Seattle University

The following information was submitted through the STARS Reporting Tool.

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STARS Version: 2.0
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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

The passthrough subcategory for the boundary

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</tbody>
</table>
## Institutional Boundary

### Criteria

This won't display

---

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

### Institution type:

Master

### Institutional control:

Private non-profit

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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Medical school</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Public health school</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>---</td>
</tr>
</tbody>
</table>

### Reason for excluding agricultural school:

---
Reason for excluding medical school:
---

Reason for excluding pharmacy school:
---

Reason for excluding public health school:
---

Reason for excluding veterinary school:
---

Reason for excluding satellite campus:
---

Reason for excluding hospital:
---

Reason for excluding farm:
---

Reason for excluding agricultural experiment station:
---

Narrative:
---
Operational Characteristics

Criteria

n/a

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

Endowment size:
186,434,070 US/Canadian $

Total campus area:
51.40 Acres

IECC climate region:
Marine

Locale:
Large city

Gross floor area of building space:
2,245,180 Gross Square Feet

Conditioned floor area:
2,340,000 Square Feet

Floor area of laboratory space:
6,600 Square Feet

Floor area of healthcare space:
0 Square Feet

Floor area of other energy intensive space:
0 Square Feet

Floor area of residential space:
553,000 Square Feet

Electricity use by source:

<table>
<thead>
<tr>
<th>Percentage of total electricity use (0-100)</th>
<th>Electricity use by source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Percentage</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
<tr>
<td>Coal</td>
<td>0.80</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Hydro</td>
<td>89.80</td>
</tr>
<tr>
<td>Natural gas</td>
<td>0.06</td>
</tr>
<tr>
<td>Nuclear</td>
<td>4.40</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>0</td>
</tr>
<tr>
<td>Wind</td>
<td>3.90</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>0.50</td>
</tr>
</tbody>
</table>

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

Landfill gas

Energy used for heating buildings, by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>---</td>
</tr>
<tr>
<td>Electricity</td>
<td>---</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>---</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Natural gas</td>
<td>---</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of other sources of building heating not specified above:

---
Academics and Demographics

Criteria

n/a

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

Number of academic divisions:
8

Number of academic departments (or the equivalent):
41

Full-time equivalent enrollment:
6,601

Full-time equivalent of employees:
1,480

Full-time equivalent of distance education students:
0

Total number of undergraduate students:
4,666

Total number of graduate students:
2,756

Number of degree-seeking students:
7,422

Number of non-credit students:
0

Number of employees:
817

Number of residential students:
2,109
Number of residential employees:
0

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.

Credit

<table>
<thead>
<tr>
<th>Academic Courses</th>
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</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
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<tr>
<td>Graduate Program</td>
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<tr>
<td>Immersive Experience</td>
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<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

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

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

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome: 82

Total number of graduates from degree programs: 7,484

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

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

Leadership Executive Master of Business Administration- In business and in personal lives, students will act to preserve or enhance the well-being of the commons (global, health, and social justice).

Civil and Environmental Engineering - an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Electrical and Computer Engineering - an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Environmental Science - Comprehensively understand significant environmental issues currently impacting global society.

Mechanical Engineering - the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Environmental Studies -
*Develop the capacity and the commitment to understand current environmental issues from an interdisciplinary perspective by integrating insights and information from the natural sciences, the social sciences, and the humanities.
*Gain firsthand knowledge of local and regional habitats and develop sufficient scientific literacy to understand the forms and functions of natural ecosystems and the nature and complexity of the human place within them.
*Understand the scope and complexity of the social, economic, political, and psychological dynamics involved in both the development and the resolution of environmental problems and become motivated to seek solutions.
*Develop an understanding of and sensitivity to the historical development, ethical implications, and religious and spiritual dimensions of the human relationship with the nonhuman world.
*Develop a facility and enthusiasm for collaborating with other people on current environmental issues through interdisciplinary team projects, service learning experiences, internships, volunteer work, and other experiential endeavors, and take a leadership role in promoting sustainable living and the stewardship of natural ecosystems.

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

---
Criteria

Institution offers at least one:

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

And/or

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

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

---

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

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

Yes

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

Environmental Studies

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

Emphasizing personal attention, internships, undergraduate research, and social justice, the Environmental Studies program offers a Bachelor of Arts degree with coursework in the natural sciences, social sciences, and humanities, plus Geographic Information Systems, and opportunities to specialize and acquire pre-professional experience in Ecological Systems, Politics and Public Policy, Urban Sustainability, Environmental Education, and Environmental Justice, Values, and Awareness.

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

http://www.seattleu.edu/artsci/environmental/

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

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

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

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

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

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

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

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):
Minor in Environmental Studies

A brief description of the undergraduate minor, concentration or certificate (1st program):
The Environmental Studies minor has coursework in the natural sciences, social sciences, and humanities, plus Geographic Information Systems.

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://www.seattleu.edu/artsci/environmental/summary/

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

A brief description of the undergraduate minor, concentration or certificate (2nd program):
---
The website URL for the undergraduate minor, concentration or certificate (2nd program):

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

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

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

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

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

No

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

---

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

---

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

---

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

---

A brief description of the graduate degree program (2nd program):
The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

---

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

Yes

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

Certificate in Sustainability

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

This certificate will allow students to gain specialized knowledge in Sustainability and Sustainable Business, to further their professional formation so that they can more easily take on leadership roles in their chosen professions. The Graduate Certificate in Sustainability will provide the context for professional roles that sustainable business plays in serving the greater community.

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

http://www.seattleu.edu/albers/sustincert/

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

---

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

---

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

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

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

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

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

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

"---" 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 Earth, Air & Water student immersion engages students in a week-long exploration of sustainability and local watersheds. During this six-day service immersion, students explore the Cedar River Watershed, the source of Seattle's drinking water, and the Duwamish River, and reflect on environmental justice and the impact humans have on the environment. Working with non-profit agencies such as Mountains to Sound Greenway, EarthCorps, People for Puget Sound, Duwamish River Cleanup Coalition, and the Community Coalition for Environmental Justice, participants explore the relationship with the environment and critical water issues within urban and natural settings in Western Washington.

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

http://www.seattleu.edu/CSCE/Inner.aspx?id=81575
Sustainability Literacy Assessment

Responsible Party

Carl Obermiller
Professor & Chair
Marketing

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.

"---" 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:
25

A copy of the questions included in the sustainability literacy assessment(s):
SUSTainability Literacy 2013 assessment report.docx

The questions included in the sustainability literacy assessment(s):
Read the attached document.

A brief description of how the assessment(s) were developed:
Read the attached document.

A brief description of how the assessment(s) were administered:
Read the attached document.
A brief summary of results from the assessment(s):

Read the attached document.

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

---
Incentives for Developing Courses

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

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

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:
No

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Research</td>
</tr>
<tr>
<td>Support for Research</td>
</tr>
<tr>
<td>Access to Research</td>
</tr>
</tbody>
</table>
Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution’s faculty and/or staff engaged in sustainability research:

21

Total number of the institution’s faculty and/or staff engaged in research:

281

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

13

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:

Research inventory for Princeton Review.xls

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

---

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

Contacted each college.

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

---

The website URL where information about sustainability research is available:

---
Support for Research

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.

- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.

- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

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

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

Yes

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

The Center for Environmental Justice and Sustainability’s annual fellowship program supports student and faculty scholarship in environmental justice and sustainability. Proposals may be submitted by individual students or by student teams; projects that include collaboration across disciplines or schools/colleges are particularly encouraged. Proposals for student fellowships are encouraged from all disciplines and for all types of scholarly research on topics related to environmental justice or sustainability. The program provides support for new projects and for extending previous endeavors. CEJS student fellows are expected to produce a tangible scholarly product, such as a substantial academic paper, a conference presentation, an artistic exhibit or presentation, or other pre-professional product as a result of their participation in this program. At least 5 student fellowships will be available for the 2013-2014 academic year. Each Fellowship Award is a $2500 stipend per project; each project’s faculty mentor will receive a $500 stipend.

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

http://www.seattleu.edu/cejs/fellowships/
Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
Yes

A brief description of the institution’s program(s) to encourage faculty research in sustainability:
The Center for Environmental Justice and Sustainability’s annual fellowship program supports student and faculty scholarship in environmental justice and sustainability. This fellowship program is available to support scholarly research by faculty in all disciplines on topics related to environmental justice or sustainability. Proposals are encouraged in all types of scholarship, and projects that include collaboration across disciplines or schools/colleges are highly encouraged. The program provides support for new projects, for extending previous work, or for moving projects in a new direction. CEJS faculty fellows are expected to produce a tangible scholarly product, such as a grant proposal, journal article, peer-reviewed artistic presentation, or publishable project as a result of their participation in this program. At least 5 faculty fellowships will be available for the 2013-2014 academic year. Each Fellowship Award is one-course release or $6000 stipend during the 2013-2014 academic year.

The website URL where information about the faculty research program is available:
http://www.seattleu.edu/cejs/fellowships/

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:
No

A brief description or the text of the institution’s policy regarding interdisciplinary research:
---

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

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

A brief description of the institution's library support for sustainability research and learning:
For at least a decade the library has been allocating funds to purchase print and electronic materials in support of academic programs in sustainability and in particular, the library supports the needs of The Center for Environmental Justice and Sustainability. The library provides research guides for courses in ecology and the environment. Bibliographic instruction is offered for courses that focus on sustainability.

The website URL where information about the institution's library support for sustainability is available:
http://libguides.seattleu.edu/searchtags.php?id=836&tag=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.

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

Campus Engagement

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Educators Program</td>
</tr>
<tr>
<td>Student Orientation</td>
</tr>
<tr>
<td>Student Life</td>
</tr>
<tr>
<td>Outreach Materials and Publications</td>
</tr>
<tr>
<td>Outreach Campaign</td>
</tr>
<tr>
<td>Employee Educators Program</td>
</tr>
<tr>
<td>Employee Orientation</td>
</tr>
<tr>
<td>Staff Professional Development</td>
</tr>
</tbody>
</table>
Student Educators Program

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

---

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:
7,422

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

Number of students served (i.e. directly targeted) by the program (1st program):
---
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
---

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

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

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

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

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

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

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

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

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

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

Number of students served (i.e. directly targeted) by the program (3rd program):
A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:
The website URL for the peer-to-peer student outreach and education program(s):
---
Student Orientation

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

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

---

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

For undergraduate orientation, all first-years are required to attend the Orientation Advisors’ Cabaret which features a skit on how to properly sort food waste, recyclables and trash, and they give tips such as using a reusable mug. Members of the student Green Team stand next to food waste, recycling and trash bins at all catered orientation events to educate students how which bins their waste goes into. The Campus Sustainability Manager gives a 30 minute train-the-trainers session to the Orientation Advisors. The purpose is to educate them so they can educate the freshmen. Topics include: reusable mug discount at campus cafes, carry a water bottle and where to get free water on campus, plastic bottled water free campus, and how to correctly sort food waste, recyclables and trash.

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

---
Criteria

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

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

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

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

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

Yes or No
<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active student groups focused on sustainability</td>
<td>Yes</td>
</tr>
<tr>
<td>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</td>
<td>Yes</td>
</tr>
<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
<td>No</td>
</tr>
<tr>
<td>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</td>
<td>No</td>
</tr>
<tr>
<td>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</td>
<td>Yes</td>
</tr>
<tr>
<td>Wilderness or outdoors programs that follow Leave No Trace principles</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</td>
<td>Yes</td>
</tr>
<tr>
<td>Programs through which students can learn sustainable life skills</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainability-focused student employment opportunities offered by the institution</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</td>
<td>No</td>
</tr>
<tr>
<td>Other co-curricular sustainability programs and initiatives</td>
<td>No</td>
</tr>
</tbody>
</table>
The name and a brief description of each student group focused on sustainability:

Sustainable Student Action is a club that strives to educate the community on environmental issues and to work on projects that lead to a more sustainable future. The Green Team attends large catered events to educate campus members which bin to put their food waste, recyclables and trash.

The website URL where information about student groups is available:
https://www.facebook.com/SustainableStudentAction?hc_location=stream

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 Urban Farm is an innovative collaboration growing organic produce for needy families. The farm was created on 1 acre of unused land at the King County Wastewater Treatment Plant in Renton, 11 miles south of campus. In the first year, 7,000 pounds of produce were given to the Salvation Army Renton Food Bank. Seattle University’s Environmental Studies students plant, grow and harvest food as part of their coursework in sustainable agriculture. The students also provide public outreach and education on the benefits of growing produce using biosolids.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:
http://www.seattleu.edu/sustainability/what-su-is-doing/urban-farming/

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

---

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

A brief description of the sustainable investment or finance initiatives:

---

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

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

The goal of the Arctic Encounter Symposium is to engage participants in a focused discussion, through a balanced forum, highlighting shared interests and concerns of the United States and the global community as we look north to the last emerging frontier - the Arctic. The Symposium will incorporate a diverse group of leaders and experts to debate how a rapidly changing Arctic will impact international
law, domestic policy, business and commerce, the environment, and the people of the Far North. The program incorporates five plenary sessions, featuring 3-4 speakers and one moderator in each session, and two concurrent sessions featuring research presentations by leading academic experts from across the country. The Symposium is structured to challenge the status quo dialogue and to critically address the Arctic's potential, to consider what is at stake, and to collaborate on solutions.

The website URL where information about the event(s) is available:
http://www.law.seattleu.edu/arctic-encounter-symposium-x14824

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

AJ Rafael in Concert: A Benefit and Fast in Solidarity with the Philippines. A YouTube sensation, AJ Rafael is a Filipino-American. Since first posting his music on YouTube in 2006 he has had over 90 million hits. The Benefit: All proceeds from the concert will benefit School of the SEA (Sea and Earth Advocates), a leading environmental education organization whose facilities were devastated by Typhoon Haiyan. The Fast: Members of the Seattle University community will fast in solidarity with Yeb Sano, the chief Filipino negotiator to the UN climate change meetings this past November. Post-concert meet and greet with AJ.

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

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

The Outdoor Adventure Program leads trips focused on road and mountain biking, indoor and outdoor climbing, trail repair/beach cleanup, hiking, backpacking, camping, skiing and snow shoeing, kayaking, canoeing, stand up paddleboarding, whitewater rafting and coastal surfing.

The website URL where information about the wilderness or outdoors program(s) is available:
http://www.seattleu.edu/recreation/oar/

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

In fall 2013, all incoming freshman read Plan B 4.0: Mobilizing to Save Civilization by Lester R. Brown. During orientation, the students broke into groups of around 10 people and participated in a book discussion facilitated by a faculty member.

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

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

Earth and Society is a Learning Community on floors 2 and 3 in Campion Hall. Students explore possibilities for deepening their understanding and experience of how they and fellow earth-creatures can share this beautiful, diverse, complex ball of cosmic dust in ways that are healthy and sustainable. Students are part of living into new, creative ways to engage some of the most exciting, challenging and urgent issues of our lifetimes.
The website URL where information about the sustainable life skills program(s) is available:
http://www.seattleu.edu/llcs/earth-and-society/

A brief description of sustainability-focused student employment opportunities:

The Center for Environmental Justice and Sustainability (CEJS) hires 4-6 student interns each quarter to work on a variety of sustainability projects. The CEJS leases space in a building that is seeking Living Building status; interns give building tours to students, faculty and staff. Interns have written articles for the CEJS web site on how Seattle U faculty, students and staff implement sustainability projects on campus and in other countries. Interns have also collected data for the university's STARS rating, produce videos highlighting community organizations, assist in event planning and marketing, and develop the center's website.

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

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

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

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

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

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

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

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

| A central sustainability website that consolidates information about the institution’s sustainability efforts | Yes |

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

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

Seattle University's sustainability web site has information on campus operations, academics, the President's Committee for Sustainability and how to get involved on campus.

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

http://www.seattleu.edu/sustainability
A brief description of the sustainability newsletter:

---

The website URL for the sustainability newsletter:

---

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

The Office for Sustainability administers a Facebook page to keep campus members up-to-date on local events, learning opportunities, jobs, educational competitions, and new campus initiatives.

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

https://www.facebook.com/SU.Sustainability

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

The Center for Environmental Justice and Sustainability awards 5-6 fellowships annually for student research related to sustainability. Over the course of the academic year, students are required to present their progress at three gatherings via poster boards. Each students' research is initially described on the CEJS web site.

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

https://www.seattleu.edu/cejs/fellowships/students/

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

The 4 LEED Gold buildings each have a large interpretive sign in front to explain the green building strategies used.

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

http://www.seattleu.edu/sustainability/what-su-is-doing/buildings/

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

Bon Appetit has a large TV screen with information on how and why they source sustainable food and how people can eat more sustainably. Bon Appetit also has table tents on the dining tables.

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

http://su.cafebonappetit.com/curious/
A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

The Biodiversity Garden has an educational sign explaining a variety of principles used to increase local biodiversity, including displays of plants that attract beneficial insects and birds, shade tolerant native plants that are good alternatives for other groundcovers (such as ivy), and the benefits of mulching and composting for increasing soil biodiversity. The Lee Miley Rain Garden has an educational sign explaining its purpose, benefit and how it functions.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:
http://www.seattleu.edu/sustainability/what-su-is-doing/landscape/

A brief description of the sustainability walking map or tour:

The Seattle University Campus Edibles Map is a self-guided walking tour of 11 campus locations where fruits, vegetables and herbs are integrated into the landscape for campus members and the public to pick and eat.

The website URL of the sustainability walking map or tour:
http://www.seattleu.edu/grounds/edibles/

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

The Transportation and Parking Services web site has information on: all the incentives available to campus members on how to take alternative transportation to campus, links to 3 online transit planners, Seattle bike maps and safe routes and how to register your bike.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.seattleu.edu/transportation/

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

---

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

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

---

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

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

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

A brief description of another sustainability publication or outreach material not covered above (1st material):
There is a Seattle University sustainability Facebook page.

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

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

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

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

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

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

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

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

A brief description of this material (4th material):
The website URL for this material (4th material):
---

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

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

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

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

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

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

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

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

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

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

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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?:
---

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

The name of the campaign (1st campaign):
---
A brief description of the campaign (1st campaign):
---

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

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

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

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

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

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

A brief description of other outreach campaigns, including measured positive impacts:
---
Employee Educators Program

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

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

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

Total number of employees:
---

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

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

A brief description of how the employee educators are selected (1st program):
---
A brief description of the formal training that the employee educators receive (1st program):
---

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

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

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

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

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

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

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

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

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

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

A brief description of how the employee educators are selected (all other programs):
---
A brief description of the formal training that the employee educators receive (all other programs):

---

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

---

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

---
Employee Orientation

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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).

"---" 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:

---

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

The Campus Sustainability Manager gives a 15 minute presentation on the university's sustainability initiatives and how staff can participate at the new staff orientations which occur twice a month. No presentation is given at the annual new faculty orientation; instead a paragraph on the Office for Sustainability's services is included in the guide for new faculty.

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

---
Staff Professional Development

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The Northwest Earth Institute's sustainability discussion courses are offered to employees once per quarter. Employees are put into groups of about 10 people who meet over lunch to discuss the week's topic in the course books. The Office for Sustainability buys the course books.

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

---

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

---
Public Engagement

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Partnerships</td>
</tr>
<tr>
<td>Inter-Campus Collaboration</td>
</tr>
<tr>
<td>Continuing Education</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Community Stakeholder Engagement</td>
</tr>
<tr>
<td>Participation in Public Policy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Hospital Network</td>
</tr>
</tbody>
</table>
## Community Partnerships

### Responsible Party

**Karen Price**  
Campus Sustainability Manager  
Facilities

### 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:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Supportive</strong></td>
<td></td>
</tr>
</tbody>
</table>
  - **Scope:** Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
  - **Duration:** May be time-limited (short-term projects and events), multi-year, or ongoing  
  - **Commitment:** Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
  - **Governance:** Campus and community leaders or representatives are engaged in program/project development |

| **B. Collaborative** |  
  - **Scope:** 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)  
  - **Duration:** May be time-limited, multi-year, or ongoing  
  - **Commitment:** Institution provides faculty/staff, financial, and/or material support  
  - **Governance:** Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
| C.Transformative | • **Scope**: Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)

|          | • **Duration**: Is multi-year or ongoing and proposes or plans for institutionalized and systemic change

|          | • **Commitment**: Institution provides faculty/staff and financial or material support

|          | • **Governance**: Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

---

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

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

Yes

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

The Environmental Studies program partners with the King County Wastewater Treatment Division to create and manage an organic farm on an empty parcel of a wastewater treatment plant. SU students have taught K-12 students and immigrants how to grow vegetables, fruits, and flowers organically, which all goes to a local food bank.

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

---

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

---

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?**
A brief description of the institution's transformative sustainability partnership(s) with the local community:

---

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

---

The website URL where information about sustainability partnerships is available:

http://www.seattleu.edu/commons/article.aspx?id=83508
Inter-Campus Collaboration

Responsible Party
Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

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

Yes

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

Seattle University's Sustainability Coordinator was on the advisory committee to plan the Feb. 6-7, 2014 Washington Higher Education Sustainability Conference at Western Washington University. The conference was a collaboration of 17 Washington colleges and universities. Seattle University, the University of Washington and the Seattle Community Colleges presented to our city council members on what we are doing as major institutions in the city to operate sustainably and educate students. Representatives of the 3 schools planned the event together. The 3 colleges learned from each other in the process.

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

AASHE

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

We informally share best practices with 4 other university's facilities and sustainability staff in our area.

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

http://wahesc.org/
Continuing Education

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

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

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

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

Total number of continuing education courses offered:
---

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

A list and brief descriptions of the continuing education courses that address sustainability:
---
Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
---

A brief description of the certificate program:
---

Year the certificate program was created:
---

The website URL where information about sustainability in continuing education courses is available:
---
Community Service

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

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

Number of students engaged in community service:
6,000

Total number of students:
7,817

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

Total number of student community service hours contributed during a one-year period:
110,000

Does the institution include community service achievements on student transcripts?
---

A brief description of the practice of including community service on transcripts, if applicable:
---
Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:
---

A brief description of the institution’s employee community service initiatives:
---

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

http://www.seattleu.edu/csce/default.aspx?id=34720
Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Participation in Public Policy

Responsible Party
Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

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

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

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

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

The website URL where information about the institution’s advocacy efforts is available:
---
Trademark Licensing

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

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

Has the institution expressed an intention to participate in the WRC’s Designated Suppliers Program?:
No

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://www.seattleu.edu/facilities/inner.aspx?id=36106
Hospital Network

Criteria

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

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

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

Credit

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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 (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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

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

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

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

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

"---" indicates that no data was submitted for this field
Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:
Yes

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>Yes</td>
</tr>
<tr>
<td>Commuting</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>No</td>
</tr>
<tr>
<td>Capital goods</td>
<td>No</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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:
The Campus Sustainability Manager gathers the data annually and inputs it in the Clean Air Cool Planet Calculator.

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

A brief description of the internal and/or external verification process:
The Assistant Director for Utilities and Sustainability verified the data

Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope 1 GHG emissions from stationary combustion</td>
<td>3,828 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Scope 1 GHG emissions from other sources</td>
<td>240 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 2 GHG emissions from purchased electricity</td>
<td>169 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Scope 2 GHG emissions from other sources</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution-catalyzed carbon offsets generated</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon sequestration due to land that the institution manages specifically for sequestration</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon storage from on-site composting</td>
<td>173 Metric Tons of CO2 Equivalent</td>
<td>18 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Third-party verified carbon offsets purchased</td>
<td>3,143 Metric Tons of CO2 Equivalent</td>
<td>122 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

---

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

---

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

Our on-site composting facility receives 1,000 pounds of food waste per week and is turned into compost.

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

---
We purchased carbon offsets from our local gas utility Puget Sound Energy to offset our natural gas use.

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>5,771</td>
<td>5,480</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>1,482</td>
<td>1,224</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2008</td>
<td>June 30, 2009</td>
</tr>
</tbody>
</table>

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

We started collecting data in 2005. It took us three years to develop processes and find emissions we were missing. Fiscal year 2009 was the year we finally had data with confidence.

Gross floor area of building space, performance year:

2,245,180 Square Feet

Floor area of energy intensive building space, performance year:

<table>
<thead>
<tr>
<th></th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>6,600 Square Feet</td>
</tr>
</tbody>
</table>
Healthcare space | 0 Square Feet
---|---
Other energy intensive space | 0 Square Feet

Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel: 8,004 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Commuting: 8,645 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Purchased goods and services: 0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Capital goods: 0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2: 0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Waste generated in operations: 70 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Other categories (please specify below): 0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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/

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

---
Outdoor Air Quality

Criteria

Part 1

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

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

Part 2

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Karen Price  
Campus Sustainability Manager  
Facilities

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.

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

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

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

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

And/or

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

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

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

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

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

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

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


Total floor area of eligible building space (design and construction):
2,185,180 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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
<td>---</td>
</tr>
<tr>
<td>4th Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>---</td>
</tr>
<tr>
<td>2nd Highest Level</td>
<td>---</td>
</tr>
<tr>
<td>Highest Achievable Level</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

1,651 Square Feet

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

72,275 Square Feet

A copy of the guidelines or policies:

Facilites Master Plan Goals and Sustainable Actions.pdf

The date the guidelines or policies were adopted:

June 1, 2006

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

All new buildings will achieve LEED Gold.

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

The Campus Sustainability Manager is the LEED AP on projects.
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.seattleu.edu/facilities/master-plans/facilities/
Indoor Air Quality

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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:
2,185,180 Square Feet

Gross floor area of building space:
2,185,180 Square Feet

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

The Environmental Safety and Health Coordinator regularly monitors each building’s indoor air for potential contamination.

The website URL where information about the institution’s indoor air quality program(s) is available:
---
Dining Services

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party
Buzz Hofford
General Manager
Bon Appetit

Criteria

Part 1

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

• Local and community-based

And/or

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

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

Local community-based products:

• Are sourced from local community-based producers (directly or through distributors)

• Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and

• Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

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

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

Part 2

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

"---” indicates that no data was submitted for this field
Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:
10.40

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

An inventory, list or sample of sustainable food and beverage purchases:
All eggs cage – free, certified humane
Fair trade, organic coffee (variety of brands)
Fair trade chocolate
Fair trade bananas
Certified organic produce
Multiple food alliance partners
Monterey Bay Seafood Watch best choices
Local dairy
Multiple organic packaged items

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)?:
Yes

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:
20.10

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

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:
All eggs cage – free, certified humane
Fair trade, organic coffee (variety of brands)
Fair trade chocolate
Fair trade bananas
Certified organic produce
Multiple food alliance partners
Local dairy
Multiple organic packaged items (I.e. annie’s, muir glen, santa cruz, amy’s, nature’s path, etc.)
A brief description of the sustainable food and beverage purchasing program:

Bon Appétit, Seattle University's contracted food service provider, has a strict set of company standards that must be adhered to regarding sustainably produced foods. Included in these standards are the following:

- Buying local whenever possible – minimum target – 20%
- Buying organic when possible
- Hormone-free milk always
- Cage free eggs always
- Fair trade products when possible
- Several food alliance partnerships
- Farm to Fork program sources locally produced items made from local ingredients
- Humane certified pork will be required from all producers by 2015

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

All purchases were broken down by category and then analyzed. For instance, we adhere to Monterey Bay Seafood Watch requirements but allow “Good Alternatives”, so only “Best Choices” were counted. We included all dairy that was local (liquid dairy) but excluded cheeses and other items that were not. We included items in our Farm to Fork programs (local products made with local ingredients). We only counted coffee that was either Fair Trade or organic (not all of our coffee is). We included all items with the USDA Organic seal. We counted all eggs, as they are certified humane. We are in the process of requiring our pork producers to be certified humane but did not count our pork, as that transition is still in process.

Total annual food and beverage expenditures:

3,850,000 US/Canadian $

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

<table>
<thead>
<tr>
<th>Provider</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Franchises</td>
<td>No</td>
<td>---</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vending services</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Concessions</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------</td>
<td>-----</td>
<td>----</td>
</tr>
</tbody>
</table>

Has the institution achieved the following?:

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

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

---

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

http://www.bamco.com/sourcing/
Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

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

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

23.50

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

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

Does the institution provides 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”):

We provide a wide variety of vegan items at every café at every meal period on every day, including many rotating specials. We do not currently offer any strictly vegan promotions, but we hold an annual event called Low Carbon Diet Day (LCD). LCD educates our customers on the impact of food on climate change, especially beef and dairy. On that day we eliminate beef from our menus. When customers order a hamburger, for instance, they are told that we are not offering them on that day and why. They are then sold an alternative item (black bean burger, etc.)

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

In February 2012 we proudly rolled out the food service industry’s most comprehensive farm animal welfare policy to date, to be implemented in all of our cafés in 32 states. As part of the new policy, Bon Appétit is requiring that ALL pork we serve — currently 3 million pounds annually — be produced without gestation crate confinement systems, using higher-welfare group housing systems instead, by 2015. Ridding our supply chain of gestation crates and battery cages represents our minimum standards — and we also set new, aspirational higher ones. We vowed that by 2015, 25 percent or more of our meat, poultry, and egg purchases companywide must be sourced from producers whose practices meet the animal welfare standards of Animal Welfare Approved, Food Alliance, Humane Farm Animal Care or Global Animal Partnership. These four programs not only prohibit such cruel practices as gestation crates and battery cages, but also require animals to be allowed to engage in their natural behaviors.


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

---

Annual dining services expenditures on food:

---

Annual dining services expenditures on conventionally produced animal products:

---
Annual dining services expenditures on sustainably produced animal products:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

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

Building energy consumption::

<table>
<thead>
<tr>
<th>Total building energy consumption, all sources</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>136,255 MMBtu</td>
<td>144,018 MMBtu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>- Grid-purchased electricity for buildings</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>64,278 MMBtu</td>
<td>65,005 MMBtu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>- District steam/hot water for buildings</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 MMBtu</td>
<td>14,353 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space::

<table>
<thead>
<tr>
<th>Gross floor area</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,185,180 Gross Square Feet</td>
<td>2,142,930 Gross Square Feet</td>
</tr>
</tbody>
</table>
Floor area of energy intensive space, performance year::

<table>
<thead>
<tr>
<th>Floor Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>6,600 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

Degree days, performance year::

<table>
<thead>
<tr>
<th>Degree Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>2,970</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>675</td>
</tr>
</tbody>
</table>

Source-site ratios::

<table>
<thead>
<tr>
<th>Source-Site Ratio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2008</td>
<td>June 30, 2009</td>
</tr>
</tbody>
</table>

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

We used 2009 as that is the baseline year for all scopes 1, 2 and 3 for Seattle University.

A brief description of any building temperature standards employed by the institution:
Building mechanical systems are connected to an Energy Management Software which turns temperature on and off based on each building's occupancy hours.

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

Existing light fixtures are being converted to LED lamps as the technology improves and meets a room's needs.

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

Motion sensors are used in bathrooms, classrooms and offices.

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

---

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

---

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

---

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

---

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

A maintenance employee tracks energy consumption and performance in multiple buildings 24/7, 365 days a year from his laptop using our centralized energy management system.

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

---

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

---

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the...
A brief description of other energy conservation and efficiency initiatives employed by the institution:

---

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:
http://www.seattleu.edu/sustainability/what-su-is-doing/energy/
Clean and Renewable Energy

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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:

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Performance Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>0.04 MMBtu</td>
<td></td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td>0 MMBtu</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>0 MMBtu</td>
<td></td>
</tr>
<tr>
<td>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</td>
<td>1,238 MMBtu</td>
<td></td>
</tr>
</tbody>
</table>

**Total energy consumption, performance year:**

136,255 MMBtu
A brief description of on-site renewable electricity generating devices:

A 5.3 kWh solar panel on the Student Center and a 5.7 kWh solar panel on the Admissions & Alumni building.

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

---

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

---

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

RECs are purchased from our local electric utility's REC program annually.

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

http://www.seattleu.edu/sustainability/what-su-is-doing/energy/
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.

**Credit**

<table>
<thead>
<tr>
<th>Landscape Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
Landscape Management

Responsible Party
Karen Price
Campus Sustainability Manager
Facilities

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:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:</td>
</tr>
<tr>
<td></td>
<td>• Using least-toxic chemical pesticides,</td>
</tr>
<tr>
<td></td>
<td>• Minimum use of chemicals, and</td>
</tr>
<tr>
<td></td>
<td>• Use of chemicals only in targeted</td>
</tr>
<tr>
<td></td>
<td>locations and only for targeted species</td>
</tr>
</tbody>
</table>


| 2) Sustainable Landscape Management Program | The program includes formally adopted guidelines, policies and/or practices that cover all of the following:
• Integrated pest management (see above)
• 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
• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
• 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
• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal |

| 3) Organic, Certified and/or Protected | Protected areas and land that is:
• 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
• Certified Organic
• Certified under the Forest Stewardship Council (FSC) Forest Management standard
• Certified under the Sustainable Sites Initiative™ (SITES™) and/or
• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent) |

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:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>50 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>17 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

Area of managed grounds that is:

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed in accordance with an Integrated Pest Management (IPM) Plan</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</td>
<td>0 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>24 Acres</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:

---

The IPM plan:

Our landscape has been successfully maintained with organic, pesticide and herbicide-free methods since 1998. Our gardeners reject the notion that pesticide application is a viable last resort. We have accomplished this by adopting a combination of practices that focus on total plant health, particularly at the soil level: weed suppression, not eradication; compost top-dressing, wood chip mulch, centralized control of irrigation and monitored water use, Responsible Plant Selection, Beneficial Insect Release, Nutrient cycling, Compost Tea application and Encouraging Beneficial Insect and Bird Populations.

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

The shift to sustainable landscape practices began in 1979 with the adoption of an Integrated Pest Management (IPM) program. Our IPM program differs from many others in that chemical pesticide applications are not a viable option. Only OMRI rated products are used on the campus grounds. We use a combination of methods that focus on total plant health, particularly at the soil level. Some of the components of our program include:
Weed suppression, not eradication
A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Native, drought-tolerant, and edible plants are our campus standard.

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

All grounds waste is put in either our on-site compost facility or hauled to a compost facility.

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

The shift to sustainable landscape practices began in 1979 with the adoption of an Integrated Pest Management (IPM) program. Our IPM program differs from many others in that chemical pesticide applications are not a viable option. Only OMRI rated products are used on the campus grounds. We use a combination of methods that focus on total plant health, particularly at the soil level. Some of the components of our program include:

- Weed suppression, not eradication
- Compost top-dressing
- Wood chip mulch
- Centralized control of irrigation and monitored water use
- Responsible Plant Selection
- Beneficial Insect Release
- Nutrient cycling
- Compost Tea application
- Encouraging Beneficial Insect and Bird Populations

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

All outdoor areas of campus are maintained without the use of chemical pesticides.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:
There are 2 green roofs and a rain water catchment system. Drip irrigation eliminates water lost from wind, overspray, runoff, and evaporation. Rain sensors prevent the irrigation system from turning on when it’s raining. Plants are watered in the evenings, when watering is most efficient. Plants with similar watering requirements are grouped in the same zone. We prefer native, drought tolerant plants. A layer of wood chips around the plants regulates soil temperature and reduces water loss to evaporation. Grass is mowed to 3 inches high, which shades the soil, reduces evaporation, and decreases water needs. Grass clippings are left on the lawn to decompose, adding organic matter to the soil and increasing its water-holding capacity. Lawns are aerated to create deep roots able to withstand longer periods between watering.

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

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?  
No

The website URL where information about the institution’s sustainable landscape management programs and practices is available:  
http://www.seattleu.edu/grounds
Biodiversity

Criteria

The institution conducts one or both of the following:

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

   And/or

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party
Karen Price
Campus Sustainability Manager
Facilities

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cleaning Products Purchasing

Responsible Party
Karen Price
Campus Sustainability Manager
Facilities

Criteria

Part 1
Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2
Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

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

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes
A copy of the green cleaning product purchasing policy, directive, or guidelines:


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

---

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

Our contracted custodial vendor signed a letter committing to follow our green cleaning guidelines.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?: No

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

---

Total expenditures on cleaning and janitorial products:

---

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

---

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

---

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

---

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

---

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

---
Office Paper Purchasing

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Criteria

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution’s tradmarked logo (“licensees”) are not included. They are covered in EN 15: Trademark Licensing.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Support for Sustainable Transport</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party
Karen Price
Campus Sustainability Manager
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:
53

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

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel Type</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
</tr>
<tr>
<td>100 percent electric</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
</tr>
</tbody>
</table>

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

The website URL where information about the institution's support for alternative fuel and power technology is available:
---
Student Commute Modal Split

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:
50

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
</tr>
</tbody>
</table>

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

---

The website URL where information about sustainable transportation for students is available:
Employee Commute Modal Split

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

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

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

Total percentage of the institution’s employees that use more sustainable commuting options:
61

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>39</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>10</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>13</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>34</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>1</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>0</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

---

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

http://www.seattleu.edu/transportation/
Support for Sustainable Transportation

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus
Other strategies

"---" 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:
There are 3 indoor, secure bike storage areas for commuters, there are showers and lockers in the Student Center for commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:
No

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

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:
No

A brief description of the bicycle/pedestrian policy and/or network:
---

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

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

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:
No

A brief description of the certification, including date certified and level:
---
Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:
Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
Employees pay $10 a month for a university subsidized Transit Pass that includes: bus and train travel across three counties, Van Pools and Van Sharing subsidy, and an emergency taxi ride home if needed. Transit Pass holders receive a complementary parking card for up to five days of parking each month should they need to park on campus. Students $100 per quarter for the same transit pass.

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

A brief description of the GRT program:
The university pays for a cab ride home in case of an emergency for employees who do not take their car to work.

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:
Employees and students who enroll in a carpool are guaranteed to only pay 25% of the cost of a Single Occupancy Vehicle Parking Permit and enjoy premium parking spaces. The on campus parking fee is waived for carpools of four or more students and employees. King County Metro supplies a van for a group of employees and students to commute together, or provides access to other institution’s vanpools commuting between similar locations. The group shares Metro’s van use fee and SU waives the on campus parking fee for vans parked on campus.

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:
One Zipcar is parked on campus. Employees get a free business membership, a complimentary 2.5 hours car rental and trips charged to their department. They can also sign up for a personal account to rent a Zipcar for personal use with a free one-year membership. Students over age 21, get half off the annual fee and the application fee is waived.

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

No

A brief description of the electric vehicle recharging stations:

---

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
No

A brief description of the telecommuting program:

---

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
No

A brief description of the condensed work week program:

---

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs to encourage employees to live close to campus:

---

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
Yes

A brief description of other sustainable transportation initiatives and programs:

Employees who are registered walkers receive a complementary parking card for five days of parking each month should they need to park on campus. The university offers a few incentives to employees who are registered bicyclist. These benefits include a secure commuter bike storage, access to shower and locker space, as well as a set of complimentary parking cards, which allow for five (5) days of free campus parking per month.

The website URL where information about the institution’s sustainable transportation program(s) is available:
http://www.seattleu.edu/transportation/commuting/advantages/
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.

Credit

<table>
<thead>
<tr>
<th>Waste Minimization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
### Waste Minimization

#### Responsible Party

**Karen Price**  
Campus Sustainability Manager  
Facilities

#### Criteria

**Part 1**

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

**Part 2**

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

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

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

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

#### Waste generated:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials recycled</strong></td>
<td>348 Tons</td>
<td>623 Tons</td>
</tr>
<tr>
<td><strong>Materials composted</strong></td>
<td>487 Tons</td>
<td>48 Tons</td>
</tr>
<tr>
<td><strong>Materials reused, donated or re-sold</strong></td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td><strong>Materials disposed in a solid waste landfill or incinerator</strong></td>
<td>570 Tons</td>
<td>705 Tons</td>
</tr>
</tbody>
</table>
Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of distance</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>education students</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

---

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

---

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

Surplus furniture is kept in a warehouse for use elsewhere on campus.
A brief description of the institution's efforts to make materials available online by default rather than printing them:

We do not print the course catalog, schedule or the faculty/staff directory. We instead make these materials available online.

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

Each student will be allocated 125 free black-and-white printouts for each enrolled academic quarter. If the student exhausts these free copies, he or she will then pay for additional printouts at the rate of $.05 each.

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

Each residence hall has a collection station up for 10 days with bins to collect clothes, packaged food, household items, school supplies, toiletries, and recyclables. On Wednesday of Finals week, the recycling/trash closet on each floor is locked so students have to take all their unwanted items to the Move Out Collection Station.

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

---

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

---

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

---

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

---

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

---

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

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

20 cent discount on all coffee drinks and fountain soda when you bring your own reusable mug

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

---

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

http://www.seattleu.edu/sustainability
Waste Diversion

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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:

762 Tons

Materials disposed in a solid waste landfill or incinerator:

1,259 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:

There are trios of food waste, recycling and trash bins outside all buildings, in employee kitchens, at all the cafes, at catered events and in academic buildings. Each dorm room has a food waste, recycling and trash bin and does the main waste closet on each floor.

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

Bon Appetit donates approximately 4,000 pounds of food per year to Food Alliance, who operates local food banks for the homeless. Bon Appetit also collects funds at the end of the school year from students who didn't use up their meal card money and uses that money to purchase food that Bon Appetit donates to a variety of local services for the hungry.

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

Food prep staff put pre-consumer food waste into the red bins in the kitchen. Pre-consumer food waste goes to our on-campus compost facility.
A brief description of any post-consumer food waste composting program employed by the institution:

There are food waste bins at every restaurant and cafe, outside every building, at catered events, in employee kitchens and in every dorm room. Post-consumer food waste is collected by a local hauler and taken to a local compost facility because our campus compost facility is not permitted to take it.

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

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food donations</td>
<td>Yes</td>
</tr>
<tr>
<td>Food for animals</td>
<td>No</td>
</tr>
<tr>
<td>Food composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>No</td>
</tr>
<tr>
<td>Batteries</td>
<td>Yes</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>Yes</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>Yes</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>Yes</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Material</td>
<td>Include in Waste Diversion Efforts</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Pallets</td>
<td>No</td>
</tr>
<tr>
<td>Motor oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Tires</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

electronics
Construction and Demolition Waste Diversion

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

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

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

Construction and demolition materials landfilled or incinerated:
---

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:
---
Hazardous Waste Management

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

"---" 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?:

---

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

---

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

---

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

---

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:
Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:
Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:
Yes

A brief description of the electronic waste recycling program(s):
All electronics are collected and when the bin gets full, Total Reclaim picks it up.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:
Seattle U’s electronics are taken to Total Reclaim, a Seattle computer recycler that signed the Basil Action Network’s Electronics Recycler’s Pledge of True Stewardship and upholds these standards and aggressively searches for new ways to surpass pledge requirements.

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
## Water Use

### Responsible Party

**Karen Price**  
Campus Sustainability Manager  
Facilities

---

### 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:

---

### Total water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total water use</strong></td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

### Potable water use:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Potable water use</strong></td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance Year</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Number of residential students</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Area of vegetated grounds:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

Water recycled/reused on campus, performance year:

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

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

A cistern captures the rainwater off the Admissions & Alumni building and this water is used to irrigate the landscape.

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

About half of our buildings have water meters. The others are divided by two master meters (10th Ave meter and 11th Ave meter).

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

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

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

Plants are carefully chosen to be well suited to the soil conditions and microclimate of the particular place on campus they are to be planted, as well as to the Northwest climate in general. Attention to drought tolerance and winter hardiness is a part of the selection process. These plants should also be resistant to insect and disease infestation, and not invasive species that out-compete native species.

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

The computer-controlled irrigation system has sensors that prevent the irrigation system from turning on when it’s raining.

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

The website URL where information about the institution’s water conservation and efficiency initiatives is available:
---
Rainwater Management

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution’s Low Impact Development (LID) practices:

There are 2 rain gardens, 2 green roofs and 1 rain water cistern on campus.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the
rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? : No

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

---

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

---

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

---

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

---

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

Our first green roof was built in 1989 over the Bannan biology building. Bannan's roof was planted with five feet of soil that supports many large pine trees. Built into the hillside makes the green roof accessible from the adjacent quad. Our second green roof was built on the Admission & Alumni building's roof section over the lobby.

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

---

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

---

A brief description of any rain gardens on campus:

---

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

---

A brief description of any bioswales on campus (vegetated, compost or stone):
A brief description of any other rainwater management technologies or strategies employed by the institution:

---

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

---
Wastewater Management

Criteria

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Planning & Administration

Coordination, Planning & Governance

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Karen Price  
Campus Sustainability Manager  
Facilities

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

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

The Center for Environmental Justice and Sustainability opened. The Center enables innovative and interdisciplinary scholarship, teaching, and learning in environmental sustainability and its intersection with issues of justice. The Sustainability Literacy Assessment was created to evaluate the degree to which Seattle University is educating undergraduate students on the social, environmental and economic dimensions of sustainability and climate change. An Eco-Rep position on each Residence Hall Council was established. Lunch hour sustainability discussion groups provide employees with the opportunity to learn how to live more sustainably. Topics have included voluntary simplicity, ways to live a healthier life while improving your community’s health, the connections between our lifestyle and food choices and the condition of the Earth. Co-sponsored the establishment of the Green Team, a group of student leaders who are present during large catered events to educate student, parent and employee awareness about how to correctly sort food waste, recyclables and trash. The annual recycling event lets employees, students and our surrounding neighbors drop off their hard-to-recycle items for free. For 2 years, SU purchased carbon offsets to offset 100% of campus natural gas use. The new heat recovery system captures ‘waste’ heat from the swimming pool area exhaust and uses it to preheat incoming fresh air and pool water. New trios of food waste, recycling and trash bins were installed in all buildings. We switched to an environmentally-friendly vendor for paper towels, toilet paper, soap and hand sanitizer.

Does the institution have at least one sustainability committee?:

Campus Sustainability Data Collector | AASHE
The charter or mission statement of the committee(s) or a brief description of each committee’s purview and activities:

The President’s Committee for Sustainability (PCS) was convened in March 2011. The purpose of the Committee is to advance and deepen Seattle University’s commitment to ecological justice through collaboration, transparency and inclusion. This committee serves to advocate and advance sustainability at the university in the following ways: advise and report to the President and Cabinet on campus sustainability, provide support and coordination for campus members to pursue and share their interests and knowledge in sustainability within campus and in the community; oversee, monitor and report on the progress of sustainability strategies on campus, including the university’s climate action plan, and report and communicate about sustainability to the university and community.

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

1. One (1) Administrator from Provost’s Office
2. One (1) Administrator from Student Development
3. One (1) Administrator from the Business and Finance Office
4. One (1) Member of the Jesuit Community
5. One (1) Staff from Office of Mission and Ministry
6. One (1) Staff from University Advancement
7. Eight (8) Faculty member(s) representing different schools/colleges and including a member of University Core Curriculum
8. Four (4) at large staff member including one staff responsible for either Transportation, Facilities Operations or Marketing and Communications
9. Three (3) undergraduate students
10. Three (3) graduate students

The website URL where information about the sustainability committee(s) is available:
http://www.seattleu.edu/sustainability/presidents-committee/

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 Office for Sustainability coordinates and advocates sustainability efforts by:
Consulting and collaborating with administrators, faculty, staff and students on their sustainable initiatives;
Connecting campus members to sustainability expertise, resources on and off campus and opportunities to engage with sustainability;
Raising visibility and awareness on campus of sustainability issues;
Developing programs, policies and practices

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

1
The website URL where information about the sustainability office(s) is available:
http://www.seattleu.edu/sustainability/contact/

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

Name and title of each sustainability officer:
Karen Price, Campus Sustainability Manager

A brief description of each sustainability officer position:
This position is responsible for developing and coordinating sustainable principles, goals and standards into operation, academic and co-curricular functions in collaboration with staff, students and faculty. The Sustainability Manager will develop, coordinate, and implement programs and provide technical expertise, advice and guidance to all campus members with the ultimate goal of fully implementing SU’s Climate Action Plan and developing a culture of sustainability at the university. Lead and encourage both individual and institutional action to advance a sustainable future for the world.

The website URL where information about the sustainability officer(s) is available:
http://www.seattleu.edu/sustainability/contact/
**Sustainability Planning**

---

**Responsible Party**

**Karen Price**  
Campus Sustainability Manager  
Facilities

---

**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.
"---" 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?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Air and Climate</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity and Affordability</td>
<td>---</td>
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<tr>
<td>Health, Wellbeing and Work</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

The Academic Strategic Action Plan was developed to carry forward the strategic priority of academic excellence in 2009-2014. The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.

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

In December 2009, the university adopted the 2009 – 2014 Academic Strategic Plan. The plan calls for developing knowledge of and a commitment to environmental sustainability in both the undergraduate and graduate curriculum. The undergraduate goal is to ensure in part the “breadth and integration of deep learning characteristic of a liberal arts and sciences education, including but not limited to an understanding of….the significance of …a commitment to environmental sustainability.” The graduate curriculum goal includes ensuring a “functional understanding of the integration of that [one’s chosen] professional field or academic discipline and its significance for…the human stewardship of the environment.”

The Academics sub-committee of the President’s Committee for Sustainability wants to be clear that Seattle U addresses sustainability in a broad sense, rather than one limited to environmental issues. Therefore, the Academic Strategic Action Plan goals stated below will be implemented with students learning about the environmental, social, and economic dimensions of sustainability and climate change.

To advance sustainability in academic offerings, research and scholarship, and service learning, the university has identified the following strategies:
- Assess sustainability in the curriculum to understand the type and depth of sustainability courses offered in each college and school.
- Measure sustainability literacy in students in their freshman and senior years.
- Link student learning opportunities with university sustainability projects

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

President’s Committee for Sustainability

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

The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.

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

Increase students’ engagement with faculty research on sustainability by: assessing the rate of student involvement and desire to be involved with sustainability-related research projects; investigating sustainability-related research taking place in all colleges and schools; and promoting independent studies as outlet for sustainability research.

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

President’s Committee for Sustainability
A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.

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

Establish a Co-curricular Programming Subcommittee
Develop learning outcomes needed to promote and advance sustainability within co-curricular programs.
Develop a comprehensive communications plan to make students and campus members aware of sustainability offerings
Develop a peer-to-peer sustainability education program

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

President’s Committee for Sustainability

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

The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.

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

The university will bolster and formalize its approach to communicating about climate change with the strategies described below.
Implement a university-wide sustainability communications plan to advance sustainability related communication that includes: a more comprehensive web presence, newsletters, press releases, conference presentations, signage, supporting student clubs, campus tours, speaker series and participation in community events.
Increase opportunities for campus members to engage with sustainability on campus.
Increase the university’s network of partners in the surrounding community.

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

President’s Committee for Sustainability

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

The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.
The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Reduce all scope 1, 2 and 3 emissions combined by at least 12% by 2020 and by at least 51% by 2035.

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

President’s Committee for Sustainability

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

The Facilities Master Plan embodies Seattle University's land, building and space use vision and goals from 2006 to 2026.

The Major Institutional Master Plan guides campus developments over the next 20 years. It is a comprehensive land use plan that supports and follows the codes and measures of the Seattle City government. This plan was created through a collaborative planning process that includes the Citizen's Advisory Committee, multiple City departments, the University and neighboring community. This plan consists of three main components: The Major Institution Master Plan, the Transportation Management Plan, and the Environmental Impact Statement.

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

The Major Institutional Master Plan goals are to:
Incorporate the principles of sustainable design in all aspects of site and building design, construction, maintenance, and operation.
The Master Plan should facilitate SU’s goal to be a leader in sustainability, both among Jesuit and non-Jesuit universities.
Sustainability principles supporting this goal are:
Incorporate sustainable design approaches into the design of all physical campus elements
Conserve non-renewable natural resources
Make sustainable features visible and available as learning and teaching opportunities
Build structures for permanence and quality as well as flexibility
Design new and renovation projects to meet LEED Gold standards

The Facilities Master Plan goals are to:
Comprehensively incorporate sustainable design approaches into the design of all physical campus elements and systems including campus site layout, circulation plans and systems, landscape and hardscape systems, building design and campus infrastructure.
Harmonize the human built environment with natural systems and processes in such a way that non-renewable natural resources are conserved and that the natural environment maintains its capacity for healthy growth and regeneration.
Make sustainable features visible and available as learning and teaching opportunities.
Endeavour to build structures for permanence and quality as well as flexibility to adapt to changing program requirements over time in order to demonstrate resource efficiency.
Design new and renovation projects to meet LEED Gold standards.

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

Facilities
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):

---

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

The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.

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

Reduce 2009 building energy use 18% by 2035 by retro-commissioning building systems, replacing old equipment and fixtures with newer energy efficient ones, evaluating the latest energy and carbon neutral design strategies, practices and technologies for use in the new science building.

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

Facilities

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

The Facilities Master Plan embodies Seattle University's land, building and space use vision and goals from 2006 to 2026.

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

Landscapes should be designed to enhance the quality of the pedestrian environment; with respect to slope, drainage, solar orientation, and micro-climate; with maintainable materials that are dominated by drought tolerant, edible herbs and fruit and Pacific Northwest native species; to incorporate signage and other educational efforts to instill a greater appreciation for the role and importance of plants within the campus and surrounding community; within a specified water budget that guides the selection of plants. Where separation or enclosure is required, utilize living fence or landscaping materials whenever possible. Consider the addition of water feature(s) on campus that are supplied by water and kinetic energy via diverted roof discharge or concentrated surface flows. These may be flow forms, small reflecting pools or intermittent channel flows. Appropriate vegetation to enhance wildlife proliferation should be located at the edge of water features. Eliminate monocultures. Continue SU’s organic status and use of Integrated Pest Management. Continue SU’s status as ‘Wildlife Sanctuary’. Install green roofs on new and existing buildings where possible. Maximize efficiency of irrigation system to
minimize waste. Increase street tree coverage of perimeter streets to lower urban heat island effect and also reduce impervious surface.

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

Facilities

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

The Environmental Purchasing Policy states: When purchasing a product or service, the purchasing department will evaluate environmentally preferable attributes equally along with quality, price and availability. It is further recommended that all purchases conducted by university employees for their department follow the same guidelines choosing products and services that provide the most environmental attributes. As with all purchasing decisions, however, these guidelines should not be executed at the expense of product performance, availability or reasonable cost. The following is a list of environmental attributes:

- Biobased
- Biodegradable or compostable
- Durable
- Energy and water-efficient
- EnergyStar Rated
- Environmental impact of transportation
- Free of harmful chemicals (including but not limited to: carcinogens, CFCs, lead, mercury, PBTs, VOCs)
- Produced in the Pacific Northwest
- Low life cycle costs
- Recyclable, reusable, refillable, repairable
- Made of recycled-content
- Reduced greenhouse emissions
- Reduced packaging
- Refurbished
- Made from rapidly renewable materials
- Zero or low toxicity
- Upgradeable

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

None

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

Facilities purchasing staff

**A brief description of the plan(s) to advance sustainability in Transportation:**
The Major Institutional Master Plan guides campus developments over the next 20 years. It is a comprehensive land use plan that supports and follows the codes and measures of the Seattle City government. This plan was created through a collaborative planning process that includes the Citizen's Advisory Committee, multiple City departments, the University and neighboring community. This plan consists of three main components: The Major Institution Master Plan, the Transportation Management Plan, and the Environmental Impact Statement. The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.

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

Transportation Goals in the Climate Action Plan:
No more than 29% of the daytime campus population (students and employees) arrive to campus driving alone by 2035.
Support and advocate for development of new and existing public transit
Increase awareness, outreach and support of alternative transportation
Offer adjusted schedules and telecommuting for employees
Increase percentage of students living on campus
Increase use of bicycles as an alternative to vehicles

Transportation Management Plan Goals:
A transit subsidy of up to 75% of the cost of transit passes for faculty and staff and a minimum subsidy of 30% of the cost of all types of commuter student transit passes.
Increased subsidies for VanPool program participants and additional services to bicycle commuters and pedestrians.
A more comprehensive marketing program that will promote the program’s benefits and opportunities to the campus population on a regular basis.
Parking will be priced so the cost of making a single occupant vehicle commute trip is greater than the cost of making the same trip by transit.
Continued coordination with First Hill institutions to improve transit access and pursue mutually beneficial programs to reduce single occupant vehicle trips.
Increase percentage of students living on campus.
Freshman not allowed to bring a car to campus.
Improve access to online education and services.

Accountable parties, offices or departments for the Transportation plan(s):
Department of Public Safety and Facilities

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

The Climate Action Plan was approved in 2010 to implement the requirements of signing the American College & University Presidents’ Climate Commitment.

The measurable objectives, strategies and timeframes included in the Waste plan(s):
Reduce the amount of waste sent to the landfill to 45% in 2015, 35% in 2020, 30% in 2025, 25% in 2030 and 20% in 2035.
Accountable parties, offices or departments for the Waste plan(s):

Recycling Manager and Campus Sustainability Manager

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

The Facilities Master Plan embodies Seattle University's land, building and space use vision and goals from 2006 to 2026.

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

Capture and reuse waste water from new campus buildings for irrigation, to flush toilets and/ or in HVAC systems. Install high-efficiency water fixtures and equipment in buildings.

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

Facilities

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

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

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

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

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

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

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A brief description of the plan(s) to advance sustainability in Investment:
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The measurable objectives, strategies and timeframes included in the Investment plan(s):
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Accountable parties, offices or departments for the Investment plan(s):
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A brief description of the plan(s) to advance sustainability in other areas:
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The measurable objectives, strategies and timeframes included in the other plan(s):
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Accountable parties, offices or departments for the other plan(s):
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The institution’s definition of sustainability:
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Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:
No

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

The website URL where information about the institution’s sustainability planning is available:
---
Governance

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.
And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access
Diversity and Equity Coordination

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
---

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>---</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
---
The full-time equivalent of people employed in the diversity and equity office:  
---

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

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>---</td>
</tr>
<tr>
<td>Faculty</td>
<td>---</td>
</tr>
<tr>
<td>Administrators</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

---

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

---
Assessing Diversity and Equity

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

---

A brief description of the campus climate assessment(s):

---

Has the institution assessed student diversity and educational equity?:

---

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

---

Has the institution assessed employee diversity and employment equity?:

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

---

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

A brief description of the governance and public engagement assessment(s):
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The website URL where information about the assessment(s) is available:
---
Support for Underrepresented Groups

Responsible Party
Karen Price
Campus Sustainability Manager
Facilities

Criteria

Part 1
Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PA 7: Support for Future Faculty Diversity.

Part 2
Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Office of Multicultural Affairs has Peer Mentors with the Connections Leadership Program that support the transition of new first-year and transfer students of color. OMA’s Diversity & Equity Education Program’s peer educators host programs and dialogues that invite students, faculty, and staff to engage critically with issues of social justice and inclusion. OMA-Admissions Liaisons assist both the Office of Admissions and the Office of Multicultural Affairs with the recruitment and guidance of first-year and transfer students at Seattle University. The liaisons reach out to traditionally underrepresented population groups in hopes of fostering a sense of community and diversity at Seattle University. These groups include: racial minority groups, LGBTQ students, first-generation students, commuter students, and economically-disadvantaged students.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.seattleu.edu/oma/

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?:

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

---

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

---

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

---

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

---
Support for Future Faculty Diversity

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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?:

---

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

---

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

---
Affordability and Access

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income
B. The graduation/success rate for low-income students
C. The percentage of student financial need met, on average
D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?: Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:
A brief description of any programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

---

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

---

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

---

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

---

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

---

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

---

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:

---

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

---

A brief description of any scholarships provided specifically for part-time students:
A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

---

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

---

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

---

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage (0-100)</th>
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<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

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:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
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<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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

Number of employees:
---

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:
---

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:
---

Number of employees of contractors working on campus:
---

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:
---

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:
---

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:
---

Number of staff and faculty that receive sustainable compensation:
---

Number of employees of contractors that receive sustainable compensation:
---

A brief description of the standard(s) against which compensation was assessed:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular,
full-time employees:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:
---

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):
---

The local legal minimum hourly wage for regular employees:
---

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?:
---

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:
---
Assessing Employee Satisfaction

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:
Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:
---

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

A survey was conducted in March, 2009 which polled all faculty and staff on issues related to workplace satisfaction in order to identify areas of strength and areas for improvement. Overall survey results were communicated to campus in June, 2009 and individual Deans and Vice Presidents received college and division level results over the summer and fall quarters.

University leaders identified three categories of focus for improvement: Governance, Fairness, and Compensation & Benefits at the university-wide level and the Satisfaction Improvement Taskforce was convened in January, 2010.

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 year the employee satisfaction and engagement evaluation was last administered:
2,009

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:
http://www.seattleu.edu/survey/default.aspx
Wellness Program

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td>---</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>---</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

Seattle University LiVE (Lead, Inspire, Value, and Enrich) is a wellness program designed to reward you for taking the small steps that lead to healthy habits. Employees can earn points for chances to win exciting prizes including fitness devices and sports apparel. LiVE participation starts with a well-being self-assessment that points out areas of strength and suggested areas to focus on in creating a personal health and well-being plan. Earn more points by completing quarterly well-being challenges, working with a Whole Health Coach, going for an annual checkup and reporting your key health numbers (cholesterol, blood pressure and others).

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

http://www.seattleu.edu/hr/LiVE.aspx
Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See Sampling and Data Standards, below, for further guidance on reporting injuries and disease cases.

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

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
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<tr>
<td>Sustainable Investment</td>
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<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

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.

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

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company’s social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company’s sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Responsible Party

Karen Price
Campus Sustainability Manager
Facilities

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Innovation 1</td>
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<td>Innovation 2</td>
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<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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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.

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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.

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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.

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