

# Santa Clara University

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

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

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

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Master

## Institutional control:

Private non-profit

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

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

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

Data for credits associated with the Jesuit School of Theology is not readily available.

**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

755,000,000 US/Canadian \$

### Total campus area:

106 Acres

### IECC climate region:

Marine

### Locale:

Urban fringe of large city

### Gross floor area of building space:

2,737,166 Gross Square Feet

### Conditioned floor area:

---

### Floor area of laboratory space:

53,660 Square Feet

### Floor area of healthcare space:

1,480 Square Feet

### Floor area of other energy intensive space:

19,000 Square Feet

### Floor area of residential space:

517,558 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
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<b>Biomass</b>	0.40
<b>Coal</b>	9
<b>Geothermal</b>	9.70
<b>Hydro</b>	14.40
<b>Natural gas</b>	33.80
<b>Nuclear</b>	0
<b>Solar photovoltaic</b>	0
<b>Wind</b>	13.80
<b>Other (please specify and explain below)</b>	18.90

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

All power that Silicon Valley Power (SVP) uses to meet City of Santa Clara's load doesn't always come from a City owned resource, or a long term contract associated with a specific generation source. SVP may purchase just electrons/MWh off the grid which have no environmental attributes associated with their purchase. 18.9% of SVP's power mix was unspecified in 2012.

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

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

Other (please specify and explain below)

0

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

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# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

6

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

40

### Full-time equivalent enrollment:

10,866

### Full-time equivalent of employees:

1,462

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

0

### Total number of undergraduate students:

5,435

### Total number of graduate students:

3,335

### Number of degree-seeking students:

8,643

### Number of non-credit students:

127

### Number of employees:

1,844

### Number of residential students:

2,744

**Number of residential employees:**

31

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

0

# Academics

## Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

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

## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

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

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

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

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	3,205	1,296
<b>Number of sustainability courses offered</b>	67	15
<b>Number of courses offered that include sustainability</b>	571	125

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

35

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

45

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

One

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

[STARSRreporting\\_2013-14\\_LK\\_042914.pdf](#)

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

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

<http://www.scu.edu/sustainability/campuslife/academics.cfm>

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

The inventory was conducted using academic year 2013-14 course offerings provided by the Registrar's Office. We followed the STARS 2.0 guidelines to exclude courses that should not be included in our inventory.

Courses were identified as Including Sustainability (IS) or Sustainability-Focused (SF) based on the following criteria:

1. Faculty Survey (FS).

Faculty were asked to self-identify their courses in a campus-wide survey distributed in December 2013.

2. Course attributes in the undergraduate Core Curriculum.

If a course is part of the Experiential Learning for Social Justice (I\_ELSJ) or Diversity (E\_DIV), Civic Engagement (E\_CIV), or Ethics (E\_ETH) components of the core curriculum, it was automatically tagged as IS.

This was followed by further review of each course's title and course description to clarify an accurate tag. Many courses were "un-tagged" during this process because we didn't feel a strong case for an "Includes Sustainability" tag.

3. Academic Pathways.

Several of our academic Pathways are inherently related to sustainability. If a course is part of one of these pathways, it was tagged as IS:

Applied Ethics (PATH\_AE)

Food, Hunger, Poverty, Environment (PATH\_FHP)

Global Health (PATH\_GH)

Human Rights (PATH\_HR)

Law & Social Justice (PATH\_LSJ)

Leading People, Organizations, & Social Change (PATH\_LPOS)

Race, Place, & Social Inequalities (PATH\_RPSI)

Sustainability (PATH\_SUST)

Values in Science & Technology (VST)

This was followed by further review of each course's title and course description to clarify an accurate tag. Some courses were "un-tagged" during this process because we didn't feel a strong case for an "Includes Sustainability" tag.

4. Earth Charter (EC)

Courses that weren't identified during processes 1-3 but appeared to include sustainability (based on course title) were reviewed using the Earth Charter (EC). Each course tagged IS according to the Earth Charter includes a rationale and identifies which Earth Charter component it meets.

5. Faculty Review (FR)

During the latter part of the inventory, faculty reviewed and provided further clarification regarding course tags.

6. Removing cross-listed courses.

Several courses are cross-listed with others. Though both had been tagged originally, this part of the inventory process removed the tag from one of the course pairs so we didn't double-count section offerings.

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

Each offering or section of a course was counted as an individual course

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

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

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

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

No

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

No

# Learning Outcomes

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

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

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

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

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

1,977

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

2,365

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

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



All undergraduate students (Arts & Sciences, Business, Engineering) are required to take one Experiential Learning in Social Justice (ELSJ) course in their core curriculum.

All Graduate Engineering students are required to take at least one course related to sustainability in their core curriculum, as identified in the graduate bulletin.

All Graduate Business students are required to take at least one course related to Sustainability in their core curriculum.

All Counseling Psychology and Education graduate students are required to take one course in Multicultural Counseling, in their core curriculum.

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

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

<http://www.scu.edu/sustainability/campuslife/academics.cfm>

# Undergraduate Program

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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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## Submission Note:

Please also refer to the Sustainability Pathway Innovation Credit.

"---" 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 Science Major

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

Environmental Science is an interdisciplinary major with foundational courses in chemistry and either biology, organic chemistry, or physics. Advanced courses in applied ecology, water resources, climate, and renewable energy provide depth to this program.

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

<http://www.scu.edu/cas/ess/>

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

Environmental Studies Major

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

The Environmental Studies degree provides an integrated, interdisciplinary social science degree opportunity for undergraduates. Foundational courses introduce key concepts from geography, philosophy, and economics. Advanced courses in areas such as resource economics, sustainable development, and environmental law and policy provide depth to this program. This major can lead to a variety of career paths that include public administration, law, environmental education, and advocacy.

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

<http://www.scu.edu/cas/ess/>

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

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

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

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

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

Yes

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

Environmental Studies Minor

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

The minor consists of courses in specific areas of environmental studies: scientific foundations, methods, ethical dimensions, and political and legal issues.

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

<http://www.scu.edu/cas/ess/majors-minors/Minor/>

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

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

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

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

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

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

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

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# Graduate Program

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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?:**

Yes

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

Masters of Science in Sustainable Energy

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

Students interested in this degree must satisfy the standard admissions criteria used by the School of Engineering, which include an undergraduate degree in a field of engineering (physics degrees will also be considered), appropriate GRE scores and (for international students) demonstrated proficiency in English. This program expands upon a foundation in undergraduate engineering by diving into energy related courses while rounding itself out with foundations in business and public policy.

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

<http://www.scu.edu/engineering/graduate/sustainableenergy/ms.cfm>

**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?:**

Yes

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

Renewable Energy Certificate

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

With an environmentally and socially responsible approach, our interdisciplinary 16-Unit Renewable Energy Graduate Certificate Program is designed to give the students a broad knowledge of the evolving renewable energy sector and specific engineering skills to work with solar, wind, hydropower, biofuel, and nuclear power.

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

<http://www.scu.edu/engineering/graduate/sustainableenergy/academics.cfm>

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

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

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

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

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

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

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

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# Immersive Experience

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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:

also see:

<http://www.scu.edu/immersions>

"---" 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:**

The Food, Hunger, Poverty, Environment Immersion is designed to help students meet their social justice-oriented experiential learning requirements while learning about issues related to food production and consumption, hunger, poverty, and the environment. The course blends short lectures, guided discussions and reflections and a 14-day immersion in Cuba interacting with local people of diverse backgrounds for experiential active learning. The two-quarter Business 151 course examines the history, culture, educational system, economy, agricultural sector, and political and governmental structure of Cuba. Students examine Cuba's progress in achieving the Millennium Development Goals. Each student is required to submit written reflections and participate in team presentations about various aspects of Cuba. The goal is to increase students' understanding of the challenges associated with equitably distributing the rewards of

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economic development within the socio-cultural and environmental contexts of a low-income Latin-American country.

[http://www.scu.edu/business/fai/education/immersion\\_trip\\_intro.cfm](http://www.scu.edu/business/fai/education/immersion_trip_intro.cfm)

The SCU Baja Program is a course-based expedition to Baja, Mexico. The program entails taking students during Spring Break to write about and investigate, by kayak, snorkel, and on foot, habitats in southern Baja, including one of the most amazing desert and marine ecosystems on the planet—the desert island Isla Espiritu Santo. The program has existed over 10 years, and is led by faculty from the Environmental Sciences and Studies department in partnership with the Global Engagement Office. This 10-unit program includes an advanced writing course (ENVS 142: Writing Natural History) and a Biology/Environmental Studies course (BIOL/ENVS 144: Natural History of Baja). The classes meet together during Winter Quarter. Each of the two courses contain a specific student project that focuses directly on social, economic, and environmental dimensions of Baja. In ENVS 142, this is a co-authored student paper on a topic of sustainability. In ENVS 144, this entails in-class student presentations on the same topics. Faculty lectures also include information on sustainability as related to the Baja California environment. The field section of the course, conducted abroad, gives students the opportunity to experience the ecologies they have studied beforehand during class sessions.

<http://scu.edu/studyabroad/baja/>

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

[http://www.scu.edu/business/fai/education/immersion\\_trip\\_intro.cfm](http://www.scu.edu/business/fai/education/immersion_trip_intro.cfm)

# Sustainability Literacy Assessment

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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:**

0

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

0

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

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

Copies of the questions are posted on

<http://www.scu.edu/sustainability/education/fellowship.cfm>

.

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

Undergraduate students earned Fellowships in 2008, 2009, and 2010 to conduct this research. Each student worked with the Markkula Center for Applied Ethics, the Office of Sustainability, and expert faculty members to develop the studies. In 2008, a qualitative study

was developed to measure how sustainability had penetrated into student culture. This was done through interviews, participant observation, and group interviews. Students, faculty, and staff were not chosen randomly, they were chosen selectively. Each participant was chosen for one or more of the following: to represent a diversity of majors, departments, and job positions, because other informants suggested them as interesting potential interviewees, and/or because the researchers had little to no previous knowledge of one another, and thus might more easily avoid research bias. In 2009, a qualitative study was developed for all undergraduate students. In 2010 this survey, with an additional section specific to the participants, was extended to faculty, staff, and graduate students.

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

In the 2008 study, 58 students, 2 faculty members, and 5 staff members participated in open-ended interviews. In 2009, a quantitative study was done to counter the qualitative study in 2008 through the distribution of an online survey to all undergraduate students. In 2010, this survey, with an additional section specific to the participants, was extended to faculty, staff, and graduate students with 511 responses (73 faculty 125 staff members, 247 graduate students).

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

In 2008 it was found that the undergraduate students participating in the focus groups varied widely in their views on sustainability. On one end, many students said one should act sustainably as long as it does not interfere with economic health or lifestyle. The other side contained students who were actively involved in sustainability and environmental initiatives on campus. In the 2009 study, it was apparent that students still largely connected sustainability with the environment more than any other aspect of the term (economy, social justice). Largely, students connected sustainable practices to practices that reduced global warming. The study in 2010 confirmed this narrow definition of sustainability as well as a lack of awareness of effective behaviors.

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

<http://www.scu.edu/sustainability/education/fellowship.cfm>

# Incentives for Developing Courses

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## Responsible Party

**John Farnsworth**

Lecturer

Environmental Studies and Sciences

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## Criteria

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

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

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

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

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

Yes

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

Our sustainability-across-the-curriculum program is called "The Penstemon Project." It has been in operation since 2006 and has been joined by 100 faculty.

A new initiative in 2013-14 is a two-year pilot project to encourage colleges/schools and departments to set their own internal goals for the number of courses that will include sustainability. The goal for this organizational-unit pilot is to encourage participation from six departments or colleges/schools.

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

The Provost has granted the Penstemon Project stipends to incentivize and compensate faculty for their work developing sustainability modules. These will be distributed by invitation through the departments/schools participating in the pilot project. A two-year commitment has been made to the pilot program, including course releases for the faculty member administering it, and supplying the project with administrative support through interns.

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

<http://www.scu.edu/sustainability/campuslife/penstemon.cfm>

# Campus as a Living Laboratory

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

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

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

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

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

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

Carbon Footprint Calculator: A group of Santa Clara students used the campus to develop a carbon calculator specifically tailored to SCU students, faculty, and staff. This calculator is available to anyone through the

[scu.edu](http://scu.edu)

website and allows users to gain a better understanding of their carbon footprint in the context of living and interacting with the Santa Clara campus. Though most of the calculator is based on energy consumption, it also asks participants about their food choices, travel, water use, and waste diversion behaviors.

[http://www.scu.edu/ethics/practicing/focusareas/environmental\\_ethics/carbon-footprint/calculator.html](http://www.scu.edu/ethics/practicing/focusareas/environmental_ethics/carbon-footprint/calculator.html)

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

Students at Santa Clara participated in the Solar Decathlon project, a biennial competition sponsored by the U.S. Department of Energy uniting twenty teams of college students to design, construct, and operate the most energy efficient, functional, and attractive solar-powered home. The SCU Solar Decathlon team, composed of undergraduates in the School of Engineering, the School of Business, and the College of Arts and Sciences, designed, built, and operated a completely solar-powered home on the Santa Clara campus. In 2007 and 2009, SCU placed 3rd overall. In 2013 they placed 5th in the engineering category and 11th overall. From this project students gained a hands on understanding of the many aspects of sustainability that go into building a energy efficient and economically feasible home.

ENGR 1 students toured Kennedy Commons and identified sustainable features in the building. ENGR 1 students were told about sustainable solutions developed within civil engineering including bamboo for the solar decathlon, rainwater harvesting, water detention ponds, pervious concrete, earth block construction, straw bale construction.

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

ENVS 95/195 Sustainable Living Undergraduate Research Project: Meatless Mondays, Sustainable Food Initiative: In this project, SCU students sought to encourage sustainable eating habits at SCU and to develop valuable techniques to promote food sustainability both at our on campus dining hall and among our off-campus residents. Their initial research showed eating less meat was the most effective way of reducing energy use, water use, and carbon emissions. Based on this information, the students led a Meatless Mondays campaign on campus. Through this project they gained a valuable understanding of how the meat industry is related to sustainability and power of sharing this information with students on campus. By promoting less meat consumption on campus these students were able to raise awareness while reducing students' carbon footprints.

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

COMM 120A: Environmental Communication: Students create communication materials to promote energy-conserving behavior among campus residents. Their materials have been used during the annual Residence Energy Challenge. | COMM 150B: Students developed materials for the Solar Decathlon, anti-drug dumping programs, and a public relations to promote green businesses in Santa Clara County. | Others include: study of SCU microgrid, research on fuel cells, and development of I-V curve tracer.

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

BIOL 23: Students have studied organism distribution and diversity in a number of locations on campus. | In several classes I use the SCU campus for outdoor dance improvisation or creative assignments. In one technique class they need to seek out environmental textures from bushes, trees to building surfaces and bring back to a physical transformation for this outdoor class. This experience leads to report work on dance artists addressing environmental issues through their choreographic performances. In a related assignment for another class students independently observe a specific space outdoors, look and feel its specificity closely, and then translate this observation into a movement study. The goal is to heighten their awareness of the complexity of the environment around them and then deepen that awareness through an artistic translation into dance. | "SCU Gone Wild" is natural history campus

[database.www.scugonewild.com](http://database.www.scugonewild.com)

This is integrated into ANTH 130 and several other campus courses outside of Anthropology. In addition, two student interns and two student volunteers work on this project during 2013-2014.

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

ENVS 95/195 Sustainable Living Undergraduate Research Project: Santa Clara students conducted research on the single-use paper bags in the on-campus cellar market. From this research, students were able to uncover the resource use/carbon emissions associated with SCU's choice to purchase these bags as well as provide the purchasing agent with these relevant statistics and sustainable alternatives.

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

ENVS 95/195 Sustainable Living Undergraduate Research Project: The goal of this project was to understand SCU students' behaviors and perceptions of public transportation in order to improve students' usage of these systems and decrease environmental impact when traveling off-campus. Their project began by studying past research about types of transportation programs such as bike sharing, car pooling, and university transit passes that other universities offered their students. They learned about the programs' implementation on various university campuses and the feedback they received from their students. Through their research student's gained a better understanding of the barriers to SCU students' usage of public transportation in order to promote sustainable student travel in and around the Bay Area.

ENVS 122 Environmental Politics and Policy: partnered with a local public transit community group to explore SCU students' and employees' potential use of a proposed regional public transit project.

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

ENVS 10: The Joy of Garbage. Every student in the Joy of Garbage participates in a waste characterization to analyze SCU's waste stream. Past years' characterizations have resulted in new goals, policies, and improved signage in specific areas, including the Leavey Events Center, Pat Malley Fitness and Recreation Center, and Benson Center.

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



ENVS 23 Soil, Water, and Air: Several classes measured the salinity of recycled water on campus and compared them to the reported levels. Through this they were able to accurately account for the total dissolved solids in the recycled water and understand the impact it was having on the vegetation on campus.

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

ENVS 95/195 Sustainable Living Undergraduate Research Project: The goal of Keeping Freshman Orientation Fresh was to discover whether or not moving orientation to the week prior to fall quarter compliments SCU's goal to be climate neutral. From this project, students were able to gain insight into the carbon impact associated with the multitude of trips Santa Clara students were taking over the course of the summer to and from orientation as well as the flight back to school.

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

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

In several classes an SCU faculty member used the campus grounds for outdoor dance improvisation or creative assignments. In one technique class they need to seek out environmental textures from bushes, trees to building surfaces and bring back to a physical transformation for this outdoor class. This experience leads to report work on dance artists addressing environmental issues through their choreographic performances. In a related assignment for another class students independently observe a specific space outdoors, look and feel its specificity closely, and then translate this observation into a movement study. Students gained a heightened awareness of the complexity of the environment around them through the lens of the SCU campus and then deepened that awareness through an artistic translation into dance.

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

ENVS 95/195 Sustainable Living Undergraduate Research Project: Students are researching ways to improve the sustainability of the University's endowment.

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

The Forge Garden: Student internships in the Forge Garden have centered on learning sustainable agriculture practices and educating youth and other community members about them. Through this experiential learning students gained a better understanding of how to spread sustainable initiatives into the Santa Clara community.

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

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

<http://www.scu.edu/sustainability/commitment/livinglab.cfm>

# Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

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

## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

99

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

542

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

34

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

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

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

Adalsteinsson, Thorsteinn. Chemistry  
 Aschheim, Mark. Civil Engineering  
 Asuri, Prashanth. Bioengineering  
 Bachen, Chris. Communication  
 Bacon, Christopher. Environmental Studies and Sciences  
 Baker, Greg. Management  
 Ball, W. David. Law  
 Barber, Rich. Physics  
 Beatty, Christopher. Biology  
 Beitelmal, Monem. Mechanical Engineering  
 Bezanson, Michelle. Anthropology  
 Booth, Sherry. English  
 Burnham, Michelle. English  
 Cai, Gangshu. OMIS  
 Carroll, Stephen. English  
 Castori, Michael. Religious Studies  
 Charaus, Brigitte. History  
 Dahlhoff, Elizabeth. Biology  
 den Nieuwenboer, Niki. Management  
 Espinoza, John. English  
 Fabris, Drazen. Mechanical Engineering  
 Farnsworth, John. Environmental Studies and Sciences  
 Farris, Frank. Math/CS  
 Figueira, Sylvia. Computer Engineering  
 Frisbie, Susan. English  
 Garcia, Sara. Education  
 Gibson, Diana C. Religious Studies  
 Gilbert, Melissa. Education  
 Glaser, Kirk. English  
 Gordon, Dennis. Political Science  
 Gray, Leslie. Environmental Studies and Sciences  
 Green, Brian. Markkula/Engineering  
 Gullette, Gregory. Anthropology  
 He, Rong. Civil Engineering  
 Healy, Tim. Electrical Engineering  
 Hinga, Teresia. Religious Studies  
 Hoggard, Patrick. Chemistry  
 Ifcher, John. Economics  
 Jain, Sanjay. Management  
 Jonte-Pace, Diane. Provost's Office

Judnik, Maria. English  
Kareiva, Peter. Environmental Studies and Sciences  
Kevane, Michael. Economics  
Kirby, Gail. Marketing  
Kitts, Christopher. Mechanical Engineering  
Kusanovich, Kristin. Theatre and Dance  
Lee, Hohyun. Mechanical Engineering  
Lieberman, Andy. Law  
Madarassy, Rita. Economics  
Mains, Bill. Undergraduate Business Program  
Manaster, Kenneth. Law  
Marvier, Michelle. Environmental Studies and Sciences  
Matzek, Virginia. Environmental Studies and Sciences  
Maurer, Ed. Civil Engineering  
McElvain, Cheryl. Education  
Meyer, Michael Joseph. Philosophy  
Michels, Bob. Education and Counseling Psychology  
Minowitz, Peter. Political Science  
Mobed-Miremadi, Maryam. BioEngineering  
Mohler, Courtney. Theatre and Dance  
Molesky-Poz, Jean. Religious Studies  
Molony, Barbara. History  
Murray, Barbara. Theatre & Dance  
Nanda, Aparajita. English  
Nilsson, Tonya. Civil Engineering  
Odamtten, Harry. History  
Park, Damian. Economics  
Piderit, Sandy. Management  
Popalisky, David. Theatre and Dance  
Raphael, Chad. Communication  
Ravenscroft, Ann. Disabilities Resources  
Reynolds, Ryan. Art and Art History  
Ribas, Alberto. Modern Languages  
Riney-Niewiadomski, Jean. CPSY  
Ruscetti, Tracy. Biology  
Said, Hisham. Civil Engineering  
Shapiro, Jerry. CPSY  
Shefrin, Hersh. Finance  
Shin, Dongsoo. Economics  
Singh, Sukhmander. Civil Engineering  
Silva, Fern. COMM  
Skinner, David. History  
Smestad, Greg. Graduate Engineering  
Smith, Stephen. OMIS  
Stewart-Frey, Iris. Environmental Studies and Sciences  
Sundstrom, William. Economics  
Tran, Nicholas. Math/Computer Science  
Trevisan, Richard. Management

Unger, Nancy. History  
Vallor, Shannon. Philosophy  
Velasquez, Manuel. Management  
Walker, Jamie. Ethnic Studies  
Warner, Keith. Religious Studies  
Whalen, Mike. Communication  
Wheeler, Korin. Chemistry & Biochemistry  
Whittall, Justen. Biology  
Woolley, Jennifer Lynn. Management  
Yang, Tseming. Law  
Zecevic, Aleksandar. Electrical Engineering

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

All faculty and staff were sent a curriculum and research survey in December 2013. Respondents were asked to self-identify if they conduct sustainability research, based on definitions provided in the survey. Definitions and prompts were based on the STARS Technical Manual. [We are still processing updated data from our January 2015 survey].

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

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

<http://scu.edu/sustainability/campuslife/research.cfm>

## Responsible Party

**Amy Shachter**

Associate Provost for Research and Faculty Affairs  
Office of Research Initiatives

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

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

Yes

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

The Environmental Ethics Fellowship, a program of the Markkula Center for Applied Ethics, explores the ethical dimensions of sustainability. The Fellowship in Environmental Ethics has been awarded annually to an outstanding Santa Clara University undergraduate to support a project that examines the ethical implications of an environmental topic.

Past projects include developing a Carbon Footprint Calculator for college students to measure their impact, specific to their campus. The students also wrote instructions for other campuses to develop their own calculators. The tool has been replicated in at least one other campus.

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

[http://www.scu.edu/ethics/practicing/focusareas/environmental\\_ethics/fellowship.html](http://www.scu.edu/ethics/practicing/focusareas/environmental_ethics/fellowship.html)



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

Yes

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

The Sustainability Research Initiative aims to establish a vibrant, productive, collaborative research community with projects related to justice and sustainability. The Initiative includes research grants (up to \$90,000 each year for three years), professional development grants for faculty and staff (up to \$5,000 each year for three years), and a research retreat each year. The Initiative is funded by the President's Office.

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

<http://www.scu.edu/provost/research/SustainabilityInitiative.cfm>

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

Yes

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

While faculty are expected to contribute to their home disciplines, they are also encouraged to engage in interdisciplinary and multidisciplinary research. Such research is recognized in evaluation and promotion decisions.

The University's internal grants programs also support interdisciplinary and multidisciplinary research. The Office of Research Initiatives is currently coordinating three interdisciplinary research initiatives: the Sustainability Research Initiative, the Advanced Biosciences Initiative, and the Critical Gender Studies Initiative.

The University has also established three Centers of Distinction (Markkula Center for Applied Ethics; Center for Science, Technology, and Society; and Ignatian Center for Applied Ethics) which actively support interdisciplinary and multidisciplinary research through their own research programs.

**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?:**

Yes

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

The Library maintains a selection of Research Guides in a variety of topics categorized by course and/or theme. Themes include Global Warming Resources, Sustainability Videos, Sustainability, Green/Sustainable Building, Sustainable Energy

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

<http://libguides.scu.edu/sustainability>

## 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.

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

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

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

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

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

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**The open access policy:**

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

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

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

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# Engagement

## Campus Engagement

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

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

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

# Student Educators Program

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

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

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

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## Submission Note:

Other websites:

<http://www.scu.edu/sustainability/takeaction/cfliaison.cfm>

<http://www.scu.edu/sustainability/takeaction/scoops.cfm>

<http://www.scu.edu/sustainability/takeaction/locals.cfm>

<http://www.scu.edu/sustainability/campuslife/reslife.cfm>

and our newest liaison group for student employees:

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

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

Yes

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

9,015

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

Community Facilitator Sustainability Liaison Program

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

2,861

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

Community Facilitator Sustainability Liaisons (CFLs) are responsible throughout the academic year for a) implementing passive and active sustainable living education programs, and b) serving as their building's sustainability representative. Besides creating programming for their communities, CFLs coordinate their building's Zero Power Hour, a community event during the annual Residence Energy Challenge.

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

CFLs are appointed by their building's Resident Director.

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

CFLs meet with Center for Sustainability staff monthly, to learn about sustainability issues, community-based social marketing, and behavior-change theory. They receive programming guides to help them integrate sustainability into their active and passive residence hall programs.

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

The program is led by the Sustainability Intern for Residence Life, with staff support from the Center for Sustainability and the Office of Residence Life. CFLs meet monthly with the Center for Sustainability to receive training and up-to-date information about sustainability initiatives on campus.

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

SCOOPS (Students Collaborating and Organizing Opportunities and Projects for Sustainability)

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

9,015

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

SCOOPS is a sustainability liaison program for leaders of graduate and undergraduate student organizations. SCOOPS empowers students in leadership positions to implement the University's Strategic Plan by fostering justice and sustainability programs among student organizations. Liaisons engage their organization's members in sustainable behaviors in order to develop a culture of sustainability among students at SCU. Liaisons share and discuss endeavors, events, ideas, and foster collaborative opportunities between multiple organizations.

<http://www.scu.edu/sustainability/takeaction/scoops.cfm>

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

All leaders of Registered Student Organizations are invited to participate in SCOOPS.

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

SCOOPS meets with Center for Sustainability staff monthly, to learn about sustainability issues, community-based social marketing, and behavior-change theory.

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

The program is led by a Sustainability Intern, with staff support from the Center for Sustainability and collaborative support from the Center for Student Leadership.

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

LOCALS (Living Off-Campus and Living Sustainably)

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

6,154

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

LOCALS is SCU's Neighborhood Sustainability Liaison program. LOCALS empowers Santa Clara University students who live off campus to implement the University's Strategic Plan by fostering justice and sustainability programs among off-campus students. Liaisons engage their housemates and neighbors in sustainable behaviors in order to develop a culture of sustainability among students at SCU.

<http://www.scu.edu/sustainability/takeaction/locals.cfm>

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

Off-campus students, including graduate students are invited to participate by attending monthly socials.

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

LOCALS meet with Center for Sustainability staff monthly, to learn about sustainability issues, community-based social marketing, and behavior-change theory.

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

The program is led by the Sustainability Intern for Student Engagement, with staff support from the Center for Sustainability and collaborative support from the Office of Student Life.

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

Sustainability Internships

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

9,015

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

Each Intern has a different focus area for which they implement educational programs: Academic Programs, Athletics & Recreation, Buildings & Grounds, Communications, Curriculum Development, Student Engagement, Employee Engagement, Residence Life, Food & Dining, and Waste Diversion. They develop educational resources for students and university employees. They collaborate with other campus organizations to conduct events and co-sponsored programming (examples: waste diversion during move-out, Swap For Good clothing drive partnership with Santa Clara Community Action Program). They write for the Center for Sustainability's monthly



campus-wide sustainability e-newsletter.

<http://www.scu.edu/sustainability/about/staff.cfm>

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

Students apply to be selected for an internship with the Center for Sustainability. Students are selected based on their professionalism, proof of leadership abilities, and passion to learn more about sustainability.

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

Student Interns receive on-the-job training based on their area of focus. Project Outlines created by previous interns serve as a set of constantly-evolving tools for outreach programs. Sustainability Interns are introduced to communication tools (Community-Based Social Marketing and Cialdini's Principles of Influence), learn how to develop infographics to elicit behavior change, and are required to develop and implement programs to develop a culture of sustainability among students, faculty, and staff.

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

Sustainability Interns work an average of 10 (paid) hours each week. Funding is provided by the Center for Sustainability, Facilities, the Housing Office, Athletics & Recreation, and the Office of the Provost.

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

3,368

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

<http://www.scu.edu/sustainability/takeaction/>

# Student Orientation

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## Responsible Party

**Lindsey Kalkbrenner**

Director

Center for Sustainability

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## Criteria

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

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

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

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

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

100

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

Students learn about the University's commitment to sustainability throughout their orientation. Examples include duplex-printing instructions for all residence halls in the Technology session as well as sustainable food options and encouraged use of smart powerstrips and EnergyStar electronics in the Auxiliary Services session. Students experience the University's waste diversion initiatives at all their meals. The Welcome Packet previously distributed on paper is now distributed in PDF format and a "Guidebook" app will now be used for orientation that will provide a schedule on a mobile device to reduce printed schedules. In addition, the housing assignments and move in packet information, all previously printed and mailed to incoming students, are now available online and are no longer printed.

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

<http://www.scu.edu/orientation/>

Campus Sustainability Data Collector | AASHE



## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

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### Submission Note:

More websites:

Student Organizations:

<http://scu.edu/csl/organizations/rso.cfm>

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

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

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

<p style="text-align: center;"><b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b></p>	<p style="text-align: center;">Yes</p>
<p style="text-align: center;"><b>Other co-curricular sustainability programs and initiatives</b></p>	<p style="text-align: center;">Yes</p>

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

Into the Wild (Outdoors Club) provides students with opportunities to get off campus and explore California’s wilderness. Every week are organized trips for all skill levels that include hiking, backpacking, snow camping, rock climbing, kayaking, rafting, surfing, and more. Into the Wild aims to promote healthy, sober fun while encouraging education in environmentally sustainable practices.

The GREEN (Grass Roots Environmental Efforts Now) Club is the University's environmental club which seeks to promote sustainability to the campus community through focused projects, events such as Earth Week, and community action. Some of the projects GREEN Club leads include Oceans, to promote marine conservations, Think Outside the Bottle, to encourage tap water over bottled water, and divestment.

Santa Clara Community Action Program (SCCAP) is a community-based, volunteer service organization dedicated to applying education to social service. SCCAP promotes social awareness, leadership for social justice, and compassion. SCCAP promotes the holistic education of the volunteer by serving the surrounding community and by reflecting upon social justice issues, with the intent of challenging the participants to commit to creating a more humane and just world. Within SCCAP is Bronco Leaders for Environmental Justice Investigating Truth (B LEJIT) which is focused on promoting environmental justice on campus, in the local community, and on a national and global scale.

SCU has been selected to compete in the first ever Tiny House Competition in 2016. Challenging collegiate teams to design and build net-zero, tiny solar houses, the competition mirrors the U.S. Dept. of Energy's Solar Decathlon and is spearheaded by SMUD’s Energy & Technology Center and Community Solar® program.

Amnesty International promotes awareness about worldwide human rights and justice issues and empowers student to make a difference through letter-writing campaigns, bringing speakers to campus and holding free documentary screenings.

Engineers Without Borders partners with developing communities worldwide in order to improve their quality of life.

Global Medical Brigades pools medical resources and professionals together and organizes a brigade to Honduras with the purpose of helping patients in need and delivering medical supplies.

SCUBA Club is a recreational diving club which fosters a connection to nature.

Sustainable Business Club is an organization for students to engage other students about the triple bottom line of sustainability, learn about corporate social responsibility, and to network with sustainable companies and organizations. This club aims to familiarize Santa Clara business students with the role sustainability plays in a real life corporate setting and provides opportunities for students to network and build relationships with business leaders in the Silicon Valley who recognize sustainability as a key component of 21st Century business careers.

The Freedom Project raises awareness about issues of slavery and trafficking and engages community about the cycle, social/emotional implications, and sustainable solutions positive changes in our curriculum and our community.

The Student Animal Legal Defense Fund (SALDF) seeks to raise the profile of the field of animal law and educate students and the community on the cruelty that animals face every day, from the evils of factory farming to criminal animal abuse that goes unprosecuted.

Public Health Science Club facilitates the acquainting of public health majors and other scientific fields that may pursue careers in the medical field other than medical school itself. The club provides guidance and advice regarding public health courses and the public health major as a whole.

Society for Women Engineers: increases awareness, support for, and community strength of the female engineers on campus and mentors high schoolers interested in pursuing engineering.

Hero Projects: a service club that spreads the word about the opportunity to have a life-changing experience by participating on a 2-week trip that combines outdoor recreation and meaningful, sustainable volunteer projects in places in need, and to raise funding for prospective students participating in these experiences.

All organizations included here are student-governed.

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

<http://www.scu.edu/sustainability/campuslife/studentlife.cfm>

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

The Forge is SCU's organic campus and community education garden where students can volunteer, learn about sustainable agriculture, and participate in community events. Named for its history as SCU's original blacksmithing site, this one-half acre garden has multiple annual and perennial garden beds for vegetables, grains, flowers and native plants. The Forge hosts a weekly farmstand, among other events, where students can visit and purchase vegetables from the garden.

The Center for Sustainability supports a local, organic CSA for members of the SCU community and its surrounding neighbors through its collaboration with the Catalán Family Farm. CSA boxes are delivered to campus every Tuesday.

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

<http://www.scu.edu/theforge>

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

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

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

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

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

Sustainability-related events and speakers are often hosted by the Food and Agribusiness Institute, Ignatian Center for Jesuit Education, the Center for Science, Technology, and Society, and various other campus organizations.

Annual events include:

- Earth Week, which features speakers, an Earth Day Fair, and a battle of the bands;
- Campus Sustainability Week in October is sponsored by the Center for Sustainability, and includes a fair, student panels, workshops, and more.

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

<http://www.scu.edu/sustainability/newsandevents/>

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

The Eco-Fashion and Art Show (an annual event started in 2010) is a night to celebrate art and music by seeing eco-fashion on the runway, a recycled art gallery, and music, all showcasing the talents of Santa Clara students. Student designers and artists are asked to reuse old or recyclable materials that would normally have to go to landfill to creatively create a piece of art. The de Saisset Museum often hosts art exhibits related to sustainability, including Reduce, Reuse, Re-imagine. The artists in this exhibition take that tradition one step further—they look not only to discarded materials, but to detritus. Engaging a Zero Waste philosophy, the participants in Reduce, Reuse, Re-imagine rescue objects from the waste stream—items disposed of as trash rather than recycled by local residents and businesses—and re-imagine them in a new context to create original, enticing, and thought-provoking works of art. Through their work, the artists shed creative light on our role as active participants in the management of earth's limited resources.

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

<http://www.scu.edu/sustainability/about/events/ecofashion.cfm>

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

Into the Wild provides students with opportunities to get off campus and explore California's wilderness. Every week are organized trips for all skill levels that include hiking, backpacking, snow camping, rock climbing, kayaking, rafting, surfing, and more. Into the Wild aims to promote healthy, sober fun while encouraging education in environmentally sustainable practices. Into the Wild is a student-governed program.

Into the Wild:

Into the Wild is a student club committed to the Leave No Trace principles that joins together students with a shared interest and/or passion for the outdoors and outdoor activities, such as hiking, backpacking, and camping, among other activities.

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

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



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

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

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

The Center for Sustainability has developed a Sustainability Liaison Network that engages sustainability enthusiasts across the campus to further develop a culture of sustainability at SCU and to learn, share, and educate peers about sustainable life skills. LOCALS (Living Off Campus and Living Sustainably) encourages students living off-campus to engage their housemates and neighbors in sustainable behaviors in order to develop a culture of sustainability among students at SCU. SCOOPS (Students Collaborating and Organizing Opportunities and Projects for Sustainability) empowers Santa Clara University students in leadership positions to implement the University's Strategic Plan by fostering Justice and Sustainability programs among student organizations. Students also have the option to join the student employee liaison group called SEEDS (Student Employees Engaging in Discussions of Sustainability) to learn how to incorporate sustainable practices at work and at home.

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

<http://www.scu.edu/sustainability/takeaction/network.cfm>

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

Students apply to be selected for an internship with the Center for Sustainability. Students are selected based on their professionalism, proof of leadership abilities, and passion to learn more about sustainability. Each Intern has a different focus area: Student Engagement, Employee Engagement, Residence Life, Communications, Athletics & Recreation, Food and Dining, Waste Diversion, Buildings & Grounds, Academic Programs, and Curriculum Development. Students also have the option to join the student employee liaison called SEEDS (Student Employees Engaging in Discussions of Sustainability) to learn how to incorporate sustainable practices at work and at home.

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

<http://www.scu.edu/sustainability/about/staff.cfm>

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

Seniors pledge to consider the social and environmental consequences of their careers. By taking the Graduation Pledge, they define for themselves what it means to be socially and environmentally responsible. There is no obligation to turn down jobs... the graduation pledge is simply a way to ensure that one's job represents more than a paycheck.

The Alumni Office hosts a sustainability-themed event called "Life After SCU: Entertain on a Budget" where students receive a framework and handful of ideas on how to entertain guests with a limited budget and a willingness to be self-sufficient, environmentally-conscious, and innovative.

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

<http://www.scu.edu/sustainability/about/events/gradpledge.cfm>

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

Santa Clara University has eight Residential Learning Communities (RLCs), each with a specific theme and programming which focuses on certain core values. CyPhi's theme is rooted in sustainability and the arts. CyPhi also has a floor called SLURP, which stands for the Sustainable Living Undergraduate Research Project. SLURP is dedicated to student research about sustainable living on the Santa Clara University campus.

SCOOPS (Students Collaborating and Organizing Opportunities and Projects for Sustainability) empowers Santa Clara University students in leadership positions to implement the University's Strategic Plan by fostering Justice and Sustainability programs among student organizations. Liaisons engage their organization's members in sustainable behaviors in order to develop a culture of sustainability among students at SCU.

The Center for Sustainability organizes a number of annual events for the campus community. These events help students, faculty, and staff learn more about sustainability, and how to get involved on campus.

Bronco Urban Gardens (BUG), an environmental justice initiative, is a partnership between Santa Clara University's Center for Sustainability and the Silicon Valley HealthCorps. The goal of the program is to increase community food security, sustainability, and environmental literacy in Santa Clara Country through the co-creation and technical support of urban gardens and garden education programs.

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

<http://www.scu.edu/sustainability/campuslife/studentlife.cfm>

# Outreach Materials and Publications

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## Responsible Party

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

SCU's sustainability website is built upon the framework set by the University's Comprehensive Policy on Sustainability, and aligns with STARS. The website categorizes information into Take Action, Academics and Student Life, Campus Operations, Justice and Wellbeing, Commitments and Policies, and About the Center for Sustainability.

The website also highlights the University's Climate Action Plan, service learning opportunities, FAQs, as well as upcoming events on campus and in the community. The website is a resource for students along with faculty and staff that helps foster a culture of sustainability throughout campus.

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

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

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

Santa Clara University's Center for Sustainability publishes a monthly "Sustainability Update" online, which is e-mailed to most students, faculty, and staff. The Sustainability Update highlights sustainability-related projects, news and events around campus, and throughout the community. The e-newsletter also profiles students, faculty and staff that go out of their way to promote sustainability, and offers tips and information on how to live more sustainably.

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

<http://www.scu.edu/sustainability/sustainabilityupdate.cfm>

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

The Center for Sustainability maintains an online social media presence via Facebook, Twitter, Instagram, YouTube, and Pinterest.  
Facebook:

<http://www.facebook.com/sustainabilityatscu>

Twitter: @SustainableSCU

Instagram: @SustainableSCU

YouTube:

<http://www.youtube.com/user/sustainabilityintern>

Pinterest:

<http://www.pinterest.com/sustainable SCU/>

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

<http://www.scu.edu/sustainability/about/socialmedia.cfm>

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

The Sustainability website houses student research from courses, fellowships, and the Sustainable Living Undergraduate Research Project.

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

<http://www.scu.edu/sustainability/campuslife/research.cfm>

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

Signage is located in many venues across campus. The Commons at Kennedy Mall is SCU's sustainable design demonstration building. The Commons is a living lab that the University uses for classes, meetings, as well as a testing ground for sustainable components that may be used in upcoming projects. Signs throughout the building highlight the sustainable building features. Signage throughout campus indicate that landscaping is watered with recycled water. There are also informational signs near all waste bins (landfill, recycling, and compost).

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

<http://www.scu.edu/sustainability/operations/buildings.cfm>

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

Throughout the Marketplace, SCU's main dining hall, Dining Services by Bon Appetit posts information about local agriculture and other ways diners can reduce their carbon footprint through the way they eat. Bon Appetit also provides brochures about their sustainable food initiatives, such as the Circle of Responsibility (Farm to Fork, In Balance, Low Fat, Organic, Seafood Watch, Vegan, Vegetarian, and Well Being options).

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

<http://www.scu.edu/sustainability/operations/food.cfm>

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

Signage throughout campus indicates that landscaping is watered with recycled water.

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

<http://www.scu.edu/sustainability/operations/landscape.cfm>

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

The tour emphasizes efforts to maintain environmental justice and sustainability, highlighting some of the sustainability elements of Santa Clara University which contribute to the goal of being carbon neutral by the end of 2015. Stops include the Mission Church, Solar Decathlon houses (2007 and 2009 3rd place winners), the Forge Garden, the many alternative energy sources used on campus, and much more.

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

<http://www.scu.edu/sustainability/campustour.cfm>

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

[Campus Sustainability Data Collector | AASHE](#)

The Sustainability website provides commuters with an alternative transportation guide. The Center for Sustainability has also created a number of videos highlighting sustainable commuting which were shared via social media.

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

<http://scu.edu/sustainability/operations/transportation.cfm>

**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:**

CF Sustainability Liaisons collaborate with the Center for Sustainability to further develop a culture of sustainability within Santa Clara University's residential learning communities. A sampling of programs during the 2014-15 academic year include: hosting an event for the "Zero-Power Hour "in their residence hall during the Energy Challenge, creating sustainability-themed bulletin boards and sharing them with other CF Liaisons, organizing resident field trips to the local farmers' market, and organizing resident volunteer days at the campus garden.

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

<http://www.scu.edu/sustainability/campuslife/reslife.cfm>

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

The campus weekly newspaper regularly features articles and opinion pieces about sustainability.

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

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

**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

**Lindsey Kalkbrenner**  
Director  
Center for 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?:**

Yes

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

Residence Energy Challenge

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

The Residence Energy Challenge is a month-long energy-saving competition between residence halls. Momentum events occur throughout the challenge, including a campus-wide Zero-Power Hour and an acoustic music "un-plugged" performance to kick-off the challenge. The residence hall that uses the least amount of electricity wins (as compared to its historical electricity use, adjusted per capita)! Prizes are also awarded to the residence hall with the most enthusiastic residents.

Standings are reported weekly during the competition, through the student newspaper (The Santa Clara) and through the all-student weekly email "This Week at SCU." The Energy Challenge is held every February.

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

Residents typically save over 17,000 kWh of electricity over the period of the challenge. The Center for Sustainability actively engaged over 5% of campus residents at momentum events, though many more residents are aware of the challenge and involved in the challenge within their residence halls.

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

<http://www.scu.edu/sustainability/energychallenge/>

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

Swap for Good

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

Swap for Good is a clothing donation and exchange for students, staff, and faculty of Santa Clara University that seeks to serve the needs of local community organizations, such as the women and children of the local Home Safe shelters in Santa Clara and San Jose who would benefit from the collection of women and children's clothing.

This campaign also seeks to educate about homelessness and provide donations for related programs in a sustainable fashion.

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

Last year, approximately 150 campus users swapped at the 1-day pop-up store and 800 lbs of un-swapped clothes were donated to Hope Services, a local organization assisting those with developmental disabilities.

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

<http://www.scu.edu/sustainability/about/events/swapforgood.cfm>

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

The Hoofprint Challenge

For the 2013-2014 academic year Club Sports' greenhouse gas emissions for competition travel resulted in 135 tons of carbon dioxide which was an improvement over the 263 tons of carbon dioxide from the previous year. Campus Recreation has developed a campaign,

called the Hoofprint Challenge, to bring awareness to behavior changes that can contribute to reducing carbon emissions.

In efforts to continue to lower the total club sports emissions, Campus Recreation engaged the entire campus by quantifying small, medium, and large impact behaviors and challenging students and staff to do enough to "offset" the emissions from club sports. The challenge is divided into four categories: Energy Saving, Waste Reduction, Water Conservation, and Miscellaneous Actions. By taking the survey and pledge, faculty, staff, and students commit to help make our campus a more sustainable one. The challenge is ongoing until we have offset all of the emissions.

As of February 2015 faculty, staff, and student pledges amounted to offsetting 175.35 tons of Carbon.

<http://www.scu.edu/recreation/department/sustainability/h hoofprint.cfm>

# Employee Educators Program

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

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

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

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

Yes

## Total number of employees:

1,844

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

Workplace Sustainability Liaisons

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

1,844

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

Any employee can sign up for the Workplace Sustainability Liaisons.

The Workplace Sustainability Liaison program empowers Santa Clara University employees to implement the University's Strategic Plan by fostering Justice and Sustainability programs among University departments and organizations. Liaisons engage their peers in sustainable behaviors in order to develop a culture of sustainability among faculty and staff at SCU.

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

Workplace Sustainability Liaisons meet with Center for Sustainability staff monthly, to learn about sustainability issues, community-based social marketing, and behavior-change theory.

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

Center for Sustainability helps finance the small costs of the group meetings.

Liaisons have received support and approval from their supervisors to spend 2 hours of paid work time on sustainable initiatives within their department.

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

<http://www.scu.edu/sustainability/takeaction/workplace.cfm>

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

Wellness Ambassadors

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

1,844

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

Employees are invited to apply to serve as a Wellness Program Ambassador for their area of campus. Wellness Ambassadors are faculty or staff chosen by the Mission to Wellness office to help promote wellness programs and resources in offices where you work on campus.

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

Wellness Ambassadors spend 2-3 hour per month working with Human Resources' Wellness program. They represent their area on the Ambassador Committee and bring suggestions and/or concerns back from their colleagues. They disseminate information to their areas on wellness activities on campus. They meet and exchange ideas with colleagues from other areas on campus.

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

The program is funded by Human Resources.

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

<http://scu.edu/hr/wellness/ambassadors.cfm>

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

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

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

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

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

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

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# Employee Orientation

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

100

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

All new employees are offered New Employee Orientation. This includes faculty, staff and student employees. The Orientation covers a wide range of health and safety topics and includes a section on Sustainability. Topics include: recycling and waste diversion, how people can contribute to our sustainability efforts, climate neutrality goal and energy conservation, water bottle use, etc.

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

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# Staff Professional Development

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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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 :**

In cooperation with the Center for Sustainability, the Forge Garden, Santa Clara's 1/2 acre organic garden, provides workshops for employees throughout the year.

These workshops are held both during the week and on weekends to make them available to the maximum number of people. These workshops are available to all staff at no cost. The workshops are usually two hours long and cover broad topics of environmental stewardship, sustainability, urban gardening and more. Some example workshops include:

**Fruit Tree Pruning Workshop:** This workshop included the basics of pruning fruit trees, a demonstration, and a presentation on the importance of pruning fruit trees.

**Fall Planting Workshop:** This workshop included a presentation and demonstration on fall planting. It also included a planting guide, tips on how to monitor plants' growth and health.

**Worm Compost Workshop:** This workshop covered the basics of vermicomposting and gave attendees a new worm bin.

During the summer, the Center for Sustainability offers the Sustainability Summer Series. Each Wednesday, employees are invited to attend a behind-the-scenes tour of a sustainability-related component of campus life. Guest speakers from various departments offer tours and presentations to teach employees about sustainability. Topics include: housing and residence life, water and landscaping, waste diversion, energy and climate change, dining services, the campus garden, and sustainable features of campus recreation.

**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:**

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# 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**

**Lindsey Kalkbrenner**  
 Director  
 Center for 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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"---" 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”?:**

No

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

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

No

**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”?:**

Yes

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

### Advancing a More Just and Equitable Silicon Valley

Thriving Neighbors is facilitated by the Ignatian Center for Jesuit Education, one of the University's three Centers of Distinction. The Ignatian Center is charged with fostering the institution's mission and core identity and providing leadership for the integration of faith, justice, and the intellectual life. The program's initial focus is on the five, predominantly Latino neighborhoods that make up Greater Washington--Alma, Gardner, Goodyear, Tamien, and Washington. These neighborhoods are all located south of downtown San Jose and east of Guadalupe Parkway.

Collectively, these communities have both extraordinary assets and real challenges.

Greater Washington is home to a driven and dedicated populace with a large immigrant population, strong community organizations, and seasoned community leaders. Conversely, it is also one of the most socioeconomically challenged regions of Santa Clara County, where families face significant barriers that impede their ability to live healthy and productive lives.

Greater Washington's constituent neighborhoods cope on a daily basis with poverty, high unemployment, and crime, including gang violence, prostitution, and drug trade.

SCU understands that the most successful community programs are those that grow organically. As such, a new, more open, and more inclusive community dialogue is vital to the success of Thriving Neighbors. A mutually led conversation will guide how the initiative leverages the University's students, faculty, staff, and resources to work in collaboration with Greater Washington residents, businesses, community leaders, and organizations. Working together, this partnership will find innovative ways to build local capacity for entrepreneurship, expanded educational choice, healthy living, and more. The mutual learning opportunities presented by a partnership between SCU and Greater Washington will be essential to the success of Thriving Neighbors.

The SCU Thriving Neighbors Initiative will actively promote strategic ties between Santa Clara University and the Greater Washington Community of San Jose in order to advance prosperity and education of both SCU students and neighborhood students as whole persons in whole communities.

Thriving Neighbors will bring SCU schools, departments, and community programs together with neighborhood residents, leaders, businesses, schools, non-profit partners, and government to create mutually beneficial, interconnected and multidisciplinary solutions.

In the first phase of Thriving Neighbors' development, it will host programs aimed at reducing barriers to higher education and improving neighborhood prosperity. Simultaneously, the program will explore with community leaders and other organizations ideas about how best to use Santa Clara University's resources in conjunction with others toward collaboratively solving urgent local challenges together.

As Thriving Neighbors expands its programming it will encompass numerous offerings including:

### Shared geography, experiences, values and objectives

Serving as a hub of engagement for students and their families, Thriving Neighbors will seek a brick-and-mortar presence in Greater Washington. Over time, this center will also become a gathering place for sharing community knowledge and discovering pathways to innovative social change. It will be a place where community leaders and residents join faculty, staff, and students to probe challenges from multiple perspectives and sectors, while forming collective, collaborative solutions.

### Expanding educational choice

Designed to make college a reality for all, the first phase of Thriving Neighbors in Greater Washington is the launch of a fourth-and fifth-grade academic enrichment program. The program builds on Washington Elementary School's educational themes, while integrating science, technology, literacy, and California Common Core Standards into an 8-week, project-based, afterschool program. For its first cohort, the academic enrichment program invited 45 top-performing students of Washington Elementary School to continue on their quest for knowledge through hands-on learning activities that expand the walls of the classroom.

### Prosperous businesses

The promise of Silicon Valley grows from its entrepreneurial spirit and creativity. To promote and support community entrepreneurship, the Leavey School of Business will consult with local businesses and implement workshops to build entrepreneurial skills. With time, the program aims to create more jobs, make businesses more sustainable, and improve the economic environment of the neighborhoods and communities targeted by Thriving Neighbors.

### A healthy neighborhood

The health of local families and community members is inseparable from the health of their neighborhood. To support the general well-being of residents, SCU will explore collaborations in healthy living in the areas of food security, physical activity, and mental and physical health. We will work to improve access to healthy living resources through innovative partnerships and programs.

### Opportunities for social justice education and SCU student involvement

Students at Santa Clara University learn more than just facts and figures. The Jesuit tradition emphasizes educating the whole person, and Thriving Neighbors will create opportunities for undergraduates to learn how they can be catalysts for positive change and social justice. Faculty and staff from the School of Education and Counseling Psychology, School of Engineering, Leavey School of Business, and Liberal Studies Department are already investigating new ways to involve their students.

### Timeline

In 1985, the University expanded its outreach efforts again through the Arrupe Weekly Engagement Program. Originally known as the Eastside Project, the Arrupe Weekly Engagement Program promotes a more humane, just, and sustainable world through deeper understanding of and commitment to the local community. This program offers SCU students a tangible means to experience a process that challenges stereotypes, deepens the educational experience, and enriches the emotional, spiritual, and intellectual life of both communities.

Today, more than 1,200 students each year engage in transformative educational opportunities through one of 50 partnering community organizations. Students are provided with hands-on, real-world experiences, while building relationships with their community. Classes then reflect on what it means to be a global citizen in the 21st Century and experience the struggles and triumphs of the human spirit.

Initiatives like the Arrupe Weekly Engagement Program illustrate Santa Clara University's commitment to partnering with local communities — a value integral to the University's strategic plan and goal of deeper engagement with Silicon Valley. Thriving Neighbors is a continuation of this history and strategy.

### **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://scu.edu/ic/cbl/TNI/ThrivingNeighbors.cfm>



# Inter-Campus Collaboration

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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:

Each year, the Center for Sustainability attends several sustainability conferences, such as AASHE, the Association for Jesuit Colleges and Universities Facilities/Campus Safety/Sustainability Conference, and the California Higher Education Sustainability Conference. At each, representatives of SCU have contact with other colleges and universities from the area, state, and nation, with which they collaborate and share ideas.

Recent presentations include:

Hawaii Sustainability in Higher Education Summit 2015:

- "Embedding sustainability champions throughout your campus' social network" (Kalkbrenner)

AASHE 2014 Conference:

-A Sustainability Liaison Network (Cara Uy, Janice DeMonisi, Channing McCabe)

-Amplify Your Message: Advice from Communications Professionals (Lindsey Kalkbrenner, Jeff Gire, Alex Novak (Penn State), Tom Krattenmaker (Yale))

-Co-creative Leadership: A Mindset for Change Agents (Bill Mains, Patricia Guinea)

-Global Sustainability for Social Justice (Sarah Madden)

-Mission Sustainable Challenge: A Platform for Collaboration! (Cara Uy, Julia Claire Landry, Bill Mains)

-SCU CLASP-Hero Projects: A Collaborative Immersion Production (Bill Mains, Patricia Guinea)

-STARS 101: Everything You Need to Know (Lindsey Kalkbrenner, Chris Pelton (AASHE))

-The Cost of a Healthy Meal (Lisa McMonagle)

Seattle University Just Sustainability Conference 2014:

-Sustainability Liaisons (Lindsey Kalkbrenner)

-Mission Sustainable Challenge (Lindsey Kalkbrenner, Julia Claire Landry)

Green Sports Alliance Summit 2014:

-SCU Athletics Tour (Lindsey Kalkbrenner, Cara Uy)

-"Digging Deeper into Composting" (Lindsey Kalkbrenner)

California High Education Sustainability Conference 2014:

- Eliminate Waste, Promote Health, and Support Social Equity. Bottled Water Free Events (Lindsey Kalkbrenner)

-Creating a Sustainability Liaison Network (Lindsey Kalkbrenner, Cara Uy)

-A Toolbox for Understanding and Measuring Sustainability in Academics (Lindsey Kalkbrenner)

-Sustainable Living Undergraduate Research Project (SLURP) (Stephanie Hughes)

Association of Jesuit Colleges and Universities annual Facilities, Sustainability, and Public Safety conference 2014:

- "Sustainability Liaison Network" (Kalkbrenner)

Hawaii Sustainability in Higher Education Summit 2014:

- "Managing Multiple Projects and Student Interns" (Kalkbrenner)

- "Principles of Influence and Social Media" (Kalkbrenner)

- "Ho'olaulima: Creating a Culture of Sustainability" (Kalkbrenner)

AASHE 2013 Conference:

- "Leaders for the Environment, Art, and Fashion (LEAF): Educating Students About the Impacts and Issues of Environment, Art, and Fashion" (Michelle Tang, '13)

- "Institutionalizing Sustainability in University Residence Life and Engaging Student Residence Life Leaders" (Amelia Evans, '13, and Cara Uy)

California Higher Education Sustainability Conference 2013:

- "Institutionalizing Sustainability in University Residence Life" (Amelia Evans, '13, and Cara Uy)

- Closing Panel, Panelist (Lindsey Kalkbrenner)

National Professional Asset Management Association, 2012:

"The Sustainable Campus" (Lindsey Kalkbrenner)

AASHE 2012 Conference:

- "Improving Residence Hall Waste Disposal" (Sanicola, '13, Student Summit).

- "Students Collaborating and Organizing Opportunities and Projects for Sustainability (SCOOPS): Supporting Student Leaders, Fostering Collaboration, Enhancing Events, Preventing Burn-out" (Tang, '13, Student Summit).

- "From Start to Finish (And Then Some): Collaborative Event Planning for Successful and Sustainable Projects (Sanicola '13, Tang '13, Anders '14, Satre-Meloy '13, Student Summit).

- "Powered by Sweat: Engaging Athletes and Campus Recreation in Meaningful, Incremental Steps" (DeMonisi, Janice and Kalkbrenner, Lindsey)

- "Sustainability Officers 1.0 to 2.0 Toolkit: Strategic and Sane Workload Management of People, Projects, and Programs on Your Campus" (Kalkbrenner, Lindsey with Mieke Ozeki (UVM), Tavey McDaniel Capps (Duke), and Smith Getterman (Baylor)).

Association for Environmental Studies and Sciences 2012

- "STARS Case Studies" (Kalkbrenner, Lindsey with Jiffy Vermylen (Stanford), Richard Smardon (SUNY), Christine Cooley and Dave Kohler (Pacific Lutheran).

This Way to Sustainability Conference hosted by CSU Chico March 2012.

- "Contemplative Leadership and Sustainability Program (CLASP): A Model for Developing Change Agents" (Mains, Bill and

Kalkbrenner, Lindsey).

- "Supporting Student Leaders: Fostering Collaboration, Enhancing Events, Preventing Burn-out" (Tang, Michelle '13, Kalkbrenner, Lindsey)

**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:**

- Association for the Advancement of Sustainability in Higher Education (AASHE)
- The Association of Environmental Studies and Sciences
- The American Colleges and Universities Presidents Climate Commitment (ACUPCC)
- The Association of Jesuit Colleges and Universities facilities/campus safety/sustainability conference

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

Primarily, SCU attends conferences and belongs to consortia and organizations to strengthen existing and create new sustainability networks. We often share best practices with students, faculty, and staff from other campuses directly in person or on the phone.

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

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# Continuing Education

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## Responsible Party

**Christina Enquist**

Director

Center for Professional Development

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## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

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

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

Yes

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

1

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

543

## **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:**

The course is called "Managing an Investment Portfolio for Impact: From Plan to Practice". The course addresses the organizational transformation of financial institutions. The focus on "impact" in the title of the course implies a purpose-driven mission seeking to transform the investment business to support a more comprehensive investment agenda and thus support sustainable development goals. Information is shared about the evaluation of asset classes and their focus on impact criteria. Impact criteria include environmental (energy, environment, water), social (housing, health), and others.

**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

**Lindsey Kalkbrenner**  
Director  
Center for 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.

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

## Number of students engaged in community service:

4,679

## Total number of students :

10,866

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

Yes

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

128,672

## 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:

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

Yes

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

SCU values community service and employees are encouraged to give back to their communities. With respect to volunteering during their work hours, individual supervisors have the discretion to grant time off for personal leave. SCU does not have a program that pays employees for community service.

SCU annually recognizes employees who take initiative above and beyond to promote and enhance our community through volunteer service and personal responsibility outside of their job.

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

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# 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*.

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

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

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

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

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**List of identified community stakeholders:**

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

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

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# Participation in Public Policy

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

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

Yes

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

The University is participating in a lobbying effort, along with several other independent institutions, to prevent an 11 percent cut in Cal Grants to its neediest California students. On March 11, 2014 SCU took several students to Sacramento to participate in a day sponsored by the Association of Independent California Colleges and Universities (AICCU.) A legislative hearing on the issue took place on March 13, 2014. This effort supports sustainability as we are working to preserve diversity and affordability on campus.

Our President wrote an op-ed for the LA Times on March 10, 2014:

<http://www.latimes.com/opinion/commentary/la-oe-engh-california-student-grants-20140310,0,19384>

69.story#axzz30VQAvHMG

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

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

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

<http://scu.edu/financialaid/Save-Cal-Grant.cfm>

# Trademark Licensing

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## Responsible Party

**Jane Barrantes**

Assistant Vice President, Auxiliary Services  
Auxiliary Services

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## Criteria

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

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

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

Yes

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

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.scu.edu/ethics/practicing/focusareas/business/global-labor-rights.html>

# Hospital Network

## Criteria

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

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

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

**Is the institution a member of the Global Green and Healthy Hospitals Network?:**

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**Is the institution a member of the Healthier Hospitals Initiative?:**

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**Is the institution a member of Practice Greenhealth?:**

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**A brief description of the hospital's sustainability initiatives:**

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**The website URL where information about the hospital's sustainability initiatives is available:**

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# 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

**Lindsey Kalkbrenner**  
Director  
Center for 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.

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

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

Yes

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

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

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

No

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

Clean Air-Cool Planet's Campus Carbon Calculator

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

No

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

---

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

	Performance Year	Baseline Year
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<b>Scope 1 GHG emissions from stationary combustion</b>	<i>5,200 Metric Tons of CO2 Equivalent</i>	<i>6,340 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>181 Metric Tons of CO2 Equivalent</i>	<i>202 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>7,115 Metric Tons of CO2 Equivalent</i>	<i>11,771 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>5,963 Metric Tons of CO2 Equivalent</i>	<i>242 Metric Tons of CO2 Equivalent</i>

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

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

---

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

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

Silicon Valley Power's Green Power Program, certified by Green-E. Contracts run annually, by fiscal year. These are not offsets, but are Renewable Energy Certificates.

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	2,825	2,156
<b>Number of residential employees</b>	31	31
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	9,974	7,050
<b>Full-time equivalent of employees</b>	1,517	1,263
<b>Full-time equivalent of distance education students</b>	0	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2005	Dec. 31, 2005

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

---

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

2,886,972 *Square Feet*

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

	<b>Floor Area</b>
<b>Laboratory space</b>	53,660 <i>Square Feet</i>

<b>Healthcare space</b>	1,480 <i>Square Feet</i>
<b>Other energy intensive space</b>	19,000 <i>Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	7,165 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	9,873 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	---
<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://rs.acupcc.org/search/?abs=&q=Santa%20Clara%20University>

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

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# Outdoor Air Quality

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## Responsible Party

**Sean Collins**

Director, Environmental Health & Safety  
University Operations

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

No

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

No mobile source program exists.

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

No

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

Air emission sources are permitted by the Bay Area Air Quality Management District (BAAQMD). These primarily include our diesel standby emergency generators and natural gas fired boilers from 2-10 MM/BTU/hr. Program includes permitting of new equipment, testing, limited run times (for emergency generators), inspections, routine maintenance, etc.

BAAQMD permitted source emissions include: Particulates, organics, NOx, CO for emergency generators NOx and CO for gas fired boilers.

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

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

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

Complying with our BAAQMD permit conditions is the extent of our program.

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

---

# Buildings

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

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

# Building Operations and Maintenance

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

---

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

2,385,685 *Square Feet*

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

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

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

**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	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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

0 Square Feet

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

2,385,685 Square Feet

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

[Sustainable Building Policy 050114.pdf](#)

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

May 1, 2014

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

All campus buildings are operated and maintained in accordance with sustainable operations and maintenance guidelines and policies.

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

We strive to operate and maintain our buildings in a sustainable manner. Retrofits and upgrades are constantly occurring to improve waste diversion, energy efficiency, indoor air quality, and water conservation. For example, all interior paint and furnishings are replaced with low-to-now VOC products. Also see:

<http://university-operations.scu.edu/facilities/>

<http://university-operations.scu.edu/utilities/>

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

<http://www.scu.edu/sustainability/operations/>

# Building Design and Construction

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

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

And/or

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

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

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

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### Submission Note:

Graham Hall and Schott Admission and Enrollment Management buildings were excluded since they have been registered with the USGBC within 2 years and are pending LEED certification.

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

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

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

<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No
<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

Paul L. Locatelli, S.J. Student Activities Center, LEED Gold

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

195,379 *Square Feet*

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

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	16,284 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	0 <i>Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	0 <i>Square Feet</i>

<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>4th Highest Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>2nd Highest Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

*0 Square Feet*

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

*0 Square Feet*

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

*179,095 Square Feet*

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

[Sustainable Building Policy 050114.pdf](#)

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

May 1, 2014

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

All new campus buildings are built in accordance with sustainable design and construction guidelines and policies.

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

University Operations staff share our Sustainable Buildings guideline and policy with our design and construction firms to ensure our guidelines are being met.

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

<http://www.scu.edu/sustainability/operations/>

# Indoor Air Quality

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

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

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

---

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

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

*2,356,785 Square Feet*

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

*2,543,237 Square Feet*

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

For all conditioned spaces, air is conditioned, filtered, and monitored for fresh air intake and carbon dioxide levels. Occupants may register complaints and/or requests via an online work order system or by calling the Facilities Customer Service Center.

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

<http://university-operations.scu.edu/utilities/provided-services/hvac/>

# Dining Services

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

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

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

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



# Food and Beverage Purchasing

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## Responsible Party

Charles Lewis

ASSISTANT GENERAL MANAGER

Dining Services by Bon Appetit

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## Criteria

### Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### Part 2

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

---

## Submission Note:

also see:

<http://www.scu.edu/sustainability/operations/food.cfm>

"---" 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:**

10.50

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

[SCU\\_Flavor First\\_Report 4Stars\\_042414.pdf](#)

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

Menus are written based on seasonality and availability of regional fresh product. Whenever possible, these are produced locally using sustainable and organic practices. Turkey and chicken are produced without the routine use of antibiotics as a feed additive. Our ground beef is Certified Humane from cattle raised on vegetarian feed with no antibiotics or added hormones. Milk and yogurt are from cows not treated with artificial Bovine Growth Hormone. Shell eggs are produced cage-free and are certified by Human Farm Animal Care, Food Alliance or Animal Welfare approved. All seafood purchases, wild and farmed, follow the sustainability guidelines of the Monterey Aquarium's Seafood Watch program. Seafood should be purchased fresh when available locally or frozen at the source to ensure quality, and never air-freighted.

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

No

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

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

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

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

Bon Appetit's commitment to purchasing sustainable food and beverage is highlighted in our Flavor First Purchasing Strategy.

The three objectives outlined in the strategy are as follows;

1. 100% adherence to our Circle of Responsibility (COR) Initiatives and Food Standards - which outline our sustainability initiatives regarding chicken, turkey, ground beef, shell eggs, fish and seafood, milk, and yogurt;
2. Buy 20% of our food from vendors enrolled in our Farm to Fork program;
3. For all other purchases, buy preferred products through preferred suppliers.

Our kitchen principles highlight our food standards that have been created to assure the highest level of food quality for our guests:

- Menus are written based on seasonality and availability of regional fresh product. Whenever possible, these are produced locally using sustainable and organic practices.
- Turkey and chicken are produced without the routine use of antibiotics as a feed additive.
- Our ground beef is Certified Humane from cattle raised on vegetarian feed with no antibiotics or added hormones.
- Milk and yogurt are from cows not treated with artificial Bovine Growth Hormone.
- Shell eggs are produced cage-free and are certified by Humane Farm Animal Care, Food Alliance or Animal Welfare Approved.
- All seafood purchases, wild and farmed, follow the sustainability guidelines of the Monterey Bay Aquarium's Seafood Watch program. Seafood should be purchased fresh when available locally or frozen at the source to ensure quality, and never air-freighted.

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

The methodology used to track/inventory expenditures on animal products is calculated on both the corporate level through electronically reported item level data and also on the unit level through invoices that are analyzed by the local team.

**Total annual food and beverage expenditures:**

4,982,227 US/Canadian \$

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

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

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

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

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

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

<http://scudining.cafebonappetit.com/>

# Low Impact Dining

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## Responsible Party

**Charles Lewis**  
ASSISTANT GENERAL MANAGER  
Dining Services by Bon Appetit

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## Criteria

### Part 1

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

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

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

Or

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

### Part 2

Institution:

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

And

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

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

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

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

19.40

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

The methodology used to track/inventory expenditures on animal products is calculated on both the corporate level through electronically reported item level data and also on the unit level through invoices that are analyzed by the local team.

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

Yes

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

Yes

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

Yes

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

Vegan-friendly Dining Choices at Santa Clara University

We make every effort to label café menu specials with informative icons (seen here) to help you with your meals. Here is a list of common items served in our cafes daily that are vegan.

Marketplace

California Deli

1. Breads - Sliced potato, marble-rye, gluten-free bread, sweet, sourdough or Dutch crunch rolls are vegan. Tortilla wraps and lavosh (used in grab-n-go wraps) are vegan.
2. Meat & Dairy alternatives - Yves deli slices, soy or rice cheese slices
3. Spreads - sundried tomato, house-made hummus, avocado, cranberry sauce, vegan mayonnaise, mustard

La Parrilla

Rice (rice, tomato, salt, canola oil), beans (beans, water, garlic, salt, canola oil, herbs, onion), corn tortillas and shells, and any marinated, grilled vegetables are vegan (however, vegetables are grilled on a shared cook top).

Bistro

Daily comfort and global vegetarian/vegan specials are served in addition to entrée sides that can be purchased separately (vegetables, noodles, rice, etc) Asian sauces are made from scratch and bases may contain fish/oyster sauce.

Sauté

Yves Veggie Chick'n or cubed tofu is available as meat alternative for custom stir-fry, pasta, salad, or hot potato.

Farmer's Pantry

1. Breads - bagels, sliced sourdough bread, sliced potato, sliced marble rye, English muffins (whole wheat and regular), and dinner rolls are vegan.
2. Beverages - soy milk is available in a small dispenser near the cereal and/or the coffee machine.
3. Cereal - Raisin Bran\*, Rice Krispies\*, Lucky Charms\*, Cinnamon Toast\*, Special K Red Berries, Heart to Heart, Cheerios, Rice Chex (\*these items do not indicate source of Vitamin D). Hot cereals (oatmeal, cream of wheat, grits are all vegan).
4. Whole grains, lentils, beans, seasoned tofu, avocado, nuts, and seeds are provided for alternate protein sources.

Mission Bakery

Mission Bakery serves vegan smoothie options and assorted vegan donuts.

## The Bronco

### 540° Pizza & More

House-made local wheat pizza dough and house-made pizza sauce (simply crushed tomatoes and herbs) are vegan. Sautéed vegetables (mushrooms, garlic, etc. are made with olive oil). A cheeseless personal pizza may be ordered anytime.

## Tailgaters

Vegetarian burger: Gardenburger vegetable patty (vegan) - you may request non-dairy cheese. It is not possible to cook items separately from other menu items (fried or grilled). Plain or sesame buns are vegan.

## Fresco

Look for vegan-friendly salads and salad wraps.

## Cellar Market

Our on-campus mini market is a fantastic resource for our vegan/vegetarian guests. Here you will find a wide range of products for preparing in your room or eating on the go. Be sure to request a favorite item—just ask! You can email us at

[diningservices@scu.edu](mailto:diningservices@scu.edu)

or 408.554.5411.

## More Resources

Santa Clara University Dining Services by Bon Appétit takes pride in providing sustainable, fresh, unique cuisine and exceptional service for our family at Santa Clara University.

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

Bon Appetit's effort to reduce the impact of its animal-derived food purchases is demonstrated through the Circle of Responsibility (COR) Initiatives. COR highlights the commitment when purchasing: chicken, turkey, ground beef patties, shell eggs, fish and seafood, milk, and yogurt. Between the years 2002-2013, these commitments include the following:

All seafood purchases are made in accordance with the Monterey Bay Aquarium's guidelines;

All of the milk comes from cows not treated with artificial bovine growth hormones (rBGH);

Chicken and turkey is raised without antibiotics as a routine food or water additive;

Ground Beef is "natural", our suppliers committed to using no antibiotics, no added growth hormones, and no animal byproducts in feed;

Extending our commitment to cage-free shell eggs to liquid eggs by 2015;

All pork will be produced without gestation crate confinement systems by 2015.

In addition, since 2008, all of Bon Appetit's cafés take part in an annual 'Low Carbon Diet Day', which is an event that showcases the effort to reduce climate change through food choices. The Low Carbon Diet is Bon Appetit's program to reduce greenhouse gas emissions from food service operations, and to educate staff and students about how food contributes to climate change. On this one day, the cafés undergo a menu transformation that highlights sustainable items that will help prolong the life of our planet – i.e. serving turkey burgers instead of beef burgers, as beef burgers emit methane gas into our environment.

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

<http://scudining.cafebonappetit.com/>

## **Annual dining services expenditures on food:**

4,982,227 US/Canadian \$

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

822,404 US/Canadian \$

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

616,932 US/Canadian \$



# Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

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

# Building Energy Consumption

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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:

SCU does not track energy usage at the building level for all buildings on campus. We used energy consumption data associated with the entire campus

"---" 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>	199,680.28 <i>MMBtu</i>	231,068.94 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	92,040.76 <i>MMBtu</i>	111,857.74 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

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

	Performance Year	Baseline Year
Gross floor area	2,886,972 <i>Gross Square Feet</i>	2,075,681 <i>Gross Square Feet</i>

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

	Floor Area
Laboratory space	53,660 <i>Square Feet</i>
Healthcare space	1,480 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	3,002
Cooling degree days	734

**Source-site ratios::**

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

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

---

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

Building thermostat set points are 78F for cooling/68F for heating. At 11:00 PM, where building systems permit, thermostat set points are remotely adjusted to 60F for heating and 85F for cooling. Exceptions are made only for certain buildings with tighter temperature requirements. Buildings will return to their day operating mode by 7:00 AM daily.

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

LED lighting systems are currently used in the following spaces: Walsh Administration Conference Room, Support Services Parking Lot, Exterior Lighting.

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

Daylighting controls are used for exterior exposures in Support Services, Bannan Labs, Learning Commons, Lucas Hall, Heafy Law Library, Benson Memorial Center, Casa Italiana.

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

A 60-collector solar thermal system was installed on top of the Benson Memorial Center in 2010. The Chromasun MCT panels produce an estimated 6,700 therms of energy annually and heat water to 200 degrees Fahrenheit for Benson Memorial Center's dining services. Heating water with solar energy rather than with natural gas will reduce the building's water-heating bills by as much as 70 percent and offset 34 tons of CO<sub>2</sub>, equivalent to the total emissions produced annually by 6.6 automobiles.

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

---

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

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

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

The Energy Maintenance System allows Utilities to control various mechanical systems throughout the University; including heating, air conditioning, lighting, and indoor air quality from a central computer. Controlling these items from a centralized location prevents extreme temperatures within rooms and conserves energy.

**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:**

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

Santa Clara University has 22 sensor vending machines, located throughout campus.

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

Upgrading lighting with newer, more energy efficient fixtures saves energy and money. The payback on these upgrades is typically 2-3 years. Lighting has been upgraded in the Heafey Law Library, Orradre Library, residence halls, and Bannan Engineering.

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

<http://www.scu.edu/sustainability/operations/energy-climate.cfm>

## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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.

"---" 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>	336.26 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	4,138.10 <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>	100,189.97 <i>MMBtu</i>

**Total energy consumption, performance year:**

199,680.29 *MMBtu*

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

See

<http://www.scu.edu/sustainability/operations/renewable.cfm>

.  
50 kW PV on the roof of the facilities building.

1 mW PV on the roof of Pat Malley Fitness and Recreation Center, Leavey Event Center, and the Parking Structure.

25 kW PV on the roof of St. Clare Residence Hall.

7 kW PV on the roof of the Katharine and George Alexander Community Law Center.

7.3 kW PV on 2007 Solar Decathlon house.

10.8 kW PV on the 2009 Solar Decathlon house.

10 kw wind turbine

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

See

<http://www.scu.edu/sustainability/operations/renewable.cfm>

.  
60-collector solar thermal system on the rooftop of Benson Memorial Center as well as solar thermal panels on the rooftops of several residence halls.

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

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

SCU purchased 29,364,000 kWh of green power from Silicon Valley Power in FY2014.

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

<http://www.scu.edu/sustainability/operations/renewable.cfm>



# 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

**Chris Young**

Assistant Director - Buildings & Grounds  
Facilities

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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>	106 Acres
<b>Footprint of the institution's buildings</b>	62.84 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	0 Acres

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

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	0 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	0 Acres
<b>Managed organically, third party certified and/or protected</b>	0.50 Acres

**A copy of the IPM plan:**

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**The IPM plan :**

---

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

Use of recycled water, minimal fertilizers & pesticides, electric carts for transportation, and all of SCU's smaller power equipment is the most sustainable equipment available (considering emissions).

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

SCU strives to protect existing trees when new construction takes place. If trees are removed, two are planted for each one removed. Native plants have been used in many of the newer projects on campus. Weeds are considered invasive species, which are controlled with herbicide.

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

Landscape waste is either chipped on site and used as mulch back on campus, or it is hauled away by a third party and turned into compost for sale.

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

SCU strives to use minimal fertilizers & pesticides.

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

SCU uses recycled plastic header boards rather than wood (material used to divide lawns from shrub/flower beds).

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

Fescue turf grass is used which tends to be more drought tolerant & pest free. Brick pavers are more prevalent as opposed to concrete.

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

N/A

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

N/A

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

No

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

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**Responsible Party**

**Michelle Bezanson**  
Associate Professor  
Anthropology Department

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**Criteria**

The institution conducts one or both of the following:

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

And/or

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

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

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

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

No

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

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

Yes

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

No

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

Santa Clara University's citizen science project, SCU Gone Wild, focuses on campus naturalism. The program's website serves as a database to document observations on campus, field trips, and field courses. SCU gone Wild is documenting and highlighting these natural opportunities for the SCU community and integrate longitudinal data collection for students and faculty through a website and observation platform powered by iNaturalist. SCU Gone Wild hopes that this citizen science project will educate and engage the campus community in their natural surroundings promoting more sustainable behavior and conservation. The project is ongoing.

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

SCU Gone Wild participants have observed salamanders, a burrowing owl, a peregrine falcon, flocks of cedar waxwings, killdeers, and an increasingly diverse plant ecology on campus grounds. In addition, several SCU courses integrate field station visits and wildlife observation both on and off campus. They are currently identifying spots on campus that serve as wildlife refuges.

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

SLURP and Bird Habitat: The Sustainable Living Undergraduate Research Project of CyPhi RLC has initiated an applied research project (as part of ENVS 195) to investigate establishing the SCU Campus record of observations in order to measure the health of the site as a bird habitat.

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

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

# Purchasing

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

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



# Electronics Purchasing

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

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

No

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

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

---

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

While there is no policy in place, environmental impact questions are asked and factored into computer vendor purchasing decisions.

**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>	0 <i>US/Canadian \$</i>
<b>EPEAT Silver</b>	0 <i>US/Canadian \$</i>
<b>EPEAT Gold</b>	1,500,000 <i>US/Canadian \$</i>

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

1,500,000 *US/Canadian \$*

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

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# Cleaning Products Purchasing

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## Responsible Party

**Jeffrey Charles**

Director

Facilities

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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:**

The current contract for commercial custodial services dated May 7, 2009.

Specifications

Chemicals and Supplies, Page S-C-1 of 4, Paragraph 1.

General Requirements, sub-paragraph 1.3 states,

"The Contractor will use brands and types of chemicals that are certified as meeting the GreenSeal Environmental Standards for Cleaning Services by the GreenSeal Organization whenever there are chemical brands and types that perform acceptably to The University."

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

Facilities management reviews cleaning products and addresses any breach of guidelines as needed.

**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:**

175,764.73 US/Canadian \$

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

192,304.20 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?:**

No

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

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

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

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

[Campus Sustainability Data Collector | AASHE](#)



# Office Paper Purchasing

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## Responsible Party

**Ed Merryman**  
Director  
University Support Services

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

**Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:**

Yes

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

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

100 percent of paper purchased through the Purchasing Department is at least 30 percent recycled content.

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

All copy/printer paper for University-owned copiers and printers is purchased by the Purchasing Department.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	103,239.95 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	0 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

103,239.95 *US/Canadian \$*

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

<http://www.scu.edu/sustainability/operations/purchasing.cfm>

# Inclusive and Local Purchasing

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## Responsible Party

**Lisa Chatelle Watt**  
Purchasing Supervisor  
Purchasing

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## Criteria

### Part 1

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

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

### Part 2

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

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

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### Submission Note:

This is a conservative figure.

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

**Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

No

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

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

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



Yes

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

25

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

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# Life Cycle Cost Analysis

## Criteria

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

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

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

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

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

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

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# Guidelines for Business Partners

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## Responsible Party

**Jane Barrantes**

Assistant Vice President, Auxiliary Services  
Auxiliary Services

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:**

Some

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:**

Some

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

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

Environmental standards - "Vendor will not discharge or permit to be discharged into the drainage system any deleterious material, noxious or contaminated or poisonous substance. The cost of clean up and fines for such discharge will be borne by vendor. Vendor will properly dispose of all hazardous waste materials in compliance with Federal and State regulations. Disposal of such waste must be coordinated with the Client's hazardous materials officer. Vendor will be responsible for following all applicable health, safety, and Federal and local laws in the operation and maintenance of the facilities."

Employment standards - "Vendor shall comply with applicable Federal, State, and local laws and regulations pertaining to wages and hours of employment. Vendor agrees to pay all full time non-student employees and contract workers in accordance with the living wage guidelines as promulgated by the City of San Jose and posted on their website. Vendor shall require background checks, including a criminal history check, before hiring all new non-student employees. Upon being hired, such employees shall be subject to such health examination as proper Federal, State and local authority may require in connection with their employment. All persons employed by vendor will be the employees of vendor and will be covered by employee dishonesty insurance. In performing work required by this agreement, vendor shall not discriminate against any employee or applicant for employment because of race, religion, sex, color, national origin, sexual orientation or age, in violation of Federal, State or local law."

**A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:**

Living wage check is done annually with vendor. Hazardous waste handled by University Facilities or its designee.

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

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# 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**

**Jeffrey Charles**  
Director  
Facilities

**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

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

145

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

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	9
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	1
<b>100 percent electric</b>	66
<b>Fueled with compressed natural gas (CNG)</b>	2
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

Recent acquisitions include Ford "Think Neighbors," efficient, battery powered, low speed, street legal automobile, endorsed by the U.S. Federal Government that makes dramatic reductions in emissions and noise pollution.

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

[http://university-operations.scu.edu/facilities/sustainability/electric\\_vehicles/](http://university-operations.scu.edu/facilities/sustainability/electric_vehicles/)

# Student Commute Modal Split

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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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*"---" indicates that no data was submitted for this field*

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

63.36

## 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)	35.64
Walk, bicycle, or use other non-motorized means	54
Vanpool or carpool	2.67
Take a campus shuttle or public transportation	7.06
Use a motorcycle, scooter or moped	0.63

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

A survey was e-mailed to graduate and undergraduate students on their respective Student-Events Listservs on behalf of the Center for Sustainability. The survey was open for one week.



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

<http://www.scu.edu/sustainability/operations/transportation.cfm>

# Employee Commute Modal Split

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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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---" indicates that no data was submitted for this field

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

34.34

## 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)	65.66
Walk, bicycle, or use other non-motorized means	13.13
Vanpool or carpool	7.47
Take a campus shuttle or public transportation	13.33
Use a motorcycle, scooter or moped	0.40
Telecommute for 50 percent or more of their regular work hours	0

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

A survey was e-mailed to employees on behalf of the Center for Sustainability. The survey was open for one week.

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

<http://www.scu.edu/sustainability/operations/transportation.cfm>

# Support for Sustainable Transportation

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## Responsible Party

**Millicent Kenney**

Transportation Services Manager  
Transportation Services

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

In addition to multiple bike racks located throughout campus, there are two enclosed bike-storage areas (in our main parking lot facility and in the Engineering quad). Locker room facilities including showers and lockers/storage areas are located in the Malley Fitness Center building. The University also has three bike repair stations, each with tools and a tire pump.

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

Yes

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

Bicycle racks are located outside every campus building.

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

SCU's bicycle accommodation policy is generous, allowing cyclists to use all continuous pathways throughout campus and providing for their safety through a strict automobile traffic plan. Our inter-modal transportation node is the Santa Clara VTA station, located adjacent to the campus.

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

Yes

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

SCU debuted Zagster, a bicycle-sharing program, in October 2014. Bikes are designed for usage on and off campus. Users pay a one-time fee, and then an hourly fee after the first 2 hours of use. There are 10 bikes in 3 different parking locations on campus. Helmets are available through Zagster at a discounted price.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

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**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:**

Yes

**A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

Transit passes for the ACE train on sale at Transportation Services at a discounted rate of 50% off the regular ticket value. The discounted rate will apply to any ticket purchased for the use of a Santa Clara University regular student, staff or faculty member.

Transit Plan (FSA). The Transit Plan is similar to Flexible Spending Account program in that it allows employees to set aside pre-tax dollars for the reimbursement of qualified transportation expenses they incur while commuting to and from work.

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

No

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

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

Yes

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

All SCU community members can use Zimride, a private ride-sharing network to arrange carpools. SCU also has its own registered Carpool Program, which issues the carpool vehicle a daily parking pass to be coupled with the Carpool sticker.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

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

Zipcar, the world's largest 24/7 car-sharing service, provides Santa Clara University students, faculty and staff with a convenient and eco-friendly way to get around – whether it's running errands, driving around campus or taking a road trip.

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

Yes

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

SCU currently has 29 Level 2 E.V. chargers and 1 Level 1, with 12 of those available for the public at \$2/hour. For students/faculty/staff with parking permits, there are some free or reduced rate charges.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

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

Santa Clara University considers telecommuting to be a viable work option in certain circumstances which, when properly implemented and administered, benefits both the University and the telecommuter. The University defines telecommuting as the substitution of telecommunication technologies, including, but not limited to, telephones, facsimile machines, computers, electronic mail, and modems for travel to the University's offices. A telecommuter is an employee who works for the University from a home, or other remote office, for some part of the regularly scheduled workweek.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

Condensed work weeks for full-time staff are not common at Santa Clara University. Employee supervisors have the ability to approve flexible schedules at their discretion.

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

Yes

**A brief description of the incentives or programs to encourage employees to live close to campus:**

Recognizing the importance of affordable housing, the University has established two housing assistance programs for tenure-track faculty: a rental assistance program and a purchase assistance program. The rental assistance program is intended to ease the transition into the local housing market for tenure-track faculty during their probationary period and for newly hired tenured faculty during the first year of their appointment. The program provides monthly rent support based on the local housing market and makes university-owned rental units available. The purchase assistance program is intended to enhance the affordability of a single family residence in the local area; it provides assistance with the down payment and closing costs associated with the purchase of a primary personal residence.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

Yes

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

Derozap is a campus bicycle commuter program to encourage individuals that work and attend the University to commute to campus in a more sustainable manner. For each day that a commuter rides their bike he/she will receive a point. These points are then redeemable by the commuter for parking in the future.

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

<http://university-operations.scu.edu/transportation-services/transportation-services/>



# 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

**Chris Young**

Assistant Director - Buildings & Grounds  
Facilities

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## Criteria

### Part 1

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

### Part 2

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

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

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

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

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	497.36 Tons	255.82 Tons
Materials composted	496 Tons	0 Tons
Materials reused, donated or re-sold	11.27 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	747 Tons	1,343.53 Tons

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

	Performance Year	Baseline Year
Number of residential students	2,825	2,156
Number of residential employees	31	31
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	9,974	7,050
Full-time equivalent of employees	1,517	1,263
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

**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:**

SCU has quarterly "Waste Characterizations", in which waste composition from different areas of campus is analyzed to determine which aspects of waste diversion SCU needs to improve upon.

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

SCU strives to reduce waste and inefficiency in all areas, especially through responsible consumerism. The Facilities Department has made recent changes for campus like rebuilding batteries with new components instead of purchasing new ones and the purchasing of waste and recycle liners that are made of at least 70% post-consumer recycled content.

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

SCU's Lending Library is a "sharing website" that allows staff and faculty to post an item for sharing or request an item for borrowing, fostering more community-based waste reduction. SCU also has its own Share Shelf, a physical shelf where campus users can either drop off unwanted office supplies or pick up what they need.

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

SCU Course Evaluations moved from paper format to online in 2008. This includes surveys through email and responses collected online, rather than using paper surveys and spreadsheets. All course catalogs are available only online:

[www.scu.edu/courseavail](http://www.scu.edu/courseavail)

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

Students are given an original allotment of \$48.00 for printing, per year. Charges of \$0.08/page are issued for single-sided printing, while double-sided printing is at a reduced cost of \$0.06/page. Statistics show that 90% of students do not exceed this allotment. Faculty and students are highly encouraged to print double-sided for all materials, with the option available in all residence halls, SCU library, and many other campus buildings.

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

The Center for Sustainability, Facilities and the Housing Office coordinate with a local non-profit agency to provide donation opportunities for students in spring and during move out. There are also food donation programs, linen drives for local shelters, and collection areas to recycle electronic waste and carpets.

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

SCU hosts a Swap for Good event each Spring, which is a large clothing-swap program for students, staff, and faculty. All leftover items are donated to local non-profit community-serving organizations.

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

Waste Characterizations periodically focus on the waste of SCU's main dining hall and kitchen.

**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:**

Dining Services by Bon Appetit prepares food from scratch and practices "batch-cooking" in order to not prepare more food than needed.

SCU established our chapter of Food Recovery Network (FRN) in May 2014. Multiple times per week, volunteers pick up excess food from campus kitchens and deliver it to a local food bank, which later redistributes to multiple food banks and soup kitchens. As of January 2015, SCU's FRN has recovered 3,700 lbs of food for donation.

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

Meals are served in portions, not in buffet-style trays, which reduces the food waste that consumers decide they can't finish. Students dispose of their food scraps in provided compost bins. Dining Services strives to reduce landfill waste and divert properly at all times.

**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):**

All to-go containers and beverage items are compostable, recyclable, or reusable at SCU.

**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):**

Students are able to choose between two sets of service ware: steel, reusable utensils for dining in, and the alternative recyclable utensils for to-go meals. To-go cups and plates are compostable.

**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:**

Customers who use their own reusable mug receive a \$0.10 discount at SCU Cafes.

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

“Eco-Tray” that can be rented with a refundable \$5 deposit. Students receive a key chain that they exchange for a clean and sanitized tray. They can drop off the dirty tray at any venue and pick up the key chain to start the exchange over again.

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

<http://www.scu.edu/sustainability/operations/waste.cfm>

# Waste Diversion

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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*.

---

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

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

1,012 *Tons*

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

745 *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:

Starting in 2009, containers, labels, and instructional signs have been replaced throughout campus (including residence halls) to standardize the University's waste diversion system. Colors on signs and container labels: Recycling = Blue; Landfill waste = Black or Red; Compost = Green.

This includes composting, recycling, E-Waste collection, and a TerraCycle program. All large campus events include at least one waste recovery station, which always include compost, recycle, and landfill bins.

Santa Clara University recycles plastics #1-7, paper, aluminum, and glass.

Every landfill waste receptacle is paired with a recycling receptacle throughout campus (outside, in academic buildings, and in residence halls).

Large waste containers (recycle, waste, and compost) paired with eye-level instructional signs are brought out for special events (whether indoor or outdoor).

The University began a pre- and post-consumer compost collection program in May of 2009. This has drastically further reduced waste sent to landfills.

Multiple departments & student organizations promote donation of items and waste diversion during the move-out period at the end of the year.

More information:

<http://www.scu.edu/sustainability/operations/waste.cfm>

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

SCU established their chapter of Food Recovery Network (FRN) in May 2014. Multiple times per week, volunteers pick up excess food from Dining Services' kitchens and then drive it to a local food bank, which later redistributes to multiple food banks and soup kitchens. As of January 2015, SCU's FRN has recovered 3,700 lbs of food for donation.

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

Employees in the University's kitchens sort all pre-consumer food waste for composting.

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

Compost bins are provided adjacent to all recycling and landfill waste containers in Santa Clara's dining hall, all academic buildings, and all residence halls. A growing number of residence halls have compost collection bins for paper towels in their restrooms, and students can receive a free in-room compost collection container.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes

<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	No
<b>Tires</b>	No

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

TerraCycle programs: energy bar wrappers, beauty/cosmetic products, paired shoes, Brita water filters and writing instruments.



# Construction and Demolition Waste Diversion

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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.

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### Submission Note:

We do not track construction waste, so we do not have any data on what materials went where. We check with our contractors about how they manage their waste materials. They use various waste companies, who go through and separate out the various types of materials for recycling and appropriate disposal.

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

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

0 Tons

### Construction and demolition materials landfilled or incinerated :

0 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:

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# Hazardous Waste Management

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## Responsible Party

**Sean Collins**

Director, Environmental Health & Safety  
University Operations

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## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

Identified wastes for a particular area are segregated based on category and collected accordingly. Environment Health and Safety (EHS) or the Department Lab Manager pick up the waste from respective labs, shops, studios on campus and consolidate for quarterly pickup by a third party vendor.

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

Depending on the waste stream, wastes are collected by EHS or the Department Lab Manager, segregated and stored appropriately for quarterly pickup. SCU uses a third-party hazardous waste vendor to consolidate, transport and dispose of hazardous and non-hazardous waste streams appropriately.

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

None to report.

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

SCU has an online chemical inventory management system that utilizes barcodes for tracking chemical inventory, location and volume on campus. Users include faculty researchers, lab managers and EHS. Users are trained annually to utilize the system to track their inventories and search the campus for existing chemicals they can borrow prior to order new stock in an effort to minimize the total volume of chemicals purchased and stored.

**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):**

Students can bring E-Waste & Universal Waste items to receptacles in their residence halls.

Faculty and Staff can submit an online E-Waste pickup request to the Facilities department. Also, Information Technology operates the PC Replacement Program that donates roughly 600 computers to local non-profit organizations each year. Recipients are incentivized to dispose properly because the disposal fees are prepaid, and they have agreed to do so as part of the donation agreement.

Campus total electronic waste recycling for year of 2014: 23,782 pounds

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

E-Waste is responsibly recycled. E-Waste is also regulated by CA DTSC and EPA and SCU has reporting requirements for them to comply with which EHS performs. SCU is required to report the volume of eWaste generated and recycled to CA DTSC.

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

<http://www.scu.edu/sustainability/operations/waste.cfm>

# 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

**Chris Young**

Assistant Director - Buildings & Grounds  
Facilities

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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.

---

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

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

High

## Total water use::

	Performance Year	Baseline Year
Total water use	122,288,540.25 Gallons	120,989,174.02 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	78,033,038.96 Gallons	78,527,501.29 Gallons

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

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

<b>Number of residential students</b>	2,825	2,156
<b>Number of residential employees</b>	31	31
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	9,974	7,050
<b>Full-time equivalent of employees</b>	1,517	1,263
<b>Full-time equivalent of distance education students</b>	0	0

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	2,886,972 <i>Square Feet</i>	2,075,681 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	8.66 <i>Acres</i>	7.93 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2005	Dec. 31, 2005

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

---

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

0 *Gallons*

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

44,255,501.30 Gallons

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

SCU uses recycled water used on 85% of campus landscaping, and recycled water is used in toilets of the Learning Commons and Locatelli Student Activities Center. Signage throughout campus indicates that landscaping is watered with recycled water.

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

Online meters are linked to our utility management system in University Operations (Swig Hall, Jesuit Residence Complex, and Nobili Hall). SCU also has offline meters at several 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:**

Retrofitting faucet aerators that reduce the GPM flow from 2.2 gpm to 1.5 gpm.

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

Waterfree urinals have been installed in restrooms throughout campus. These units are estimated to conserve an average of 40,000 gallons of water per urinal per year. Residence hall laundry facilities include only front-loading washing machines, using 35-50 percent less water than top-loading models. Low-flow shower heads are used in 95% of residence halls. These shower heads spray 2.5 gallons per minute. Low-flow toilets and sink aerators have also been installed in most campus locations.

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

The University strives to reduce watering needs by using drought-tolerant plants where appropriate.

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

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

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

<http://scu.edu/sustainability/operations/water.cfm>

## Responsible Party

**Chris Young**

Assistant Director - Buildings & Grounds  
Facilities

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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:**

When the University initiates new facility construction or major renovation projects, impacts on the surrounding site are minimized as much as possible, and projects are designed to meet or exceed state stormwater quality provision C.3. This is typically accomplished through the use of bioswales and permeable pavers.



**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:**

Prior to and during the winter rainy season, the Facilities Department (Grounds Maintenance and other staff as required) clean areas around campus storm drain inlets to prevent debris from blocking and or obstructing natural storm water flow from backing up and ponding.

**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:**

Use of mortar-free bricks for walkways and pavers throughout campus reduce water runoff.

**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:**

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

Vegetated swales are located adjacent to the Commons at Kennedy Mall, Schott Admission and Enrollment Building, Art and Art History Building (under construction), Locatelli Student Activity Center, North Campus Parking Structure, and Schott Stadium.

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

For more examples of our rainwater management strategies, see descriptions and features of several of our campus buildings:

<http://www.scu.edu/sustainability/operations/buildings.cfm>

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

<http://www.scu.edu/sustainability/operations/buildings.cfm>

# 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*.

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

### **Total wastewater discharged:**

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### **Wastewater naturally handled:**

0 Gallons

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

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

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# Planning & Administration

## Coordination, Planning & Governance

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

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

# Sustainability Coordination

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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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### Submission Note:

Bill Mains is the Director of Sustainability and Leadership Development in the Leavey School of Business. This position is responsible for managing all aspects of the development, implementation, supervision, design, planning, and assessment of these areas within the Leavey School of Business while aligning the direction and focus of the Undergraduate Business Programs Office offerings with the new University Strategic Plan and the Leavey School of Business core curriculum, both of which support sustainability education, leadership development, and stronger connections with Silicon Valley.

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

**Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

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

Center for Sustainability

Vision: The Center for Sustainability leads the campus community in developing a culture of sustainability to build a more just, humane, and sustainable world.

Mission: The Center for Sustainability advances the ways in which social justice and sustainability intersect by integrating principles of social, environmental, and economic sustainability into campus operations, academic and student life, and outreach programs.

Goals: The Center for Sustainability aims to help Santa Clara University:

- Achieve Climate Neutrality

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

Reduce the University's use of electricity and natural gas and emissions associated with business travel and commute.

- Improve the University's impacts on the local and global community associated with procurement (extraction, production, distribution, consumption, and disposal).
- Develop a culture of sustainability among all students, faculty, staff, alumni, and visitors.
- Use the campus as a living laboratory for developing global solutions.

Please see EN 10 for a list of presentations about our activities and substantive accomplishments 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:**

We are in the midst of re-defining our Sustainability Committees. We currently have four working groups, each to address: climate neutrality, zero waste, academics, and engagement.

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

These working groups are going to lead into a formalized committee structure in the near future. They consist of over 30 students, faculty, and staff from diverse areas of campus.

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

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

**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 Center for Sustainability develops and administers programs and provides advice on policies within the area of sustainability at Santa Clara University, with the ultimate goal of fully implementing SCU's Sustainability Policy, achieving SCU's commitment to reduce carbon emissions, and developing a culture of sustainability at the University. The Center for Sustainability measures, reports, and benchmarks campus sustainability initiatives.

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

7.95

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

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

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

Yes

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

Lindsey Kalkbrenner, Director. Cara K. Uy, Sustainability Coordinator

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

The Director of the Center for Sustainability develops and administers programs and provides advice on policies within the area of sustainability at Santa Clara University with the ultimate goal of fully implementing SCU's Sustainability Policy, achieving SCU's commitment to reduce carbon emissions, and developing a culture of sustainability at the University.

The Sustainability Coordinator focuses on campus behavior change through collaborative student programming and communication strategies. Some examples of this past academic year's projects include: overseeing the liaison network, art & apparel/fashion events, the annual Energy Challenge, and building partnerships across campus.

The Center for Sustainability also consists of the Forge Organic Garden Manager, two Bronco Urban Gardens staff, two Faculty Associates, and eleven Sustainability Interns.

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

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

## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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.

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### Submission Note:



Also see:

<http://www.scu.edu/sustainability/commitment/>

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

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	No
<b>Campus Engagement</b>	No	No
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	No	No
<b>Dining Services/Food</b>	No	No
<b>Energy</b>	No	No
<b>Grounds</b>	No	No
<b>Purchasing</b>	No	No
<b>Transportation</b>	No	No
<b>Waste</b>	Yes	Yes
<b>Water</b>	No	No
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	No

<b>Investment</b>	No	No
<b>Other</b>	No	No

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

Our sustainability-across-the-curriculum program is called “The Penstemon Project.” It has been in operation since 2006 and has been joined by 100 faculty. A new initiative this year is a two-year pilot project to encourage schools and departments to set their own internal goals for the number of courses that will include education-for-sustainability modules.

The Provost has granted the Penstemon Project summer stipends to incentivize and compensate faculty for their work developing sustainability modules. These will be distributed by invitation through the departments/schools participating in the departmental pilot project.

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

A two-year commitment has been made to the pilot program, including course releases for the faculty member administering it, and supplying the project with administrative support through interns.

The goal for this first year is to encourage participation from six departments or schools.

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

Office of the Provost, Center for Sustainability, and participating departments/schools.

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

The Sustainability Research Initiative has an annual budget provided by the President’s Office. Grants support current faculty research and creative activity and foster new scholarly projects in the areas of sustainability and environmental justice.

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

The Initiative aims to distribute research grants, professional development grants, and support research retreats. Success is marked by distribution of all funds to qualified applicants.

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

Office of the Provost

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

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**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):**

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

The ELSJ undergraduate requirement is part of what makes a Santa Clara education truly unique. A University-wide requirement such as ELSJ currently exists within only a handful of universities across the U.S. and has a distinctly Jesuit flavor. Students engage in community-based learning while at the same time taking a course to help them make that experience both meaningful and educational.

This requirement can be satisfied in two ways: with one of the approved ELSJ courses or with an ELSJ Milestone. Community-based learning placement opportunities are available through Santa Clara programs such as Arrupe Engagement, the Kolvenbach Solidarity Program, and SCCAP.

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

The Experiential Learning for Social Justice requirement is a component of the Undergraduate Core Curriculum.

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

Office of Undergraduate Studies

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

Santa Clara University's integrated strategic plan includes this objective: Become a climate-neutral, zero-waste campus that reflects a culture of environmental sustainability, embodies the principles of Catholic social thought, and serves as a living laboratory for developing global solutions.

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

The Elaborated Strategic Plan calls for meeting goals by 2020.

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

University Operations, Center for Sustainability

**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:**

Santa Clara University's integrated strategic plan includes this objective: Become a climate-neutral, zero-waste campus that reflects a culture of environmental sustainability, embodies the principles of Catholic social thought, and serves as a living laboratory for developing global solutions.

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

The Elaborated Strategic Plan calls for meeting goals by 2020.

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

University Operations, Center for Sustainability

**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:**

Santa Clara University's integrated strategic plan includes this goal: Santa Clara University will recruit and graduate a broadly diverse community of highly talented students while striving to make a Santa Clara education more affordable.

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

The Office for Diversity and Inclusion will partner with offices both on campus and off campus to offer a set of programming grants to support diversity and inclusion in research and within the curriculum and co-curriculum. Plans for 2013-14 include the development of (1) a Toolkit for Diversity and Inclusion to support inclusive faculty searches, and (2) a set of workshops for deans, department chairs, and search committees.

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

Office for Diversity and Inclusion

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

In SCU's strategic plan, one goal is "Santa Clara University will transform students' lives through a personalized Jesuit education that integrates rigorous study with high-impact experiential learning." A key feature of this goal includes: wellness, prevention, and intervention programs.

**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:**

We understand sustainability as involving three components: environmental protection, economic development, and social development.

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

Yes

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

Santa Clara University's integrated Strategic Plan includes: "Goal 2 - Fashioning a more humane, just, and sustainable world".

"Justice and Sustainability" is one the University's five strategic priorities.

Santa Clara's focus on advancing understanding of a just sustainability should inspire a broad and enlivening range of activities and perspectives. We understand sustainability as involving three components: environmental protection, economic development, and social development. Questions of sustainability and justice are not the province of a single discipline, or point of view, but can be illuminated by all fields and perspectives. The co-curriculum also offers many opportunities to integrate these questions into students' lives. To advance justice and sustainability, we will:

Increase and enhance curricular and co-curricular learning specific to sustainability and justice.

Develop a distinctive and substantial research focus on justice and sustainability.

Model how a Jesuit university can contribute to sustainability and justice through its service, operations, and outreach.

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

<http://scu.edu/santaclara2020/>



## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for Sustainability

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## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

Student Affairs Committee

Students, faculty, and student development and other appropriate staff will serve on the committee. Recommended membership will consist of one graduate student and four undergraduates, including the Associated Student Government President and Senate Chair (or designee) and two at large representatives, appointed to one-year renewable terms. Membership will also include two faculty and two staff, appointed to three year terms, renewable once, and the Vice Provost for Student Life as the Provost designee to the Committee.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

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**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
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<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

The Student Affairs Committee will contribute to the improvement of student learning and the quality of the Santa Clara educational experience as related to co-curricular programs and student support services. The Committee will help monitor the effectiveness of, and serve as the final locus of, dialogue in the formulation and recommendation of major policies and program initiatives that affect student life and that contribute to the satisfaction and success of Santa Clara students.

The Student Affairs Committee makes its recommendations to the Provost.

**Charge**

1. Promote continued improvement of co-curricular programs, student support services, and other aspects of integrated learning.
2. Review, evaluate and improve policies and programs related to student life to ensure their consistency with, and contribution, to the mission and goals of Santa Clara as a Catholic and Jesuit university.
3. Review and evaluate proposals for substantive changes in programs or departments that affect student life.
4. Ensure that the University regularly reviews and assesses the quality and effectiveness of services to students.
5. Ensure appropriate consultation with students, faculty, and staff in the Committee's deliberations.
6. Advise the Provost on issues identified by either the Provost or the Committee.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

Staff Senate:

The eligibility of Staff Assembly members to serve as Staff Senate members shall be defined as: staff members with a continuing 50% or more appointment, and who have completed one year of employment prior to the beginning of their elected term.

Staff Policy Manual:

Accordingly, supervisors and employees should work collaboratively to assure that staff members willing and able to serve as members of official University committees, task forces or other governing bodies may do so without jeopardizing the satisfactory performance of their respective position responsibilities. If University decision making is to reflect rich input from relevant stakeholders, they must be permitted to participate in University governance. Therefore, time spent on University business is recognized as an additional duty or responsibility and may be conducted during normal working hours.

See also:

<http://www.scu.edu/governance/staffsenate/>

[http://www.scu.edu/governance/staffsenate/other\\_committees.cfm](http://www.scu.edu/governance/staffsenate/other_committees.cfm)

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

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**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

**Staff Senate Statement of Purpose**

The Staff Senate shall exist to contribute to the success of Santa Clara University, to the growth and welfare of its staff employees, and to the promotion of a positive and supportive work environment. As a constituent organization, along with the Faculty Senate and Associated Students, the Staff Senate shall operate as a recognized part of the University governance system to provide a forum for open communication and ongoing dialogue among staff and between staff and administration. The Staff Senate shall be a consultative and deliberative body with authority to make recommendations on all matters which have a significant bearing on the working environment of the staff. The Staff Senate, through its elected representatives, will serve as the official nominating body for staff appointments to administrative committees, and for other task forces and search committees as requested.

**Staff Affairs University Policy Committee**

The Staff Affairs Committee works with the Vice President for Administration and Finance to promote staff development and to improve the quality of service and support provided. In this capacity, it serves as the final locus of dialogue in the formulation, review, and recommendation of policies and initiatives pertaining to the responsibilities, rights, and compensation of non-union staff members.

The Staff Affairs Committee makes its recommendations to the Vice President for Administration and Finance.

The chairs and vice-chairs of the UPCs and Research Committee are selected from among the members of each committee. Normally the vice-chair will be appointed chair in the succeeding year. The chair usually performs the typical duties of scheduling, setting the agenda, and presiding at committee meetings. The vice-chair usually takes notes and ensures that they are transmitted to the administrative assistant for Governance who will post them on the committee's Web page.

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

**Faculty Senate**

The Faculty Senate is established in order to develop and express the opinion of the faculty on academic and professional matters, to make the collective experience and knowledge of the faculty available to the university president, and to facilitate the participation of the faculty in forming the policies of the university.

**Academic Affairs Committee**

Faculty members for the Academic Affairs Committee shall be selected from tenured members of the faculty and senior lecturers.

**Faculty Affairs Committee**

The Faculty Affairs Committee shall be selected from tenured members of the faculty and senior lecturers. The size of the committee should not exceed nine members. The UCC shall appoint the members of the Faculty Affairs Committee. Membership should be broadly constituted to adequately represent a broad spectrum of perspectives, for example, disciplinary divisions within the University, an

emphasis on teaching, scholarship and creative works, the University's graduate and undergraduate character, the Catholic and Jesuit tradition, and other perspectives, experiences, or expertise that may assist the Committee in its deliberations.

**Planning Action Council**

The Planning Action Council will be chaired by the President and include between thirteen and fifteen other members: the provost and vice presidents, the academic deans, and four to six members selected by the President and the University Coordinating Committee. These additional members will be selected for their relevant expertise, creativity, and University perspective rather than as representatives of particular constituency groups.

**Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:**

No

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

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**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

**Faculty Senate**

The Faculty Senate is established in order to develop and express the opinion of the faculty on academic and professional matters, to make the collective experience and knowledge of the faculty available to the university president, and to facilitate the participation of the faculty in forming the policies of the university.

#### Academic Affairs Committee

The Academic Affairs Committee (AAC) works with the Provost to improve teaching and learning and the quality of academic programs. In that capacity, it serves as the final locus of dialogue in the formulation of University policies, procedures, and guidelines that relate to academic affairs.

The Academic Affairs Committee makes its recommendations to the Provost.

#### Faculty Affairs Committee

The Faculty Affairs Committee (FAC) works with the Provost to promote the professional development of faculty. In this capacity it serves as the final locus of dialogue in the formulation of University programs, policies, and procedures pertaining to the responsibilities and compensation of the faculty.

The Faculty Affairs Committee makes its recommendations to the Provost.

#### Planning Action Council

The general purpose of the Planning Action Council is to promote, coordinate, and oversee planning at the University level. It will attempt to link the University's programs and services with its mission, markets, and resources. In meeting the challenges of external as well as the internal environment, it will strive to display and foster strategic thinking, timely action, effective implementation, and adequate communication.

**The website URL where information about the institution's governance structure is available:**

<https://www.scu.edu/governance/>

# 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

**Jesse Bernal**  
Director  
Office for Diversity and Inclusion

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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:

Also see:

[www.scu.edu/oml](http://www.scu.edu/oml)

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes

**Employee diversity and equity**

Yes

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

Students, Faculty, Staff, Administrators: Council on Inclusive Excellence

The University has established the Provost’s Council on Inclusive Excellence to advance inclusive excellence on campus. It was later expanded and renamed the Council on Inclusive Excellence to focus on all campus communities. Since its inception, the Council has worked to nurture a diverse University community rooted in mutual understanding and respect; educate students, staff, and faculty about the importance of a diverse community; continue promoting social justice as a cornerstone of its mission; support innovation in approaches to enhance access and retention of underrepresented students, staff, and faculty; and seek connections among different reference groups by fostering a climate of intergroup dialogue.

Students: Student Advisory Council on Inclusive Excellence

The Inclusive Excellence Student Advisory Council serves in an advisory capacity to the Council on Inclusive Excellence. The student group’s role is to communicate to the Council the student body’s voice on issues related to diversity, multicultural learning and inclusive excellence; to share information on diversity, multicultural learning and inclusive excellence from their respective organizations; and to provide a channel of communication from the Council to their respective organizations.

Office for Diversity and Inclusion

In July 2013, the University’s first Associate Provost for Diversity and Inclusion was appointed; a Director was hired in January 2014. The Office is intended to centralize the University’s inclusive excellence efforts by working closely with members of the University community to enhance the recruitment, retention, and success of faculty from underrepresented groups. In addition, the office promotes a student climate of inclusive excellence by collaborating with many University offices in sponsoring a variety of curricular, co-curricular, and extra-curricular programs, and coordinates with the offices of Enrollment Management, Affirmative Action, and Human Resources in efforts to recruit and retain more diverse students and staff.

Office for Multicultural Learning

In 1999, SCU with the support of a grant from the James Irvine Foundation formed the Center for Multicultural Learning. When the grant concluded in 2007, diversity and multicultural learning initiatives from to the Office of the Provost. The Office for Multicultural Learning (OML) was subsequently formed to coordinate, collaborate, and promote cross-campus programming and related initiatives for the purposes of enhancing the University’s goals in the areas of diversity and inclusive excellence. OML fulfills its work by coordinating and facilitating an array of academic and co-curricular programming.

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

2

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

<http://www.scu.edu/odi>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
Students	Yes

<b>Staff</b>	Yes
<b>Faculty</b>	Yes
<b>Administrators</b>	Yes

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

The University sponsored a variety of cultural competence trainings for all community members including difficult dialogue events, perspectives trainings, anti-bullying workshops, and workshops targeted for various identity competencies (e.g sexual orientation, gender identity, etc.). The University is also in the process of developing workshops on understanding bias and a competency certificate program for staff and faculty.

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

<http://www.scu.edu/odi>

# Assessing Diversity and Equity

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## Responsible Party

**Jesse Bernal**

Director

Office for Diversity and Inclusion

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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
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"---" 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) :

Santa Clara University has conducted several studies related to campus climate for students, some of which were completed as part of the Educational Effectiveness Review (EER) for re-accreditation by the Western Association of Schools and Colleges (WASC).

The University participates annually in the Best Places to Work in the Bay Area survey administered by the San Francisco Business Times. The survey was last administered in 2014 to all faculty and staff.

Faculty are surveyed every three years using the UCLA Higher Education Research Institute (HERI) survey, which contains some indicators related to campus climate and diversity.

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

Yes

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

Undergraduate students are surveyed annually via UCLA's Freshman Survey (CIRP) on diversity and climate indicators. Data is made available to the community via the University's website, is used in accreditation reports, and by the Office for Diversity and Inclusion.

An analysis of 2007 NSSE data comparing students of color with white students on selected questions has been compiled and compared with previous years. The University is participating in a study focusing on minority student engagement which will allow us to compare our students against benchmark institutions. We have also examined freshman and senior survey data on attitudes toward race/ethnicity. A study of campus climate involving the faculty was initiated in 2007 as preparation for the Educational Effectiveness Review. The study involved focus groups with forty randomly selected full-time faculty and separate interviews with a group of faculty of color.

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

Yes

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

Santa Clara University has conducted several studies related to campus climate for students, some of which were completed as part of the Educational Effectiveness Review (EER) for re-accreditation by the Western Association of Schools and Colleges (WASC).

The University participates annually in the Best Places to Work in the Bay Area survey administered by the San Francisco Business Times. The survey was last administered in 2014 to all faculty and staff.

Faculty are surveyed every three years using the UCLA Higher Education Research Institute (HERI) survey, which contains some indicators related to campus climate and diversity.

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

Yes

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

Santa Clara University has conducted several studies related to campus climate for students, some of which were completed as part of the Educational Effectiveness Review (EER) for re-accreditation by the Western Association of Schools and Colleges (WASC).

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

<http://www.scu.edu/odi>

# Support for Underrepresented Groups

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## Responsible Party

**Jesse Bernal**

Director

Office for Diversity and Inclusion

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## Criteria

### *Part 1*

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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## Submission Note:

Also see:

<http://www.scu.edu/cml/resources/safespace.cfm>

"---" 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:**

While the University provides several dedicated resources for underrepresented students including the Office of Multicultural Learning, the Multicultural Center, and the Office for Diversity and Inclusion, the best example is the LEAD Scholars Program.

### LEAD SCHOLARS PROGRAM

The LEAD Scholars Program is a four-year program for first generation college students (students whose parents did not attend college) focused on academics, community engagement, and service. Administered by the University Honors Program, this program begins in the freshman year to ensure students' smooth transition from high school to college. It continues through students' senior year by connecting students with internships, graduate school preparation, and leadership opportunities. Participation in the program is by invitation only.

Students are selected because they have the distinction of being among the first members of their families to attend college.

#### The Multicultural Center (MCC)

The MCC is a Chartered Student Organization committed to the celebration of cultural diversity and the promotion of perspectives of people of color. The MCC is dedicated to providing an environment conducive to the expression and appreciation of different cultures of people of color.

#### Frontiers for Under-Represented Students in Engineering Program (FUSE)

FUSE provides programs for underrepresented engineering students that establish strong study habits, provide tutoring assistance, set up opportunities to develop mentor relationships and involve the students in campus minority societies.

#### Safe Space

The Safe Space program enhances Santa Clara's educational commitment to its students by improving the environment for the lesbian, gay, bisexual, transgender and questioning (LGBTQ) members of the University community.

All students are eligible to receive free support from the Drahamann Center

The Drahamann Center is home to undergraduate Academic Advising, Disabled Student Resources, International Student Resources and Learning Resources. The Center provides tutoring, learning skills development, academic advice, visa and immigration information, and any accommodation required for certified physical or learning disabilities.

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

<http://www.scu.edu/odi>

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

Yes

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

The policy specifically pertains to sexual- and gender-based misconduct, but has been used to adjudicate many forms of discrimination. The policy specifically pertains to students. Incidents of bias or discrimination pertaining to staff and faculty are handled by the Office for Diversity and Inclusion, unless involving identity groups under the jurisdiction of affirmative action policies. Such cases are handled by the University's Affirmative Action office. The University does not have a bias response team.

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

[https://www.scu.edu/studentlife/resources/upload/SGBMP\\_final-09042013.pdf](https://www.scu.edu/studentlife/resources/upload/SGBMP_final-09042013.pdf)

#### **Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

#### **Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

Yes

# Support for Future Faculty Diversity

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## Responsible Party

**Jesse Bernal**

Director

Office for Diversity and Inclusion

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

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

The Office for Diversity and Inclusion is charged with advancing the recruitment and retention of underrepresented faculty at the University. The Office is currently developing a inclusive hiring toolkit and competency training opportunities. In addition, the University sponsors an Inclusive Excellence Postdoctoral Fellowship program created to diversify the faculty by bringing persons of color to campus for two-year post doctoral fellowships. This Inclusive Excellence Initiative has enjoyed remarkable success to date. As of the 2009-2010 academic year, three postdoctoral fellows have graduated from the program. One fellow was successful in obtaining a tenure track faculty position at a research university, and two accepted faculty positions at Santa Clara. Currently, there are four postdoctoral fellows in the program. In addition, SCU participates in SACNAS, the Society for Advancing Hispanics/Chicanos & Native Americans in Science is dedicated to fostering the success of Hispanic/Chicano and Native American scientists—from college students to professionals—in attaining advanced degrees, careers, and positions of leadership. The Office of Affirmative Action actively participates in the group and their recruitment efforts. Other programs include: the PhD Project, which focuses on increasing the diversity of corporate America by increasing the diversity of business school faculty, the Women of Color Network, which was established to assist with faculty mentoring and retention, and faculty mentoring committees established in the schools and colleges.

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



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# Affordability and Access

## 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

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"---" 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?:**

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**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

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

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

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

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

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

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

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

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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:**

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# 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

**Lindsey Kalkbrenner**

Director

Center for Sustainability

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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.

**Number of employees:**

1,462

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

1,462

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

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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:**

All employees, with the exception of student employees, earn at least the San Jose Living Wage hourly wage recommendation. Additionally, the starting salary for positions covered by a collective bargaining agreement with the University is not less than \$16.91 / hour, which is above the San Jose Living Wage hourly wage recommendation.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

1,462

**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:**

Minimum hourly wage rates for employees, excluding student employees, are assessed against the San Jose Living Wage recommendation, as well as against market based and regional salary surveys.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

Regular full-time employees do not make less than the San Jose Living Wage hourly wage recommendation. Additionally, regular full-time employees receive medical, dental, and vision benefits.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

Regular part-time employees do not make less than the San Jose Living Wage hourly wage recommendation. Additionally, regular part-time employees working at least 20 hours per week and six or more months per year receive medical, dental, and vision benefits.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

Non-regular staff employed by the University make at least the San Jose Living Wage hourly wage recommendation.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

unknown

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

Student employees do not make less than the current California minimum wage rate.

**The local legal minimum hourly wage for regular employees:**

8 US/Canadian \$

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

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

<https://www.scu.edu/hr/manual/500/>



# Assessing Employee Satisfaction

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## Responsible Party

**Erendira Rubin**  
HR Employment Counsel  
Human Resources

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

## **Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

Yes

## **The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

100

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

The University utilizes a third party to conduct an anonymous survey regarding employee satisfaction and engagement.

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

The Department of Human Resources analyzes employee satisfaction and engagement data to develop and direct programming and resources.

## **The year the employee satisfaction and engagement evaluation was last administered:**

2,013

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

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# Wellness Program

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## Responsible Party

**Lindsey Kalkbrenner**  
Director  
Center for 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
- 

### Submission Note:

Also see:

<https://www.scu.edu/hr/wellness/>

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

Santa Clara University's Mission to Wellness provides programs, referrals, and education that enable employees to be effective at work and home. Mission to Wellness embraces dependent care and family services, health and wellness, and financial counseling.

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

<http://www.scu.edu/wellness/>  
Campus Sustainability Data Collector | AASHE



# Workplace Health and Safety

**Responsible Party**

**Sean Collins**

Director, Environmental Health & Safety  
University Operations

**Criteria**

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

**Please enter data in the table below::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of reportable workplace injuries and occupational disease cases</b>	23	29
<b>Full-time equivalent of employees</b>	1,462	1,405

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

	<b>Start Date</b>	<b>End Date</b>

<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2011	Dec. 31, 2011

**A brief description of when and why the workplace health and safety baseline was adopted:**

We have accurate data from 2011 to today.

**A brief description of the institution’s workplace health and safety initiatives:**

Santa Clara University (SCU) has developed an Injury and Illness Prevention Program (IIPP) to comply with the California Occupational Safety and Health Administration’s (Cal-OSHA’s) General Industry Safety Order (GISO): CCR Title 8, Section 3203, “Injury and Illness Prevention Program”. The regulation requires the development of a program to prevent accidents and injuries in the workplace. The purpose of this program is to establish a procedure that will help ensure the health and safety of SCU employees. This program also provides a process for reporting injuries, illnesses and incidents if they occur and the necessary steps for preventing reoccurrences. A primary focus of our program is to identify potential hazards on campus before an injury/accident occurs and assess their risk and implement control measures as necessary. All SCU employees are trained on this process as new hires. This includes how to prevent unsafe conditions, conducting workplace inspections, how to report accidents/injuries/near misses, supervisor and employee responsibilities, accident investigation, etc. All new employees are also trained on our campus sustainability efforts and how they can support this initiative in the areas of waste minimization and energy conservation.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<http://www.scu.edu/ehs>

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**John Kerrigan**

Chief Investment Officer  
Administration and Finance

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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?:**

Yes

## **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 SRI Subcommittee of the Investment Committee will be consulted when SRI issues arise, or when questions about portfolio holdings are raised by third parties within the University.

## **Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

Three members of the Investment Committee, Chief Investment Officer and Vice President for Finance and Administration

## **Examples of CIR actions during the previous three years:**



Met with representatives from student organization, Fossil Free SCU to hear their concerns and better understand their petition for the University to divest of fossil free stocks.

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

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## Responsible Party

**John Kerrigan**

Chief Investment Officer  
Administration and Finance

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

875,000,000 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	0 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	52,000,000 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

Fixed income, US Equities and Private Equity

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

[Campus Sustainability Data Collector | AASHE](#)

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**The sustainable investment policy:**

None, although information is available at the investment office at the request of various University stakeholders

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

**A brief description of how the policy is applied, including recent examples:**

The Socially Responsible Investing guidelines are provided by staff to the Fund investment managers, who are requested to invest according to these principles. It is recognized that the implementation of these guidelines may not be possible in certain asset classes that are important to the Fund's investment strategy. These cases typically involve partnerships, mutual funds or commingled funds which do not allow for social screening.

**Does the institution's sustainable investment policy include negative screens?:**

Yes

**A brief description of the negative screens and how they have been implemented:**

General guiding principles for investing: avoid companies whose primary products are directly destructive of human life (e.g. abortion, euthanasia); avoid companies involved with governments involved in gross human rights abuses; avoid companies which consistently practice racial, ethnic, religious or gender discrimination; avoid companies whose primary business is nuclear weapons research, production, deployment and servicing; avoid companies who have been repeatedly cited for gross ecological violations.

Guided by the values associated with its mission, Santa Clara University invests its resources in institutions that are, at one and the same time, consistent with the "prudent person" principle, capable of generating a rate of return consistent with the University's Investment Policies statement, and socially responsible in their policies and practices. Socially responsible investments should positively contribute to the common good and be guided by the traditional Catholic ethical considerations. Balancing the consistent-life ethical principles and the "prudent person" principle will require judgment on the part of the Investment Office, the Investment Committee and each money manager. There are a variety of guiding principles (e.g. sacredness of life, human rights, non discrimination, no nuclear weapons, and environmental criteria).

**Approximate percentage of the endowment that the negative screens apply to:**

4.20

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

Several of our funds have a dedicated sustainability officer, whose purpose is to consider environmental, public health, safety, and social issues associated with target companies when evaluating whether to invest in a particular company or entity, as well as during the period of ownership. This structure allows the funds to help their underlying investments (companies), through appropriate governance structures, to improve and grow in the area of long-term sustainability performance, which ultimately benefits multiple stakeholders, including environmental, social and governance issues.

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

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

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# Investment Disclosure

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## Responsible Party

**John Kerrigan**

Chief Investment Officer  
Administration and Finance

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## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

**Does the institution make a snapshot of its investment holdings available to the public?:**

No

**The percentage of the total investment pool included in the snapshot of investment holdings:**

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**A copy of the investment holdings snapshot:**

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**The website URL where the holdings snapshot is publicly available:**

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# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Elizabeth Krishnan**

Associate Director

Career Center

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## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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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**Title or keywords related to the innovative policy, practice, program, or outcome:**

SCU Career Center's programs

**A brief description of the innovative policy, practice, program, or outcome :**

The mission behind the work at Santa Clara University's Career Center is to "transform education into application for the common good." The world is the stage for our students' learning about social and environmental injustices through internships, immersion trips, international fellowships, and other experiential learning. The Center encourages students to make meaning of this learning by helping them articulate the intersection between their interests and a particular need in the world. This is based off a belief that work for the "common good" stems from the alignment between who students are and what they do to make a positive impact on society. When students live out this alignment they are pursuing work that sustains them and the world. To showcase "sustainable work," the Center implemented a series of programming around the concepts of "Careers for the Common Good" and "Green Careers."

"Careers for the Common Good" is an annual course in which students participate in a weekly "community-based learning" placement, listen to guest speakers, and when possible, visit Silicon Valley companies to explore work for social and environmental benefit. Students are then provided with resources to explore "green careers," including access to the Green Jobs and Careers Network that are managed on LinkedIn as well as the Center's extensive web resources.

Boot Camps are 4-week intensive packages to prepare students to enter work in a particular industry. In the past 2 years there has been a Green Career Prep Boot Camp (e.g., touring Tesla factory and headquarters).

Panels and Speakers are used to highlight the variety of work opportunities within a particular industry. Last year, author Carol McLelland spoke on her book "Green Careers for Dummies". This year will feature the Environmental Protection Agency, Kiva, and Tesla as well as city government.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Careers for the Common Good: In the last 3 years, 60 students have completed the program and all classes reported an average of "agree or strongly agree" to the class deepening their understanding of careers that fit their interests and talents, awareness of the social realities and injustices in society, and understanding of the resources to pursue work that matches their interests.

Boot Camps: 30 students completed the Green Careers Boot Camps and the cohort reported significant gains in understanding the opportunities and job resources in the "green industry".

The Careers for the Common Good Boot Camp is in progress with 17 students participating.

Panels and Speakers: Approximately 135 students attended the two programs listed above.

**A letter of affirmation from an individual with relevant expertise:**

[CareerCenterLetter\\_031815.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

**Other topic(s) that the innovation relates to that are not listed above:**

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**The website URL where information about the innovation is available :**  
[Campus Sustainability Data Collector](#) | [AASHE](#)



## 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.
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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 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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