

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

# Operational Characteristics

**Criteria**

n/a

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

## Academics and Demographics

### Criteria

n/a

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

# 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

# Academic Courses

## 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*.

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



# Learning Outcomes

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## Responsible Party

**Christine Cooley**  
Sustainability Coordinator  
Sustainability Office

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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.

---

"---" 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:**

763

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

816

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

[Sustainability in Curriculum - Brett.pdf](#)

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

Anthropology  
Biology  
Business  
Chemistry  
Computer Science and Engineering  
Economics  
Education  
English  
Environmental Studies  
Geoscience  
Health Education  
History  
International Honors  
Languages and Literature  
Mathematics  
Nursing  
Physical Education  
Physics  
Philosophy  
Political Science  
Psychology  
Religion  
Sociology  
Social Work

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

Certain learning outcomes are necessary for a class to be deemed a sustainability-related course. They are as follows:

- Increase understanding of sustainability as the complex network of environmental, social, and economic relationships
- Increase conversation about what it means to care for people, the planet, and prosperity now and in the future.
- Nurture empathy, awareness, and respect from an intergenerational and global perspective.

Classes that have at least one of these outcomes has been classified as a sustainability-related course.

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

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# Undergraduate Program

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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):**

Environmental Studies

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

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

<http://www.plu.edu/environmental-studies/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

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

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

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

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# Graduate Program

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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?:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

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

---

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

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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

**Jenny Taylor**  
Researcher  
Sustainability

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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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## Submission Note:

<http://www.plu.edu/studyaway/Program-Descriptions/Australian%20Sustainable%20Living.php>

[https://docs.google.com/a/plu.edu/viewer?a=v&pid=gmail&attid=0.1&thid=138fdcba193226d8&mt=application/vnd.openxmlformats-officedocument.wordprocessingml.document&url=http://mail.google.com/mail/u/0/?ui%3D2%26ik%3Ddce19bc986%26view%3Datt%26th%3D138fdcba193226d8%26attid%3D0.1%26disp%3Dsafe%26realattid%3Df\\_h3e652j30%26zw&sig=AHIEtbSiK9VqSCxBIc3BKI80rJkeTKWELA](https://docs.google.com/a/plu.edu/viewer?a=v&pid=gmail&attid=0.1&thid=138fdcba193226d8&mt=application/vnd.openxmlformats-officedocument.wordprocessingml.document&url=http://mail.google.com/mail/u/0/?ui%3D2%26ik%3Ddce19bc986%26view%3Datt%26th%3D138fdcba193226d8%26attid%3D0.1%26disp%3Dsafe%26realattid%3Df_h3e652j30%26zw&sig=AHIEtbSiK9VqSCxBIc3BKI80rJkeTKWELA)

"---" 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:**

PLU not only offers a wide variety of study away opportunities in which students are encouraged to participate, but also hosts programs such as Sustainable Living in Australia (BUSA 485) through our own study away center.

More locally, a weekend sustainability workshop, called You+Sustainability, was offered last year to students who were curious to learn about about sustainability.

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

<http://www.plu.edu/studyaway/programs/home.php>

# Sustainability Literacy Assessment

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

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

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

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

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

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

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

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

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# Incentives for Developing Courses

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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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### Submission Note:

Information collected from William Teska:  
[teska@plu.edu](mailto:teska@plu.edu)

"---" 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:

There was a one-time workshop created in 2011 for faculty who wanted to incorporate sustainability into their courses. However, there is no on-going effort to incentivize sustainability course creation.

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

There was a small financial incentive offered by this workshop for any faculty member who crafted sustainability into their coursework.

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

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# Campus as a Living Laboratory

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

# 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

# Academic Research

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



# Support for Research

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## Responsible Party

**Christine Cooley**  
Sustainability Coordinator  
Sustainability Office

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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:

Sustainability fellowships are opportunities offered by PLU to students who want to pursue a research topic within sustainability. A stipend is offered to the three selected projects each year with the agreement that the students will work for a certain number of hours, prepare a written conclusion to their project results, and present the results to the Sustainability Committee.

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

<http://www.plu.edu/sustainability/documents-forms/home.php>

## 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:**

PLU offers both the Teaching with Technology and the Regency Advancement Award to faculty. Under these programs, faculty can choose a research topic, including sustainability, that is presented to the Faculty Committee for funding. In this way, faculty have researched sustainability in the past and can do so in the future as well.

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

<http://www.plu.edu/provost/documents-and-forms/home.php>

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

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

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

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

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

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

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## Access to Research

### Criteria

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

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

---

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

# Engagement

## Campus Engagement

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

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

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

# Student Educators Program

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## 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*.

---

"---" 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?:**

---

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

3,488

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

Sustainability Office

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

3,488

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

---

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

Students are hired into the Sustainability Office based on the quality of a program they suggest. Each student is asked to apply for the position knowing that they will be working on common tasks of the Sustainability Office, and also leading their own side project. These projects should directly contribute to the goals of sustainability on campus. Past projects have included installing a rain garden, writing a grant for solar panels, leading plant restoration efforts and many more.

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

At the beginning of every year the students in the Sustainability Office attends a campus wide program for student leaders, the Student Leadership Institute. Students in the Sustainability Office also meet once a week as a large team to provide updates and participate in tailored trainings that may be needed.

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

These are paid positions. They also receive funding for the special projects that need it.

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

RHA Sustainability Directors

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

1,800

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

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

Sustainability Directors serve as student educators within each residence hall, teaching about in-hall compost, recycling, and organizing other educational programming.

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

Directors have a required three day training at the beginning of each semester, focusing on leadership and sustainability as main focuses of their positions.

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

The head sustainability director is a paid position, while RHA devotes hours every week to sustainability director guidance and organization.

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

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

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

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

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

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

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

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

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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):**

---

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

---

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

---



## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## Criteria

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

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

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

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### Submission Note:

The section of Student Involvement includes information about the New Student Orientation picnic.

*"---" 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:**

---

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

The Sustainability Office is represented in Orientation by giving a direct talk about environmental sustainability, but also in several other areas. Social sustainability and wellness are a topic covered with all first year students during their orientation. Speakers are brought in to talk about sexual health, alcohol/drug use, and healthy relationships.

Economic sustainability was mostly highlighted to parents, but was also presented to students by the financial aid office, and by individual appointments with the financial aid office.

The biggest push for environmental sustainability is in the zero-waste picnic to which all first year students and their families are invited. Everything is 100% recyclable or compostable, and Sustainability Office staff members are on site to talk about how to recycle and compost.

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

<http://www.plu.edu/news/2009/10/sustain-award/home.php>

# Student Life

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

# Outreach Materials and Publications

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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>	---
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	No
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	---
<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>	---

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

The Sustainability web page is run by our Sustainability Manager, Chrissy Cooley. On the website you can find anything from a link explaining many aspects of sustainability on campus, including our recycling program, student groups, and different initiatives taking place on campus. There are also links of resources that are related to sustainability, and a list of important dates.

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

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

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

The sustainability newsletter is a direct email image of two most pressing articles, as well as important dates. The newsletter is emailed on the first of each month, and only goes to those who sign to receive it.

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

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

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

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

The Sustainability website, as well as the Office of Development and Sustainability blog post the results of student research.

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

<http://plu.edu/sustainability/Academics/Research-and-Resources.php>

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

In each of our LEED rated buildings there are displays, using recycled materials, highlighting what makes the building worthy of the LEED rating, and what makes it sustainable. Signs displays everything from the use of recycled materials in construction to how water is managed more efficiently in the building to reduce waste.

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

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

There are signs in all parts of the dining halls that talk about where each food item comes from, and what it means to have sustainable food products (Free Range Chickens, for example).

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

---

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

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

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

The Sustainability Office offers a walking tour around campus that highlights the efforts made at PLU to promote sustainability, including such highlights as LEED building certification, rain gardens, habitat restoration, and sustainable food practices. There is also a section in the PLU housing guide that discusses turning off appliances to save energy and each on campus resident is given a list of what to recycle.

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

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

The guide is found online at the website provided.

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

<http://www.plu.edu/commute/home.php>

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

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

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

PLU's environmental club, GREAN, offers a guide to green living that offers advice on how to consume less. It includes turning off water during showers and hand-washing, avoiding paper towels, turning off unnecessary electronics, and biking instead of driving a car. This guide is a simple resource that students can access to easily incorporate sustainability into their daily lives.

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

<https://sites.google.com/a/plu.edu/grean/home/green-living-guide>

**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:**

In the Daily Flyer, a publication that comes out every week day through the office of Impact, there is a green tip of the week, as well as expanded articles in our school newspaper, the Mast.

**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://mast.plu.edu/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**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):**

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**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):**

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**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

**Jenny Taylor**  
Researcher  
Sustainability

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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?:**

---

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

unPLUg All Hall Energy Challenge

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

The unPLUG campaign is a competition between residence halls geared toward reducing their energy usage. Throughout the campaign students receive education about phantom load and how to reduce energy usage. Each hall competes against a hall with a similar energy consumption level. At the end of the first round the winning halls are given smart strips to help them further reduce their energy consumption for the next two rounds. Ultimately, the hall that has the most significant reduction in energy wins the competition and receives a prize.

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

During the 2011 fall semester, PLU saved \$115,477 worth of electricity during the months of unPLUG. The winning residence hall ended the competition by reducing its total electricity consumption by 30%.

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

<http://www.plu.edu/sustainability/Take-Action/home.php>

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

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

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

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

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

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# Employee Educators Program

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## Responsible Party

**Christine Cooley**  
Sustainability Coordinator  
Sustainability Office

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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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## Submission Note:

Number of faculty served by ASC as of September 2012: 244 full time, 41 part time.

"---" 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?:**

---

**Total number of employees:**

789

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

Sustainability Committee

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

700

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

Campus Sustainability Data Collector | AASHE

Employees are nominated, then asked to volunteer for two hours a month to sit on the Committee.

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

The committee is an ongoing training program in that the members are updated every month with campus sustainability programs and projects, then asked to contribute based on the role of the department they represent.

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

The committee has access to student green fees for funding.

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

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

UnPLUG

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

35

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

Within each building on campus, a volunteer is selected to represent their building for a one month competition to reduce electricity consumption.

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

Electronic training is sent to each representative with directions and an explanation of the event.

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

PLU pays an incentive to the building that reduces its electricity consumption the most during the one month period.

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

<http://www.plu.edu/sustainability/news-briefs/faculty-staff-unplug.php>

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

Administrative Staff Council

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

285

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

Each area of the university staff (i.e. Dining, Human Resources) democratically elects one representative who is paid to participate in the ASC.

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

As part of their job description, representatives are trained to promote sustainability in one of twelve annual meetings. Their training helps to facilitate their offices become more aware of sustainability and promote sustainable actions in their area.

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

All representatives in the ASC are paid for their time contributed to the Council.

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

<http://www.plu.edu/asc/home.php>

# Employee Orientation

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## Responsible Party

**Gretchen Howell**

Associate Director of Human Resources  
Human Resources

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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:**

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

There are 2 new employee formal orientations scheduled a year. In each, our Vice President speaks on sustainability as a value to our university, and what that means. This aids sustainability as a message by introducing it immediately coming from a place of authority on campus.

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

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



# Staff Professional Development

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## Responsible Party

**Christine Cooley**  
Sustainability Coordinator  
Sustainability Office

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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 :**

Access to national sustainability-related conferences are made available to staff. The AASHE summit, Green Build, NACUBO, and local trainings are all advertised across campus, and have regular representation from PLU. On campus, participants in these conferences are encouraged to present what they learned to fellow staff.

PLU was the host of the 2010 South Sound Sustainability Summit and Expo, and plans to continue on as a partner in future events.

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

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

<http://www.plu.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**

**Jenny Taylor**  
 Researcher  
 Sustainability

**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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**Submission Note:**

Information received from Joel Zylstra-  
[zylstrjd@plu.edu](mailto:zylstrjd@plu.edu)

"---" 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:**

PLU forged relationships with the community through Habitat for Humanity of Tacoma, student volunteers and workers at Franklin Pierce Schools, and Puget Creek and Clover Creek Restoration. Each of these types of engagements has promoted sustainability in different ways.

Habitat for Humanity promotes the sustainability of the human community and the environment through the regulated development of community required by Habitat for Humanity through an application process and required volunteer hours.

Clover and Puget Creek restoration involves student education about and physical removal of invasive plant species that can be harmful to native species.

**Does the institution have at least one formal sustainability partnership with the local community that meets the**

**criteria as “collaborative”?:**

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

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

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

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

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

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

# Inter-Campus Collaboration

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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:**

From the Professors of Pacific Lutheran University:

What I Learned from the Campus Plumber by Dr. Charles Bergman, Professor of English, October, 2004

The Environmental Studies Program at Pacific Lutheran University: Modeling Cooperation Between Disciplines, 2001, Greening of the Campus IV--Moving to the Mainstream by Dr. Jill Whitman, Professor of Geosciences

Historic Flows, Flow Problems and Fish Presence in Clover Creek---1924-1942: Interviews with Early Residents by Dr. Fred Tobiason, Chemistry Professor

From the Faculty, Staff and Students of Pacific Lutheran University

Greening of the Campus at Pacific Lutheran University: 18 years of Recycling, 2001, Greening of the Campus IV--Moving to the Mainstream , by Barbara McConathy, Environmental Services Coordinator

From the Staff of Pacific Lutheran University

Successfully Integrating Sustainability into the Campus Culture - Connecting Academics, Operations and Student Life, Greening of the Campus VI-Extending Connections, 2005 by Rose McKenney, JillWhitman, Joel Zylstra, Charles Bergman, Dave Kohler, Amanda Miller, and Sheri Tonn

Building a Model of Water Sustainability by Integrating Operations, Research, and Curriculum: Greening of the Campus V-Connecting to Place, 2003 by Rose McKenney, Dave Kohler, Michael Henson, Charles Bergman, and Sheri Tonn

From the Students of Pacific Lutheran University

STARS: Sustainability, Tracking, Assessment, & Rating System by Becca Krzmarzick, Sustainability Fellowship 2009



A Green Welcome to PLU, by Karly Siroky and Carissa Davidson, Sustainability Fellows, April 2010

The Softer Side of Sustainability: Community Based Education, Leadership, and Action at Pacific Lutheran University, by Tamara Power-Drutis, Sustainability Fellowship, March 2008

Focus on Food: PLU's Sustainable Foods Movement, by Rachel Esbjornson, Sustainability Fellowship, August 2006

COMMON GROUND: Proposal for an Organic Community Garden at Pacific Lutheran University, by Kate Fontana, Sustainability Fellowship, August 2006

. . . For the Earth: Sustaining the Mission of Higher Education, by Joel Zylstra, Capstone, May 2005

Sustainable Street Renovation Project at Pacific Lutheran University by Michael Henson, Capstone, May 13, 2004

Integrated Waste Management at Pacific Lutheran University: A Look at the Scientific, Social and Educational Aspects of Composting by Elizabeth N. Stone, Capstone, May 2004

The Biological and Economic Effects of Water Loss in Clover Creek by Kate Dunlap, Capstone, May 13, 2004

A Drip in Time: Water Audit and Survey of Environmental Attitudes of Students in Pacific Lutheran University Residence Halls by Eric Fiesth, Capstone, May 25, 2003

A Literary Approach to Sustainability by Natalie Gulsrud, Capstone, May 2003

Resource Use at PLU: An Environmental Audit by Jeanette Dorner, Capstone, May, 1994

**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:**

- The South Sound Sustainability Higher Education Collaboration
- Puget Sound Energy's Resource Conservation Manager Program
- Association for the Advancement of Sustainability in Higher Education

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

PLU works to reach out to similar schools in our area working on Sustainability. Staff have swapped campus sustainability tours at Seattle Pacific University, University of Washington-Tacoma, University of Puget Sound and Evergreen in order to gain their insight and knowledge.

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

<http://www.plu.edu/sustainability/Academics/Research-and-Resources.php>

# Continuing Education

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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?:**

No

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

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

---

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

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## **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?:**

No

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

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**Year the certificate program was created:**

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

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# Community Service

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## Responsible Party

**Jenny Taylor**

Researcher

Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

---

## Submission Note:

PLU offers 34 academic courses with service learning components. Approximating that each class has 10 students, 340 students participate in service learning community service. (Information from -

<http://www.plu.edu/service/service-learning/home>

)

24 students are involved in the Big Buddies program every academic year. (Information from Tiffany Lemmon).

Seventy percent of the PLU student body participates in community service.

<http://www.plu.edu/service/Community%20Partners/home.php>

Information received from Joel Zylstra (

[zylstrjd@plu.edu](mailto:zylstrjd@plu.edu)

) and Deirdre McGoldrick (

[dmcgoldrick@plu.edu](mailto:dmcgoldrick@plu.edu)

)

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

## Number of students engaged in community service:

959

**Total number of students :**

3,385

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

---

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

6,250

**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:**

PLU does not include community service achievements on student transcripts.

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

---

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

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

<http://www.plu.edu/volunteer>

# Community Stakeholder Engagement

## Criteria

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

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

And

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

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

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

---

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

# Participation in Public Policy

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## 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.

---

## Submission Note:

Information from this submission was collected from the 2010 submission and updated with new information.

"---" 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:

In the past, GREAN, one of our student organizations, has dedicated time to policy advocacy. They have worked with Food and Water Watch to advocate for fish habitats, attended an environmental lobby day in Olympia, and are seeking out other opportunities to get involved in the political realm for the rest of the semester.

In the past year, the PLU community has been especially involved in promoting education about coal transport in Washington. There have been local proposals to create coal shipping centers in Washington state. In response, PLU held a Coal Hard Truth Forum to inform students and community members about the environmental hazards of both usage and transportation while encouraging the opposition of this bill in Washington State.

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

---

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

---

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

<https://www.facebook.com/events/317192068350470/>



## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## Criteria

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

---

### Submission Note:

PLU's Garfield Book Company is members of Connect2One. Connect2One is a collection of college stores that combine their buying power to influence major vendors. Part of the responsibilities of Connect2One is that they ensure that these vendors follow the Fair Labor Laws and act socially responsible.

Information collected from: Amanda Hawkins

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

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

No

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

No

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

Yes

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

[http://www.connect2one.com/our\\_services/vendor\\_partners.asp](http://www.connect2one.com/our_services/vendor_partners.asp)

# Hospital Network

## Criteria

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

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

---

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

# 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

**Jenny Taylor**  
Researcher  
Sustainability

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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 EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

---

### **Submission Note:**

Most recent GHG emissions report was conducted from 2010-2011.

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

Yes

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

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

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

---

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

---

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

---

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

---

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

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

Scope 1 GHG emissions from stationary combustion	---	---
Scope 1 GHG emissions from other sources	---	---
Scope 2 GHG emissions from purchased electricity	---	---
Scope 2 GHG emissions from other sources	---	---

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

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon sequestration due to land that the institution manages specifically for sequestration	---	---
Carbon storage from on-site composting	---	---
Third-party verified carbon offsets purchased	361 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

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

---

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

---

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

---

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

---

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	---	---
<b>Number of residential employees</b>	---	---
<b>Number of in-patient hospital beds</b>	---	---
<b>Full-time equivalent enrollment</b>	---	---
<b>Full-time equivalent of employees</b>	---	---
<b>Full-time equivalent of distance education students</b>	---	---

**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>	---	---
<b>Baseline Year</b>	---	---

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

---

**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>	---

<b>Healthcare space</b>	---
<b>Other energy intensive space</b>	---

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

	<b>Emissions</b>
<b>Business travel</b>	---
<b>Commuting</b>	---
<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>	---
<b>Other categories (please specify below)</b>	---

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

---

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

---

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

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

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

---



# Outdoor Air Quality

## 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.

---

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

# Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

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

# Building Operations and Maintenance

---

## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## 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.

---

### Submission Note:

Eastvold is in the process of becoming completely LEED Silver certified. The majority of the building is in Phase II (Silver status), amounting to 33,660 square feet. Yet there is 6,634 square feet that have not been certified yet.

*"---" 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>	---
<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	---
<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	---
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	---

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

---

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

1,365,581 *Square Feet*

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

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	87,787 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	121,205 <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 existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---

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

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

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

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

---

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

1,156,589 *Square Feet*

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

---

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

---

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

---

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

All buildings that have been constructed or renovated to LEED standards are maintained as such as an institutional policy.

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

<http://www.plu.edu/sustainability/Campus%20Initiatives/Buildings.php>

# Building Design and Construction

---

## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## 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.

---

### Submission Note:

The only major renovation project done on the PLU campus in the past three years is the Karen Hille Philips Center for the Performing Arts. The Center is part of the already existing LEED Gold Eastvold Auditorium, and construction for the Center was completed within LEED Gold standards.

*"---" 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>	---
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	---
<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	---
<b>The Living Building Challenge</b>	---
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	---

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

---

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

*45,900 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>	<i>0 Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>0 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>45,900 Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>0 Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---



Mid-Level	---
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:**

*0 Square Feet*

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

---

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

---

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

---

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

**and policies:**

PLU has an official policy that all buildings must be constructed in order to be LEED certified.

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

<https://www.plu.edu/development/featured-projects/eastvold-restoration.php>

# Indoor Air Quality

---

## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## Criteria

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

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

---

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

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

---

## Gross floor area of building space:

1,366,081 *Square Feet*

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

While PLU doesn't have a fully written air quality plan, yet various practices are used to maintain indoor air quality.

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

---

## Dining Services

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

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

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

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

# Food and Beverage Purchasing

---

## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## Criteria

### *Part 1*

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### *Part 2*

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

---

#### **Submission Note:**

PLU's purchasing initiatives are located halfway down the Dining Services website along with links to individual initiatives on the left sidebar.

"---" 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:**

---

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

---

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

---

**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)?:**

---

**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:**

---

**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:**

---

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

---

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

PLU attempts to source local and organic foods that are seasonally available. The eggs provided by PLU Dining Services come from a local farm in Yelm, WA that have 100% cage-free and vegetarian-fed hens. Chicken comes from a local farm in Mount Vernon, WA that provides a 100% vegetarian diet and humane treatment practices. PLU purchases its seafood in accordance with the Monterey Bay Aquariums Seafood Watch guidelines for sustainability.

Additionally, PLU has begun to use FMS C-board to track food air miles.

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

---

**Total annual food and beverage expenditures:**

---

**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	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

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

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

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

---

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

<http://www.plu.edu/diningandculinary/Sustainability/>



# Low Impact Dining

## 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.

---

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

# 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

**Jenny Taylor**  
Researcher  
Sustainability

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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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### Submission Note:

Information collected from:  
Square Footage spreadsheet.

2005 total square footage was assessed by: subtracting all square footage of buildings constructed after 2005 from the total square footage in 2012 (including the subtraction of buildings with less than 1,000 square feet).

Total building energy consumption was taken from September 2011 to August 2012.

"---" 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>	9,864,247.33 <i>MMBtu</i>	11,230,422.13 <i>MMBtu</i>

### Purchased electricity and steam:

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

<b>Grid-purchased electricity</b>	---	---
<b>District steam/hot water</b>	---	---

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	1,365,581 <i>Gross Square Feet</i>	127,371 <i>Gross Square Feet</i>

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

	<b>Floor Area</b>
<b>Laboratory space</b>	---
<b>Healthcare space</b>	---
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	---
<b>Cooling degree days</b>	---

**Source-site ratios::**

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

**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>	---	---
<b>Baseline Year</b>	---	---

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

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

Times for temperature control are used in the Morken Center for Learning and Technology, Mary Baker Russell Music Center, the Loren and MaryAnn Anderson University Center, Rieke Science Center, Olson Gymnasium and the Martin J. Neeb Center. Olsen Gym is a good example, with heat designed to turn on during specific hours of the day. These buildings also have manual overrides.

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

LED lighting is used on the PLU campus in all of the outdoor lighting fixtures as well as our University Center.

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

The Morken Center for Learning and Technology, the Loren and MaryAnn Anderson University Center, the Martin J. Neeb Center, Karen Hille Phillips Center for the Performing Arts, and Mary Baker Russell Music Center are controlled through a lighting control system that involves both motion and light sensors.

Many of the buildings have lights with motion sensors. In the University Center, even the bathrooms are motion sensor controlled. In Morken Center for Learning and Technology, the lights are on sensors, and the fixtures are designed to provide 25 percent more light to the room.

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

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

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**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:**

---

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

PLU uses a computerized energy management system called direct digital controls (DDC) that is web-based and can be adjusted at any time by Facilities employees.

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

---

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

---

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

We do not use motion sensors, but PLU has worked with Pepsi to remove ALL of the lighting from our vending machines on campus. This reduces the heat load, and as a result the compressor runs less.

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

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

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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.

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**Submission Note:**

Information collected from previous report in conjunction with new data for total energy consumption.

"---" 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>	8,237.49 <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>	3,635,755.41 <i>MMBtu</i>



**Total energy consumption, performance year:**

9,864,247.33 *MMBtu*

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

PLU has one solar powered LED cobra-head street light, and had just installed a 7kW solar array at the time of this submission.

**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:**

PLU purchases RECs for 10 residence halls and all 3 LEED buildings on campus.

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

<http://www.plu.edu/sustainability/Campus-Initiatives/Energy.php>

# 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

**Jenny Taylor**  
Researcher  
Sustainability

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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>	156 Acres
<b>Footprint of the institution's buildings</b>	---
<b>Area of undeveloped land, excluding any protected areas</b>	---

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

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	126 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	---
<b>Managed organically, third party certified and/or protected</b>	---

**A copy of the IPM plan:**

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**The IPM plan :**

The goal of PLU's program is not to eradicate pests entirely, but rather to manage the population so that economic damage does not occur. Due to the complexity of ecological systems, total elimination of pest populations has proven to be environmentally unsound; the balance is sensitive and intricate, and manipulation of one variable profoundly affects all other variables. Therefore, the entire system must be regarded holistically, with extreme consideration given to the impact on the delicate interplay within it.

A major strategy of our program is cultural control: proper plant selection based on knowledge of a plant's origin, habitat, and environmental requirements. It also means choosing species and varieties that possess the most resistance and inhibit the rise of potential pest populations. Included in this concept are the use of indicator plants, soil preparation techniques, and crop rotation. All these methods work in conjunction with the natural environment, reducing the need for chemical application or other unnatural and potentially disruptive methods of pest elimination.

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

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

PLU places high priority on the use of native plant species whenever possible. Plants that are native to the Northwest have better disease and pest resistance. When long existing non-native species become unhealthy, they are removed and replaced with a native alternative. Weeding is done mostly by hand and the waste is burned or tilled up. The area is then covered in recycled wood mulch or nontoxic wood-debris mulch that is made from tree and shrub debris that is chipped on campus or at local tree companies. Beds with weeds that are difficult to remove are converted into grass lawn to prevent the use of hazardous chemicals. The goal is to use plants that are drought-resistant to reduce the need for watering during the summer months.

Native plants comprise of over 80% of PLU's new plantings. Ivy and blackberry are removed and discouraged to allow natives to regenerate or to give planting areas. Every summer, goats are brought in to chew down the blackberry bushes to allow for space for native plants to grow or be planted.

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

PLU collects ground waste in mowers, sweepers, and carts and either deposits them back on the grounds as mulch, or hauls it to a private composting facility off campus. Tree branches are chipped and handled in the same way.

**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:**

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

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

PLU's policy is to plow, shovel, sweep, and use a potassium salt based de-icer (only used when conditions are too bad to be controlled for the above methods).

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

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

Yes

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

<http://www.plu.edu/facilities-management/misc/pesticide-application.pdf#pesticide%20management>

# Biodiversity

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



# Purchasing

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

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

## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## 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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## Submission Note:

Dept. Contact: Karen Vermillion, Computer Purchasing and Services Coordinator;  
[vermilki@plu.edu](mailto:vermilki@plu.edu)

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History of Purchasing at PLU

- 119 Lenovo Thinkpads - average cost \$1000 plus tax
- 135 Dell laptops - these are older and cost more (average \$1250 plus tax)
- 120 Mac laptops (average cost \$1600 plus tax)
- 128 iMacs (average cost \$1400 plus tax)
- 1300 Dell desktops (average costs throughout the years \$1200 plus tax); currently \$1014 plus tax

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

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

Yes

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

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**The electronics 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:**

PLU tries to ensure that this policy is followed by facilitating all computer purchases through the Computing & Telecommunications Department. The department only provides service and support for computers that are purchased through the department in line with their policies. The practice is to purchase only computers that are EnergyStar or EPEAT certified. For those who choose to purchase computers and printers in other ways, the department provides a list of recommendations.

**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>	---
<b>EPEAT Silver</b>	718,125 <i>US/Canadian \$</i>
<b>EPEAT Gold</b>	1,535,568.75 <i>US/Canadian \$</i>

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

2,267,756.25 *US/Canadian \$*

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

<http://www.plu.edu/helpdesk/support/computers-software/computer-purchases.php>

# Cleaning Products Purchasing

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

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

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

The Cleaning Services Manager within the Facilities Management Department is responsible for purchasing the greatest number of green cleaning products dependent upon available budget.

**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:**

14,818 US/Canadian \$

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

19,650 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?:**

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

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

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

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

<http://www.plu.edu/facilities-management/Cleaning-Services/home.php>

# Office Paper Purchasing

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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.

---

## Submission Note:

The URL to the environmental practices of University Communications can be found on their homepage under the title Environmentally Responsible.

Contact: Debbie Jenkins  
[jenkindj@plu.edu](mailto:jenkindj@plu.edu)

"---" 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:**

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**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 :**

All materials used for printing and copying are composed of 10%-100% post-consumer waste. The Admission Viewbook family of publications has been printed on 100% recycled paper since 2005. Purchasing decisions are reviewed each year to try and further PLU's use of sustainable materials balanced with cost and compatibility of new products and technologies. Finally, PLU only purchases paper from vendors that are certified by the Forest Stewardship Council (FSC), an international non-profit organization that supports "environmentally appropriate, socially beneficial and economically viable management of the world's forests."

**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>	2,572.07 US/Canadian \$
<b>30-49 percent</b>	61,318.77 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>	3,783.11 US/Canadian \$

**Total expenditures on office paper :**

70,000 US/Canadian \$

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

<http://www.plu.edu/ucom/>

# Inclusive and Local Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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



# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

---

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

# Guidelines for Business Partners

## 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.

---

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

# 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

**Jenny Taylor**  
Researcher  
Sustainability

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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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### Submission Note:

PLU Facilities Management has a plan to reduce the impacts from the daily transportation needs to service the campus. Efforts have been made to replace older fleet vehicles with more fuel efficient models. In 2009, PLU Facilities added Prius and Scion cars to their fleet, replacing older 15-passenger vans. There is a standing goal of all campus vehicles being electric. For on-campus use, electric utility carts and vehicles have been purchased to reduce emissions.

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

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

64

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	4
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	19
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	---

**A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

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

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# Student Commute Modal Split

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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### Submission Note:

The Bike Coop conducted a survey that did not collect data for all forms of transportation, only biking, walking or using a single occupied vehicle.

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

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

30

## 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)	70
Walk, bicycle, or use other non-motorized means	30
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

Campus Sustainability Data Collector | AASHE

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

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# Employee Commute Modal Split

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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.

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### Submission Note:

Contact: Gretchen Howell -  
[crosgrgm@plu.edu](mailto:crosgrgm@plu.edu)

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

## Total percentage of the institution's employees that use more sustainable commuting options:

25.40

## 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)	74.60
Walk, bicycle, or use other non-motorized means	5.20
Vanpool or carpool	10
Take a campus shuttle or public transportation	4.80



Use a motorcycle, scooter or moped	0.30
Telecommute for 50 percent or more of their regular work hours	---

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

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

<http://www.plu.edu/commute>

# Support for Sustainable Transportation

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

# 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

**Jenny Taylor**  
Researcher  
Sustainability

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### Criteria

#### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

#### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

### Waste generated::

	Performance Year	Baseline Year
<b>Materials recycled</b>	346.90 Tons	310.60 Tons
<b>Materials composted</b>	98.60 Tons	97.13 Tons
<b>Materials reused, donated or re-sold</b>	---	---
<b>Materials disposed in a solid waste landfill or incinerator</b>	525.80 Tons	608.50 Tons

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

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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

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

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

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

PLU runs a SurPLUs store that collects and redistributes anything that can be used again. Items are collected from any party on campus or students to be sold or given away to other departments, staff/faculty/students. The store also holds biweekly public sales, and items that were not reused by the community members are then available to the public for use. If items have been sitting in the warehouse for a long time, they will be broken down into their recyclable parts (becoming a more common trend with items that are no longer considered “stylish”).

Example: Food storage shelves installed in the Dining Services area came from another campus department that had no use for them anymore. Dining Services saved a large amount of money this way.

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

As of Spring 2009, course catalogs are available online, but are still available to students in paper form by special request. Class schedules and the university directory are provided online only.

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

PLU students are given 100 free prints/copies at the beginning of each semester. After these copies are used, students must pay to use printing and copying services.

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

Increased number of staff are used to collect more recycling from residence halls during move-out. Also, volunteers are recruited to help sort recycling to donate money for their club of choice based on the number of hours they volunteer.

During move out, there are bins in each residence hall.

The SurPLUs Store is important throughout the year, but becomes most useful to students during move out time. The purpose is for students to put their unwanted items into bins in their residence halls. Once in the bins, things are often taken out and used by others, and whatever remains after students move out goes to various places.

Items:

- Clothes: donated to Goodwill or SurPLUs
- Commons dishes: returned to the UC and reused the following year. Decreases the amount of dishes that have to be re-purchased.
- Personal Care Items: Donated to local churches or put in SurPLUs
- Books
- Electronics: must be removed, because they cannot be disposed of in the regular trash stream.
- Carpet: At one point, went to PLU’s carpet supply company, but the market has gone dry for used carpet. Now, it is either recovered and resold, or recycled and used for its petroleum.
- Encouraging students to reuse
- No longer storing carpet (summer)—instead encouraging students to get area rugs
- There still is carpet recycling provided at the end of the year for those who do have carpet.

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

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

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**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:**

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

Trays are not available except upon request during the all-one-can-eat dinner time. During breakfast and lunch meals, trays are available because food is purchased on an item by item basis.

**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):**

Under Washington State health regulations, reusable to-go containers are nearly impossible to utilize legally in our dining area.

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

---

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

PLU offers a \$0.25 discount to community members who use reusable mugs.

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

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

<http://www.plu.edu/sustainability/Take%20Action/Can-the-Can.php>

# Waste Diversion

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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:

437.50 Tons

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

533.80 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:

PLU has a SurPLUs store to facilitate the reuse of materials (see Tier 2 Credit 1), recycling and composting in every residence hall, and most academic buildings on campus, and on campus recycling facilities.

PLU also participates in RecycleMania to encourage higher recycling rates and education among students and faculty. The Sustainability is beginning a program that will offer recycling education in required first year classes to increase recycling awareness and know-how. Several clubs across campus have partnered with the Sustainability Department to message the importance of recycling across campus, hosting recycled art competitions and selling reusable mugs and bags to increase the diversion rate.

<http://www.plu.edu/facilities-management/>

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

PLU donates leftover food to the Trinity Lutheran Food Bank and to the Tacoma Rescue Mission.  
[Campus Sustainability Data Collector](#) | [AASHE](#)



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

PLU has fine tuned its food purchasing program so that very little food waste left over after meals. However, if any food remains after a meal, all of that food is donated to the Tacoma Rescue Mission.

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

Dining Services employees hand sort the postconsumer waste in our University Dining Center. All food waste generated in the University Dining Center is either composted or sent to local organizations for distribution to the community.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	---
Food donations	---
Food for animals	---
Food composting	---
Cooking oil	---
Plant materials composting	---
Animal bedding composting	---
Batteries	---
Light bulbs	---
Toner/ink-jet cartridges	---
White goods (i.e. appliances)	---
Laboratory equipment	---
Furniture	---

<b>Residence hall move-in/move-out waste</b>	---
<b>Scrap metal</b>	---
<b>Pallets</b>	---
<b>Motor oil</b>	---
<b>Tires</b>	---

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

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# Construction and Demolition Waste Diversion

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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.

---

## Submission Note:

Information collected from John Kaniss:

[kanissjc@plu.edu](mailto:kanissjc@plu.edu)

- Waste was collected from Phase I construction of the Karen Hille Phillips Performing Arts Center

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

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

325.28 Tons

## Construction and demolition materials landfilled or incinerated :

6.64 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:

PLU maintains a 95% or above waste diversion rate in construction because of their contractors have moved to purchasing only what is necessary (when, in the past, they have purchased "just-in-case" materials). Most of the waste is concrete and other high demand materials, which can be sold directly back to the contractors and resold or reused.

# Hazardous Waste Management

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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.

---

### Submission Note:

The specific practices of each department can be found at:

[https://docs.google.com/a/plu.edu/viewer?a=v&pid=gmail&attid=0.1&thid=137ec9ef08c00df9&mt=application/vnd.openxmlformats-officedocument.wordprocessingml.document&url=https://mail.google.com/mail/u/0/?ui%3D2%26ik%3Ddce19bc986%26view%3Datt%26th%3D137ec9ef08c00df9%26attid%3D0.1%26disp%3Dsafe%26realattid%3Df\\_h3g9j60b0%26zw&sig=AHIEtbRo3axTtGnK3-5GEqm01KL1w-5GOg](https://docs.google.com/a/plu.edu/viewer?a=v&pid=gmail&attid=0.1&thid=137ec9ef08c00df9&mt=application/vnd.openxmlformats-officedocument.wordprocessingml.document&url=https://mail.google.com/mail/u/0/?ui%3D2%26ik%3Ddce19bc986%26view%3Datt%26th%3D137ec9ef08c00df9%26attid%3D0.1%26disp%3Dsafe%26realattid%3Df_h3g9j60b0%26zw&sig=AHIEtbRo3axTtGnK3-5GEqm01KL1w-5GOg)

- Information collected from Joe Bell

"---" 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:**

PLU has both a Pollution Prevention Plan and a Chemical Hygiene Plan that are updated and improved yearly in order to reduce the amount of hazardous waste being produced.

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

At PLU, each department disposes of its own waste. Each department uses proper labeling, storage and disposal of waste through Facilities Management. From Facilities Management, hazardous waste is picked up and disposed of by corresponding companies.

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

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

PLU's Chemistry Department reuses the laboratory chemicals used.

**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):**

All materials are handled the same way.

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

- PLU collects the electronic items that students/staff/faculty no longer have use for.
- If it is able to be reused, it goes into the Surplus store (See Tier 2 Credit 1) or is donated to Goodwill.
- SM Metals is a local metal recycling plant that PLU has sent their non-reusable metal materials (until this year), because we do not have the technology on campus to recycle it ourselves. We are currently in the process of finding a new place to send these materials, as SM Metals is no longer operating.
- In November of 2009, PLU brought in TruRecycling, an electronics recycling company that took electronics from community members for free

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

<http://www.plu.edu/safety/documents-forms/documents/Environmental%20Safety/hazardous-w>  
Campus Sustainability Data Collector | AASHE



# 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

**Jenny Taylor**  
Researcher  
Sustainability

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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.

---

## Submission Note:

PLU has installed military stops on every resident hall shower so that students may stop the shower without losing temperature. PLU has also taken strides to replace toilets and sinks with low flow alternatives. Student water conservation initiative:

<http://www.plu.edu/sustainability/Take%20Action/Take-Gack-the-TapBring-Back-the-Mug.php>

Data collected from baseline year of 2006-2007 because of unavailability of correct data for 2005 baseline year.

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

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

---

## Total water use::

	Performance Year	Baseline Year
Total water use	33,320,600 Gallons	34,324,224 Gallons

## Potable water use::



	Performance Year	Baseline Year
Potable water use	---	---

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

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

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

	Performance Year	Baseline Year
Gross floor area	---	---

**Area of vegetated grounds::**

	Performance Year	Baseline Year
Vegetated grounds	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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

---

**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:**

In the atrium of Ingram Hall, there is a rain barrel that collects rainwater, and is later used to water the plants in the surrounding areas. There is also a channeling system that takes the rainwater runoff from the balcony of the University Center and keeps the pond at a constant level. The PLU Organic Community Garden also employs two rain barrels that collect water off the roof of the greenhouse. The water is the sole source of irrigation during the winter months.

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

PLU has water consumption meters that record usage for almost all residence halls and academic buildings on campus.

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

---

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

---

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

Grounds Department follows guidelines set out by the LEED standards to identify native and drought tolerant species of the region for xeriscaping.

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

Rain sensors, associated with most controllers, will skip watering if there was more than .25 inches of rain since the last watering cycle.

Additionally, PLU decided to shut off all of the irrigation meters around campus for the winter months as a way to save water and money.

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

---

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

<http://www.plu.edu/sustainability/How-is-PLU-involved/PLU%20CAP%20and%20Sustainability%20Guide.pdf>

## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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:**

Outside of the Morken Center for Learning and Technology, there is an outdoor water collector. The collector accumulates water and distributes it in the ground in such a way so as to avoid over-saturation of the ground in particular areas that have previously experienced puddle formation.

PLU's most recent construction projects include buildings which both earned LEED credits for Stormwater Management.  
[Campus Sustainability Data Collector](#) | [AASHE](#)

**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:**

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

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

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

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

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

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

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

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

Stormwater runoff from the University Center is channeled into the pond on campus to prevent flooding.

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

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

Several rain gardens have been created on campus to promote a higher retention of rainwater and increased processing of rainwater by native plants. PLU's rain gardens are explained at:

<http://www.plu.edu/parents/misc/parent-eneews/october11/rain-garden>

There is a section of porous paving at PLU that was a test site for future implementation of porous pavement. However, the majority of pavement at PLU is currently not porous.

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

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# Wastewater Management

## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

---

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

# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance



# Sustainability Coordination

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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?:**

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**A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

---

**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:**

PLU has a Sustainability Department, University Sustainability Committee comprised of students, staff, and faculty, and active student groups dedicated to sustainability issues.

“The Sustainability Committee was formed as a campus collaboration to inspire, promote, and celebrate sustainability at PLU. They are an the springboard for sustainability initiatives on campus and are the best start to getting involved in your own way.”

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

Brian Naasz- Clinical Assistant Professor of Chemistry; Sheri Tonn- Vice President of Finance and Operations; Christine Cooley- Sustainability Resource Coordinator; Susan Harmon- Associate Professor of Business; Kevin O'Brien- Assistant Professor of Religion; Jeff Olsen Kregel- Director of Residential Programs; Gretchen Howell- Human Resources/Commute Smart; Bob Stivers- Professor of Religion, Emeritus; Barbara Conner-

[clemenba@plu.edu](mailto:clemenba@plu.edu)

; Emily McCann- Senior Admission Counselor; Jill Whitman- Chair and Professor of Geosciences; Dave Kohler- Director, Facilities Management; Joe Bell- Environmental Health and Safety; Facilities Management; Wendy Robins- Sustainability Operations Manager, Dining Services; Marion Sharp- Development; Tracy Williamson- Humanities Division; Joanna Kraft- Student Sustainability Committee Chair; Sarah Patterson- ASPLU Sustainability Director; Anna Pfohl- RHA Sustainability Director

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

<http://www.plu.edu/sustainability/University-Sustainability-Committee/home.php>

**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 Sustainability Office has two full time employees as well as 27 student workers. The Sustainability Office works to promote sustainability education, programs, events, coordination, and recycling on and off campus.

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

27

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

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

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

Yes

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

Christine Cooley

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

Christine Cooley is the manager of the Sustainability Office on campus, encompassing many different duties. She works to reduce energy consumption on campus, promote student initiatives, and run the zero waste program.

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

<http://www.plu.edu/sustainability/staff/home.php>  
Campus Sustainability Data Collector | AASHE



## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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.

---

**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>	---	---
<b>Research (or other scholarship)</b>	---	---
<b>Campus Engagement</b>	---	---
<b>Public Engagement</b>	---	---
<b>Air and Climate</b>	Yes	---
<b>Buildings</b>	---	---
<b>Dining Services/Food</b>	---	---
<b>Energy</b>	---	---
<b>Grounds</b>	---	---
<b>Purchasing</b>	---	---
<b>Transportation</b>	---	---
<b>Waste</b>	---	---
<b>Water</b>	---	---
<b>Diversity and Affordability</b>	---	---
<b>Health, Wellbeing and Work</b>	---	---
<b>Investment</b>	---	---

Other

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

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

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

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

---

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

---

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

---

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

---

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

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**A brief description of the plan(s) to advance Diversity and Affordability:**

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

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

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

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**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

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

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

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

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

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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:**

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**Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:**

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**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

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

<http://issuu.com/pacific.lutheran.university/docs/plu-2020?mode=window&viewMode=doublePage>

# Governance

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

# 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

**Jenny Taylor**  
Researcher  
Sustainability

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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
- 

## Submission Note:

The 24 people employed by the Diversity Center are:

- 1 Professional Staff Member (Director)
- 4 Student Diversity Advocates
- 39 Rieke Scholars

The Rieke Leadership Award was established in 1988 by President William O. Rieke to reaffirm the university's commitment to inclusiveness and diversity. Recipients of the award are men and women of any ethnic background who demonstrate their leadership in promoting racial and ethnic diversity at Pacific Lutheran University and beyond. Recipients of the award are expected to participate actively in curricular and co-curricular activities in a multi-ethnic context. Each Rieke Scholar will work with Pacific Lutheran University's Diversity Center. There is an expected time commitment of three hours per week for the academic year. Through involvement in the Diversity Center, Scholars will enrich the fabric of university life while increasing their own leadership skill.

"---" 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	---
Employee diversity and equity	---

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The purpose of the University Diversity Committee is to monitor and enhance the overall progress of the university in carrying out its PLU 2010 commitment to develop a more diverse community of students and employees, including enhancement of the diversity of students and personnel as well as continued development of an inclusive, affirming, and non-discriminatory environment.

**The full-time equivalent of people employed in the diversity and equity office:**

24

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.plu.edu/diverse/University-Diversity-Committee/home.php>

**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	---
Administrators	---

**A brief description of the cultural competence trainings and activities:**

The biggest event is the South Puget Sound Higher Education Diversity Partnerships Institute. It is an annual conference that all staff and faculty are invited to attend, but generally draws people who are already involved in diversity initiatives.

**The website URL where information about the cultural competence trainings is available:**

<http://www.plu.edu/dcenter/SPSHEDPI/home.php>  
Campus Sustainability Data Collector | AASHE





# Assessing Diversity and Equity

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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
- 

## Submission Note:

Information collected from Angie Hambrick

"---" 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) :

A comprehensive online assessment dealing with the perceptions and attitudes of students towards diversity and its prevalence on the PLU campus was conducted at the end of the 2012 academic year.

## Has the institution assessed student diversity and educational equity?:

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## A brief description of the student diversity and educational equity assessment(s):

[Campus Sustainability Data Collector](#) | [AASHE](#)

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**Has the institution assessed employee diversity and employment equity?:**

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**A brief description of the employee diversity and employment equity assessment(s):**

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

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**A brief description of the governance and public engagement assessment(s):**

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

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# Support for Underrepresented Groups

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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.

---

"---" 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:**

Yes. PLU has several ways to support various types of students across campus. In addition to the Diversity Center that is discussed in Credit 7, the following programs and organizations are well known across campus:

- Women`s Center
- International Student Services
- Disability Support Services
- Veterans' Affairs
- Campus Ministry
- Wang Center for International Programs
- Counseling Services
- About 10 Student-led groups including:
  - QASU- Queer Ally Student Union
  - Black Student Union
  - Crossroads—Confidential group for gay, lesbian, bisexual, transgender, queer, questioning, asexual, intersex and 2 spirited PLU students, faculty and staff.

- Feminist Student Union
- International Student Club

Additionally, PLU works hard to connect with community resources in the Tacoma and greater Pierce County area such as Centro Latino and the Peace Community Center. The on campus resources are primarily used by students.

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.plu.edu/diverse/home.php>

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

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**A brief description of the institution's discrimination response policy, program and/or team:**

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**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

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**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?:**

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# Support for Future Faculty Diversity

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

---

## 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?:**

No

**A brief description of the institution's programs that help increase the diversity of higher education faculty:**

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**The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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:**

PLU gifts financial aid based on need. In addition there is block pricing offered, and J-term and summer discounts.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

---

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

PLU supports a "College Bound" program on campus. Previously "Upward Bound", this program reaches out to at risk high school students and encourages their efforts towards a college education.

**A brief description of the institution's scholarships for low-income students:**

Q Club Scholarship

Eligibility: Awarded to full-time students. Based on academic achievement and financial need. Q Club is a group of more than 2,000 friends and alumni committed to making PLU accessible to deserving students.

Amount: Varies, depends on need.

Comments or Conditions: No separate application required. FAFSA required.

University Grant

Eligibility: Full-time students.

Amount: Varies, depends on need.

Comments or Conditions: No separate application required. Based on financial need, FAFSA required.

Dollars for Scholars

Eligibility: Students receiving scholarships from any Dollars for Scholars chapter.

Amount: Varies. Up to \$1,000 per student.

Comments or Conditions: The university matches Dollars for Scholars chapter awards, dollar for dollar, up to \$1,000 per student, based on financial need. Dollars for Scholars is a program of Scholarship America.

Federal Supplemental Educational Opportunity Grant (SEOG)

Eligibility: At least half-time students.

Amount: At least \$100, varies with need.

Comments or Conditions: Based on financial need, priority given to students with Pell Grant eligibility.

Washington State Need Grant (WSNG)

Eligibility: At least half-time students.

Amount: Subject to state funding.

Comments or Conditions: Based on financial need.

Federal Pell Grant

Eligibility: Students taking at least one credit.

Amount: \$278 - \$2775 per semester for full time enrollment, prorated for less than full-time enrollment.

Comments or Conditions: Based on financial need.



SMART Grant eligible by the U.S. Department of Education (generally natural sciences, math, and foreign languages).

Amounts: \$2000 per semester, \$4,000 per year, prorated for less than full time enrollment.

Comments or Conditions: For each semester the grant is received, student must be enrolled in a course required by its designated major.

This federal program is currently scheduled to expire after the 2010-11 academic year.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

The Financial Literacy Program during new student orientation is offered to all incoming students who want to become more acquainted with the financial aid, scholarship, and loan process.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

“College Bound,” “Passport to College,” and “Act Six Program” are the programs that PLU offers to engage students from low-income backgrounds.

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

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**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

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**Does the institution have policies and programs in place to support non-traditional students?:**

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**A brief description of any scholarships provided specifically for part-time students:**

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**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:**

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**A brief description of other policies and programs to support non-traditional students:**

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**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

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**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**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:**

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**The website URL where information about the institution's affordability and access programs is available:**

<http://www.plu.edu/financial-aid/home.php>

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Gretchen Howell**

Associate Director of Human Resources  
Human Resources

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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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**Submission Note:**

Information received from Gretchen Howell ([crosgrgm@plu.edu](mailto:crosgrgm@plu.edu))

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

**Number of employees:**

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**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

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**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

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**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:**

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**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

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**Number of staff and faculty that receive sustainable compensation:**

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**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

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**The local legal minimum hourly wage for regular employees:**

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**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.plu.edu/human-resources/>



# Assessing Employee Satisfaction

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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:

<http://www.plu.edu/human-resources/Benefits/Good%20Fit%20Spring%202011/Benefits%20Survey%20Results.pdf>

"---" 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:**

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

There are 2 surveys:

1. Top Places to work; administered every year
2. Benefits Survey; administered every 2 years

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**



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**The year the employee satisfaction and engagement evaluation was last administered:**

2,010

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://www.plu.edu/~humr/home.html>

# Wellness Program

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**Responsible Party**

**Jenny Taylor**  
Researcher  
Sustainability

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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>	---
<b>Staff</b>	Yes
<b>Faculty</b>	---

**A brief description of the institution’s wellness and/or employee assistance program(s):**

Employees as well as immediate family members have access to the Employee Assistance Program (EAP) offered through Human Resources. The professional counselors at First Choice EAP provide a free problem assessment and referral service where you and your immediate family members can go for help in solving a variety of emotional, behavioral, family, relationship, financial, elder care and mental health or chemical dependency concerns. Complete confidentiality is assured. Additionally, there are health & fitness classes taught to staff and faculty who choose to participate.

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

<http://www.plu.edu/human-resources/Benefits/home.php>

# Workplace Health and Safety

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

# 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

**Jenny Taylor**  
Researcher  
Sustainability

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## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

## **Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

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## **The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

The Board of Regents has an investment subcommittee that considers socially and environmentally responsible investing for the university's endowment. The committee members are members of the board, and an alumnus, faculty, staff and a student serve as advisory members. In addition, the group includes an investment advisor. Because of the investment choices, there is no opportunity for proxy voting. (The Board of Regents is in the process of revising this subcommittee to make it a committee of the board, with advisory members. Those guidelines should be complete by October 12. While they change the structure, they don't change the substance of the advice.)

## **Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

Provost, Associate Provost/Information & Technology Services, one member of the Center for Teaching, Registrar, PLU bookstore director, two students selected by Associated Students of PLU (one representing residential students and one representing off-campus  
[Campus Sustainability Data Collector](#) | [AASHE](#)

students), and one member of the Faculty Affairs Committee.

Currently, this consists of the following people:

John Paul Avila, Art

Janet Weiss, Instructional Development and leadership

Genevieve Williams (chair), Library

Steven Thomson, Anthropology

David Wolff, Computer Science & Computer Engineering

Jason Skipper, English

Michelle Ceynar, Psychology

Justin Lytle, Chemistry

**Examples of CIR actions during the previous three years:**

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

<http://www.plu.edu/~facgov/standing-committees/instructional-resources.html>

# Sustainable Investment

## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

# Investment Disclosure

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## Responsible Party

**Jenny Taylor**  
Researcher  
Sustainability

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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:**

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### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

<http://www.plu.edu/finance-ops/>



# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

## Innovation 2

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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## Innovation 3

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

## Innovation 4

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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