
Office of Sustainability Practices

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### Criteria

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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.
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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Govenor's Fitness Award

**A brief description of the innovative policy, practice, program, or outcome:**

This award recognizes organizations who are committed to promoting healthy lifestyles for students, faculty, and staff. Criteria for the award include workplace policies, wellness programs, and employee incentives for health programs.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

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**A letter of affirmation from an individual with relevant expertise:**

[Governors Award Letter.docx](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---

<b>Purchasing</b>	---
<b>Transportation</b>	Yes
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://www.gvsu.edu/gvnow/index.htm?articleId=C70604BA-D1C3-7E2E-80D8578FB6E46802>