Northern Arizona 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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<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Boundary</td>
</tr>
<tr>
<td>Operational Characteristics</td>
</tr>
<tr>
<td>Academics and Demographics</td>
</tr>
</tbody>
</table>
## Institutional Boundary

### Criteria

This won't display

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

### Institution type:

Doctorate

### Institutional control:

Public

### 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>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Reason for excluding agricultural school:

---
Reason for excluding medical school:
Limited access to data.

Reason for excluding pharmacy school:
---

Reason for excluding public health school:
---

Reason for excluding veterinary school:
---

Reason for excluding satellite campus:
Limited access to data.

Reason for excluding hospital:
---

Reason for excluding farm:
---

Reason for excluding agricultural experiment station:
---

Narrative:
---
Operational Characteristics

Endowment size:
95,409,559.19 US/Canadian $

Total campus area:
740 Acres

IECC climate region:
Cold

Locale:
Large town

Gross floor area of building space:
6,460,750 Gross Square Feet

Conditioned floor area:
4,437,852 Square Feet

Floor area of laboratory space:
90,301 Square Feet

Floor area of healthcare space:
20,706 Square Feet

Floor area of other energy intensive space:
144,104 Square Feet

Floor area of residential space:
1,879,054 Square Feet

Electricity use by source::
<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>0.75</td>
</tr>
<tr>
<td>Coal</td>
<td>31.86</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0.37</td>
</tr>
<tr>
<td>Hydro</td>
<td>---</td>
</tr>
<tr>
<td>Natural gas</td>
<td>17.19</td>
</tr>
<tr>
<td>Nuclear</td>
<td>24.48</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>8.39</td>
</tr>
<tr>
<td>Wind</td>
<td>4.47</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>12.49</td>
</tr>
</tbody>
</table>

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

Our utility lists energy efficiency as 7.83% and DE as 4.66%

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>100</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:
7

Number of academic departments (or the equivalent):
35

Full-time equivalent enrollment:
19,320

Full-time equivalent of employees:
2,679

Full-time equivalent of distance education students:
4,764

Total number of undergraduate students:
17,808

Total number of graduate students:
1,512

Number of degree-seeking students:
19,149

Number of non-credit students:
171

Number of employees:
4,419

Number of residential students:
7,100
Number of residential employees:
20

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>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<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

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

This credit does not include continuing education and extension courses, which are covered by EN 11: Continuing Education.
Figures required to calculate the percentage of courses with sustainability content:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sustainability courses offered</td>
<td>79</td>
<td>25</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>125</td>
<td>24</td>
</tr>
<tr>
<td>Total number of courses offered by the institution</td>
<td>2,161</td>
<td>160</td>
</tr>
</tbody>
</table>

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

33

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

48

Number of years covered by the data:

One

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

NAU sustainability courses and courses including sustainability for STARS.docx

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

Undergraduate sustainability courses (bold) 79 and courses that include sustainability 125
ANT 365 CULTURAL RESOURCE MANAGEMENT (3)
ANT 370 HUMAN ECOLOGY (3)
ANT 501 FOOD AND CULTURE (3)
AHBY 380 CITIES, SUBURBS AND COUNTRYSIDE (3)
AIS 290 FOUNDATIONS OF INDIGENOUS ENVIRONMENTAL JUSTICE: LAW, POLICY AND MOVEMENTS (3)
AIS 450 INDIAN HEALTH: ISSUES IN HEALTH CARE, PROMOTION AND POLICY (3)
AIS 470 TRADITIONAL ETHNO-BIOLOGICAL KNOWLEDGE OF INDIGENOUS PEOPLES (3)
BBA 300 PRINCIPLES OF MANAGEMENT IN A GLOBAL ECONOMY (3)
BBA 310 PRINCIPLES OF MARKETING IN A GLOBAL ECONOMY (3)
BBA 380 MANAGEMENT FOR ENVIRONMENTAL SUSTAINABILITY AND DURABLE COMPETITIVE ADVANTAGE (3)
BBA 471C BUSINESS ETHICS (3)
BIO 326 ECOLOGY (4)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 369</td>
<td>ENVIRONMENTAL MICROBIOLOGY</td>
<td>(4)</td>
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<tr>
<td>BIO 373</td>
<td>MARINE BIOLOGY</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 374</td>
<td>ECONOMIC BOTANY</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 409</td>
<td>SOIL AND GROUNDWATER BIOREMEDIATION</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 409H</td>
<td>BIOREMEDIATION - HONORS</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 426C</td>
<td>PLANTS AND CLIMATE</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 441</td>
<td>CONSERVATION BIOLOGY</td>
<td>(3)</td>
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<tr>
<td>BIO 470/570</td>
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<td>BIO 471/578</td>
<td>MICROBIAL ECOLOGY</td>
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<tr>
<td>BIO 477</td>
<td>FISH MANAGEMENT</td>
<td>(3)</td>
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<tr>
<td>BIO 478</td>
<td>WILDLIFE MANAGEMENT</td>
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<tr>
<td>BIO 479</td>
<td>ECOSYSTEMS AND CLIMATE CHANGE</td>
<td>(3)</td>
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<tr>
<td>CENE 150</td>
<td>INTRODUCTION TO ENVIRONMENTAL ENGINEERING</td>
<td>(3)</td>
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<tr>
<td>CENE 150L</td>
<td>INTRODUCTION TO ENVIRONMENTAL ENGINEERING LAB</td>
<td>(1)</td>
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<tr>
<td>CENE 280</td>
<td>ENVIRONMENTAL ENGINEERING FUNDAMENTALS</td>
<td>(3)</td>
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<td>CENE 281L</td>
<td>WATER QUALITY LAB</td>
<td>(1)</td>
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<tr>
<td>CENE 282L</td>
<td>AIR AND SITE INVESTIGATIONS LAB</td>
<td>(1)</td>
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<td>CENE 286</td>
<td>CIVIL AND ENVIRONMENTAL ENGINEERING DESIGN</td>
<td>(3)</td>
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<td>CENE 330</td>
<td>AIR QUALITY ENGINEERING</td>
<td>(3)</td>
</tr>
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<td>CENE 332</td>
<td>SOLID AND HAZARDOUS WASTE MANAGEMENT</td>
<td>(3)</td>
</tr>
<tr>
<td>CENE 333</td>
<td>WATER RESOURCES I</td>
<td>(3)</td>
</tr>
<tr>
<td>CENE 335</td>
<td>ENVIRONMENTAL BIOTECHNOLOGY</td>
<td>(3)</td>
</tr>
<tr>
<td>CENE 336</td>
<td>WATER RESOURCES II</td>
<td>(3)</td>
</tr>
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<td>CENE 383</td>
<td>GEOTECHNICAL ENGINEERING I</td>
<td>(3)</td>
</tr>
<tr>
<td>CENE 410</td>
<td>UNIT OPERATIONS IN ENVIRONMENTAL ENGINEERING</td>
<td>(3)</td>
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<tr>
<td>CENE 434</td>
<td>WATER AND WASTE-WATER UNITS DESIGN</td>
<td>(3)</td>
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<tr>
<td>CENE 440</td>
<td>ENVIRONMENTAL PROTECTION: TODAY AND TOMORROW</td>
<td>(3)</td>
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<tr>
<td>CENE 441</td>
<td>ENVIRONMENTAL PROTECTION CASE STUDY</td>
<td>(1)</td>
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<tr>
<td>CENE 468</td>
<td>ENGINEERING IN NATURAL SYSTEMS: RIVERS AND STREAMS</td>
<td>(3)</td>
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<tr>
<td>CENE 480</td>
<td>ENVIRONMENTAL TRANSPORT PROCESSES</td>
<td>(3)</td>
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<td>COM 150</td>
<td>ENVIRONMENTAL COMMUNICATION</td>
<td>(3)</td>
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<td>COM 250</td>
<td>ENVIRONMENTAL PERSPECTIVES ON COMMUNICATION ARTS</td>
<td>(3)</td>
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<tr>
<td>CM 120</td>
<td>BUILDING THE HUMAN ENVIRONMENT</td>
<td>(3)</td>
</tr>
<tr>
<td>CST 217</td>
<td>ARGUMENTATION AND DEBATE</td>
<td>(3)</td>
</tr>
<tr>
<td>CST 370</td>
<td>RHETORICS OF NATURE AND ENVIRONMENTALISM</td>
<td>(3)</td>
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<tr>
<td>CDSY 240</td>
<td>INTRODUCTION TO COMMUNITY DEVELOPMENT AND SUSTAINABILITY</td>
<td>(3)</td>
</tr>
<tr>
<td>CDSY 320</td>
<td>COMMUNITY AND SOCIAL CHANGE</td>
<td>(3)</td>
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<td>CDSY 360</td>
<td>TECHNOLOGIES OF SUSTAINABILITY</td>
<td>(3)</td>
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<td>CDSY 370</td>
<td>ECONOMICS OF SUSTAINABILITY</td>
<td>(3)</td>
</tr>
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<td>CDSY 380</td>
<td>COMMUNITY PROGRAM PLANNING AND EVALUATION</td>
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<td>CDSY 430</td>
<td>POWER, POLITICS AND THE PRESS</td>
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<td>CDSY 440</td>
<td>CURRENT ISSUES IN SUSTAINABILITY</td>
<td>(3)</td>
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<tr>
<td>CCJ 312</td>
<td>ENVIRONMENTAL CRIME</td>
<td>(3)</td>
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<td>ECO 324</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>(3)</td>
</tr>
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<td>ECO 328</td>
<td>THE POLITICAL ECONOMY OF ENERGY</td>
<td>(3)</td>
</tr>
<tr>
<td>ECO 424</td>
<td>NATURAL RESOURCES AND CLIMATE CHANGE</td>
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<td>ECO 428</td>
<td>ADVANCED ENERGY ECONOMICS</td>
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<tr>
<td>ENG 495</td>
<td>GLOBAL ENV&amp;CLIMATIC</td>
<td>(3)</td>
</tr>
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</table>
EGR 190 ENERGY, ECOLOGY, AND YOU (3)
EGR 501 TOPICS IN SUSTAINABLE SYSTEMS (3)
ENV 101 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3)
ENV 101H INTRODUCTION TO ENVIRONMENTAL SCIENCE - HONORS (3)
ENV 101L INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB (1)
ENV 110 EXTREME WEATHER (3)
ENV 115 CLIMATE CHANGE (3)
ENV 115H CLIMATE CHANGE - HONORS (3)
ENV 181 ENVIRONMENTAL SUSTAINABILITY (3)
ENV 182 ECO HOUSE SEMINAR (1-3)
ENV 199 SPECIAL TOPICS (1-3)
ENV 230 FOUNDATIONS OF ENVIRONMENTAL SCIENCE: HUMANS AND THE ENVIRONMENT (4)
ENV 360 PHYSICAL AND CHEMICAL PROCESSES IN THE ATMOSPHERE AND HYDROSPHERE (4)
ENV 299 SPECIAL TOPICS (1-3)
ENV 299H SPECIAL TOPICS - HONORS (1-3)
ENV 301W TOPICS IN ENVIRONMENTAL STUDIES (3)
ENV 326 ENVIRONMENTAL ECOLOGY (3)
ENV 326L ENVIRONMENTAL ECOLOGY LAB (1)
ENV 332 SOLID AND HAZARDOUS WASTE MANAGEMENT (3)
ENV 375 ENVIRONMENTAL SCIENCES OF THE SAN JUAN RIVER BASIN (3)
ENV 385W ENERGY, RESOURCES AND POLICY (4)
ENV 399H ECOLOGY OF THE GRAND CANYON REGION (3)
ENV 409 SOIL AND GROUNDWATER BIOREMEDIATION (3)
ENV 410 METEOROLOGY (4)
ENV 430 ENVIRONMENTAL CHEMISTRY (3)
ENV 440 CONSERVATION BIOLOGY (3)
ENV 450 HISTORICAL ECOLOGY: RECONSTRUCTING PAST ECOSYSTEMS (3)
ENV 471 MICROBIAL ECOLOGY (3)
ENV 490C SENIOR SEMINAR IN ENVIRONMENTAL SCIENCES (3)
ENV 495 GLOBAL ENVIRONMENTAL AND CLIMATE CHANGE (3)
ENV 499 CONTEMPORARY DEVELOPMENTS (1-3)
ENVY 105 ENVIRONMENTAL BIOLOGY (4)
FS 111 SCIENCE FIRST YEAR SEMINAR (3)
FS 111H SCIENCE FIRST YEAR SEMINAR (3)
FS 121 AESTHETIC & HUMANISTIC INQUIRY FIRST YEAR SEMINAR (3)
FS 121H AESTHETIC & HUMANISTIC INQUIRY FIRST YEAR SEMINAR (3)
FS 131 CULTURAL UNDERSTANDING FIRST YEAR SEMINAR (3)
FS 131H CULTURAL UNDERSTANDING FIRST YEAR SEMINAR (3)
FS 141 SOCIAL & POLICITAL WORLDS FIRST YEAR SEMINAR (3)
FS 141H SOCIAL & POLITICAL WORLDS FIRST YEAR SEMINAR (3)
FS 199 SPECIAL TOPICS (1-3)
FOR 207 PROJECT WET (1)
FOR 203 PROJECT LEARNING TREE (1)
FOR 204 PROJECT WILD (1)
FOR 205 PROJECT WILD AQUATIC (1)
FOR 213 ECOLOGY AND MANAGEMENT OF FOREST SOILS (3)
FOR 222 ENVIRONMENTAL CONSERVATION (3)
FOR 230 MULTICULTURAL PERSPECTIVES OF NATURAL RESOURCE MANAGEMENT (3)
FOR 240 INTRODUCTION TO CONSERVATION BIOLOGY (3)
FOR 250 ARIZONA FORESTS AND WILDLIFE (3)
FOR 255 INTERNATIONAL WILDLIFE ISSUES (3)
FOR 270 NATIVE AMERICAN ECOLOGY (3)
FOR 283 FORESTRY IN THE WILDLAND-URBAN INTERFACE (3)
FOR 300 FOREST ECOLOGY FOR PROFESSIONALS (3)
FOR 310 FOREST ECOLOGY I (3)
FOR 314 FOREST ECOLOGY II (3)
FOR 323W FOREST MANAGEMENT I (3)
FOR 324W FOREST MANAGEMENT II (3)
FOR 325W FOREST MANAGEMENT III (3)
FOR 326W FOREST MANAGEMENT IV (3)
FOR 340 ENVIRONMENTAL HYDROLOGY (3)
FOR 340H ENVIRONMENTAL HYDROLOGY-HONORS (3)
FOR 360 NATURAL RESOURCES POLICY (3)
FOR 370 INDIGENOUS KNOWLEDGE: ECOLOGICAL IMPLICATIONS (3)
FOR 381 FOREST ECOSYSTEM MANAGEMENT (3)
FOR 413C FOREST ECOSYSTEM ASSESSMENT I (3)
FOR 414C FOREST ECOSYSTEM ASSESSMENT II (3)
FOR 415S/515 FORESTRY IN DEVELOPING COUNTRIES (3)
FOR 423C FOREST ECOSYSTEM PLANNING I (3)
FOR 424C FOREST ECOSYSTEM PLANNING II (3)
FOR 430 LEADERSHIP AND THE ENVIRONMENT (3)
FOR 441 SUSTAINABLE FORESTRY IN TROPICAL ECOSYSTEMS: INTERNATIONAL FIELD EXPERIENCE (3)
FOR 443S/543 ECOSYSTEM AND MANAGEMENT OF INTRODUCED SPECIES (3)
FOR 444 WILDERNESS MANAGEMENT FOR PROFESSIONALS (3)
FOR 445 WILDERNESS MANAGEMENT (3)
FOR 447 HUMAN-FOREST INTERACTIONS FROM COMMUNITY PERSPECTIVES (3)
FOR 451S/551 FIRE ECOSYSTEM AND MANAGEMENT (3)
FOR 465/565 WATERSHED RESTORATION (3)
FOR 479 ECOSYSTEMS AND CLIMATE CHANGE (3)
FOR 493 NATURAL RESOURCE ECONOMICS (3)
GCS/HON 341 PEOPLES OF THE SOUTHWEST: PAST AND PRESENT (3)
GCS/HON 344 ENVIRONMENTAL POLICY OF GRAND CANYON & COLORADO PLATEAU (3)
GCS/HON 350 MANAGING THE GRAND CANYON (1-3)
GCS/HON 352 GRAND CANYON AESTHETICS (3)
GSP 120 BUILDING THE HUMAN ENVIRONMENT (3)
GSP 148 FOODS OF THE US (3)
GSP 201 COMMUNITIES, PLANNING AND CHANGE (3)
GSP 276 PLANNING FOR SUSTAINABLE TOURISM (3)
GSP 302 ENVIRONMENTAL PLANNING (3)
GSP 365 FUNDAMENTALS OF WEATHER AND CLIMATE (3)
GSP 402 ENVIRONMENTAL IMPACT STATEMENTS (3)
GLG 107 OCEANOGRAPHY (3)
GLG 110 ENVIRONMENTAL GEOLOGY (3)
GLG 110L ENVIRONMENTAL GEOLOGY LAB (1)
GLG 112 GEOLOGIC DISASTERS (3)
GLG 112H GEOLOGIC DISASTERS - HONORS (3)
<table>
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<tr>
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<th>Credits</th>
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<tr>
<td>GLG 112L</td>
<td>GEOLOGIC DISASTERS LAB</td>
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<td>GLG 115</td>
<td>CLIMATE CHANGE</td>
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<td>GLG 303</td>
<td>GRAND CANYON NATURAL SCIENCE</td>
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<td>GLG 360</td>
<td>APPLIED GEOLOGY</td>
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</tr>
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<td>GLG 451</td>
<td>HYDROGEOLOGY</td>
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<tr>
<td>HIS 308</td>
<td>SCIENCE, TECHNOLOGY, AND SOCIETY IN THE AMERICAN WEST</td>
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<tr>
<td>HIS 397</td>
<td>SURVEY OF AMERICAN ENVIRONMENTAL HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HIS 405</td>
<td>TOPICS IN U.S. ENVIRONMENTAL HISTORY</td>
<td>3</td>
</tr>
<tr>
<td>HON 340</td>
<td>WRITING THE CANYON: GRAND CANON AESTHETICS AND HUMANITIES</td>
<td>3</td>
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<tr>
<td>HON 343</td>
<td>GEOLOGY OF THE GRAND CANYON</td>
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</tr>
<tr>
<td>HON 399</td>
<td>INTEGRATIVE SEMINAR: GRAND CANYON &amp; THE COLORADO PLATEAU AS TEXT</td>
<td>3</td>
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<tr>
<td>HUM 130</td>
<td>INTRODUCTION TO SOUTHWEST HUMANITIES</td>
<td>3</td>
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<tr>
<td>HUM 175</td>
<td>ENVIRONMENTAL HUMANITIES</td>
<td>3</td>
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<tr>
<td>HUM 175H</td>
<td>ENVIRONMENTAL HUMANITIES-HONORS</td>
<td>3</td>
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<tr>
<td>HUM 373</td>
<td>NATURE AND VALUES</td>
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<tr>
<td>JLS 335W</td>
<td>ENVIRONMENTAL REPORTING TOPICS</td>
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<td>ME 451</td>
<td>RENEWABLE ENERGY</td>
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<td>ME 454</td>
<td>FINITE ELEMENT ANALYSIS</td>
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<td>PRM 531</td>
<td>RECREATION ECOLOGY AND PHYSICAL IMPACT ANALYSIS</td>
<td>3</td>
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<tr>
<td>PRM 211</td>
<td>LEAVE NO TRACE</td>
<td>1</td>
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<tr>
<td>PRM 300</td>
<td>ECOTOURISM</td>
<td>3</td>
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<td>PRM 401</td>
<td>NATURAL RESOURCES PROTECTION</td>
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<td>PRM 411</td>
<td>LEAVE-NO-TRACE MASTER EDUCATOR CERTIFICATION</td>
<td>3</td>
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<td>PRM 446</td>
<td>PROTECTED AREA MANAGEMENT</td>
<td>3</td>
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<tr>
<td>PHI 331</td>
<td>ENVIRONMENTAL ETHICS</td>
<td>3</td>
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<td>PHI 331H</td>
<td>ENVIRONMENTAL ETHICS - HONORS</td>
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<tr>
<td>PHI 325</td>
<td>PHILOSOPHY OF CITIES</td>
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<td>GSP 276</td>
<td>PLANNING FOR SUSTAINABLE TOURISM</td>
<td>3</td>
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<td>GSP 402</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
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<td>POS 344</td>
<td>ENVIRONMENTAL MOVEMENTS</td>
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</tr>
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<td>POS 347</td>
<td>ENVIRONMENTAL POLITICS OF THE COLORADO PLATEAU</td>
<td>3</td>
</tr>
<tr>
<td>POS 345</td>
<td>ENVIRONMENTAL LAW</td>
<td>3</td>
</tr>
<tr>
<td>POS 359</td>
<td>ENVIRONMENTAL POLICY</td>
<td>3</td>
</tr>
<tr>
<td>POS 455</td>
<td>POLITICAL ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>POS 456</td>
<td>TOPICS IN GLOBAL ENVIRONMENTAL POLITICS</td>
<td>3</td>
</tr>
<tr>
<td>PSY 411</td>
<td>CONSERVATION PSYCHOLOGY: PSYCHOLOGY FOR A SUSTAINABLE FUTURE</td>
<td>3</td>
</tr>
<tr>
<td>REL 391</td>
<td>RELIGION, NATURE, AND THE ENVIRONMENT</td>
<td>3</td>
</tr>
<tr>
<td>SBS 101</td>
<td>THE GLOBAL VILLAGE</td>
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<td>SOC 633</td>
<td>ENVIRONMENTAL SOCIOLOGY</td>
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</tr>
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<td>SOC 319</td>
<td>POPULATION AND ENVIRONMENT</td>
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</tr>
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<td>SOC 319W</td>
<td>POPULATION AND ENVIRONMENT W</td>
<td>3</td>
</tr>
<tr>
<td>SOC 333</td>
<td>ENVIRONMENT AND SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 334</td>
<td>SOCIOLOGY OF COMMUNITY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 444</td>
<td>ENVIRONMENT AND SOCIAL CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate sustainability courses (bold) 25 and graduate courses that include sustainability 24

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 570</td>
<td>PLANT ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIO 572</td>
<td>LIMNOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>
BIO 573 FIELD ECOLOGY (3)
BIO 575 PLANT PATHOLOGY (3)
BIO 577 CONCEPTS IN ECOLOGY (3)
BIO 673 PHYSIOLOGICAL ECOLOGY (4)
BIO 345 SUSTAINABLE BOTANY (4)
CENE 540 ENVIRONMENTAL PROTECTION: TODAY AND TOMORROW (3)
CENE 543 URBAN TRANSPORTATION PLANNING (3)
CHM 520 SOURCES, FATE AND TRANSPORT OF ENVIRONMENTAL POLLUTANTS (3)
ENV 540 CONSERVATION BIOLOGY (3)
ENV 540L CONSERVATION BIOLOGY LAB (1)
ENV 544 LANDSCAPE ECOLOGY (3)
ENV 550 HISTORICAL ECOLOGY: RECONSTRUCTING PAST ECOSYSTEMS (3)
ENV 555 THE ENVIRONMENTAL SCIENCE-POLICY INTERFACE (3)
ENV 580 ATMOSPHERIC CHANGE (3)
ENV 591 THE SCIENCE AND MANAGEMENT OF GREENHOUSE GASES (3)
ENV 595 GLOBAL ENVIRONMENTAL AND CLIMATE CHANGE (3)
ENV 596 QUATERNARY CLIMATE CHANGE (3)
ENV 599 CONTEMPORARY DEVELOPMENTS (1-3)
FOR 500 ECOSYSTEM SCIENCE AND MANAGEMENT PRINCIPLES (3)
FOR 504 CURRENT TOPICS IN WILDLIFE ECOLOGY AND APPLIED CONSERVATION BIOLOGY (3)
FOR 505 FORESTRY SEMINAR SERIES (1)
FOR 530 ECOLOGICAL RESTORATION PRINCIPLES FOR PRACTITIONERS (3)
FOR 544 LANDSCAPE ECOLOGY (3)
FOR 545 RANGELAND ECOLOGY AND MANAGEMENT (3)
FOR 560 WETLAND ECOLOGY AND MANAGEMENT (3)
FOR 563 WATERSHED HYDROLOGY (3)
FOR 605 NATURAL RESOURCES POLICY ANALYSIS (3)
GSP 501 COMMUNITIES AND PUBLIC PLANNING (3)
GSP 514 PLANNING SUSTAINABLE COMMUNITIES (3)
GSP 543 URBAN TRANSPORTATION PLANNING (3)
GSP 545 COMMUNITY PLANNING AND PUBLIC HEALTH (3)
HIS 568 READINGS IN ENVIRONMENT AND ECONOMY (3)
HIS 668 RESEARCH IN ENVIRONMENT AND ECONOMY (3)
GLG 596 QUATERNARY CLIMATE CHANGE (3)
ME 535 WIND ENERGY ENGINEERING (3)
POS 658 TOPICS IN ENVIRONMENTAL POLITICS (3)
POS 683 TOPICS IN INTERNATIONAL POLICY STUDIES (3)
SCM 526 ECOSYSTEMS AND ENVIRONMENTS (1)
SUS 587 PROFESSIONAL DEVELOPMENT SEMINAR (1-3)
SUS 588 PROSPECTUS DEVELOPMENT (1)
SUS 599 CONTEMPORARY DEVELOPMENTS (1-3)
SUS 601 VISIONS OF GOOD AND SUSTAINABLE SOCIETIES: SELF, OTHER AND COMMUNITY (3)
SUS 602 VISIONS OF GOOD AND SUSTAINABLE SOCIETIES: COMMUNITY, TECHNOLOGY AND VALUES (3)
SUS 608 FIELDWORK EXPERIENCE (1-12)
SUS 689 FINAL INTEGRATIVE PROJECT (1-9)
SUS 695 ELEMENTS OF SUSTAINABLE COMMUNITIES: THEORY AND PRACTICE (3)
SUS 697 INDEPENDENT STUDY (1-3)
The website URL where the inventory of course offerings with sustainability content is publicly available:
http://www.nau.edu/green

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

The Academic Sustainability Steering Committee reviewed the entire NAU catalog and classified sustainability courses and courses that offer some sustainability. This list is updated through the Environmental Caucus, the Office of Sustainability, and the Provost's Office work throughout the year to identify and post sustainability-focused and related courses for the upcoming semester. The GreenNAU website run by the Office of Sustainability and the Environmental Caucus has a location for sustainability course listings. Faculty are encouraged to update and submit new courses at any time directly onto the website. These postings are then reviewed by the graduate assistant for the Environmental Caucus.

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

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

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

---

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

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>Yes</td>
</tr>
<tr>
<td>Praticums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
<tr>
<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis/dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td>Physical education</td>
<td>No</td>
</tr>
<tr>
<td>Performance arts</td>
<td>No</td>
</tr>
</tbody>
</table>

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

---
No

Does the institution designate sustainability courses on student transcripts?:
---
Learning Outcomes

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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.

Submission Note:

Over 75% of our academic programs (including those listed above, who have completed their learning outcomes process) have participated in the Global Learning Initiative Project, which requires, among other things, that the department establish a set of sustainability learning outcomes for their majors.

"---" 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: 3,412

Total number of graduates from degree programs: 4,973
A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:
sustainability and global learning outcomes NAU.doc

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

Biology/Modern Languages
Comparative Cultural Studies
Dental Hygiene
Economics
Educational Technology
Electrical Engineering and Computer Science
Electronic Media and Film
Environmental Sciences
Franke College of Business
Environmental Engineering
Hotel and Restaurant Management
Modern Languages – BA
Philosophy
Politics and International Affairs
School of Art
School of Forestry
School of Nursing
Sociology
University Honors Program
Women's and Gender Studies
Masters Sustainable Communities
Masters Climate Science and Solutions

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

learning outcomes for departments participating in the Global Learning Initiative:
Students will appreciate what it means to use natural resources in ethical and responsible ways that maintain a sustainable environment.
This includes, for example, the following issues:
a. how culture determines how we construct the appropriate use of environmental resources.
b. the connection between responsible engagement with the environment and global citizenship.
c. the scientific basis of environmental sustainability.
d. the vocabulary and concepts around environmental sustainability (e.g., finite and renewable resources, environmental footprint, global commons, peak oil).
e. the role of human interactions with the environment and its relation to the root causes of many global problems.

The website URL where information about the institution’s sustainability learning outcomes is available:
http://globallearning.nau.edu/resources.html
Undergraduate Program

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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):

B.A. Environmental Studies: Sustainability and Community

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

These degrees provide a broad-based and rigorous background in interdisciplinary approaches to understanding environmental and sustainability processes. The environmental studies degree allows students to focus on an environmental issue, rather than concentrating in a particular discipline. This focus approach allows students to draw upon courses across the university to improve their perspective on that issue.

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

http://www4.nau.edu/academiccatalog/2009/Educational_Programs/Engineering_Natural_Sciences/Environmental_Sciences/BSEnvStu.htm

The name of the sustainability-focused, undergraduate degree program (2nd program):
B.S. Environmental Sciences: environmental management

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

All the environmental degrees at NAU are run through the School of Earth Sciences and Environmental Sustainability. We have 23 tenured or full-time faculty in SESES, some of whom split their time between SESES and another academic program (e.g. Biology, Geology, Political Science), but some of whom are full time in environmental sciences/studies. All our major courses are taught by full-time, tenure-track faculty members. We view our degree programs as pre-professional in nature. We require an internship, research project, or field experience for all our majors. These degrees provide a broad-based and rigorous background in interdisciplinary approaches to understanding environmental processes. The environmental sciences degree uses a set of science core courses and a concentration in a natural science or social science discipline to help students develop a science-based approach to the environment and sustainability.

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

http://catalog.nau.edu/ProgressionPlans/view.jsp?inst=NAU00&cat=1213&type=4YR&plan=ENVSCBS&sub=ESEMM

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

B.S. Environmental Sciences: environmental administration and policy

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

All the environmental degrees at NAU are run through the School of Earth Sciences and Environmental Sustainability. We have 23 tenured or full-time faculty in SESES, some of whom split their time between SESES and another academic program (e.g. Biology, Geology, Political Science), but some of whom are full time in environmental sciences/studies. All our major courses are taught by full-time, tenure-track faculty members. We view our degree programs as pre-professional in nature. We require an internship, research project, or field experience for all our majors. These degrees provide a broad-based and rigorous background in interdisciplinary approaches to understanding environmental processes. The environmental sciences degree uses a set of science core courses and a concentration in a natural science or social science discipline to help students develop a science-based approach to the environment and sustainability.

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

http://www4.nau.edu/academiccatalog/2009/Educational_Programs/Engineering_Natural_Sciences/Environmental_Sciences/BSEnvSciEnvPolAdmEM.htm

**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):**
environmental sustainability minor

A brief description of the undergraduate minor, concentration or certificate (1st program):
This minor allows students to explore climate change, the relationship between nature and culture, the ethics and politics of environmental decision-making, and how perspectives on sustainability are expressed humanistically, politically, scientifically, and culturally.

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://catalog.nau.edu/Catalog/details?plan=ENVSTMN&catalogYear=1213

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

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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?:

Yes

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

Masters of Sustainable Communities

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

Northern Arizona University's [SUS] program, guided by the theme, 'Visions of Good and Sustainable Societies,' is one of the best-implemented programs in the country.

The program effectively integrates contemporary issues that are pertinent to today's society and environment. It's easy to see that it has become a model for every MLS program in the US, Canada, and other regions where graduate liberal studies are developed.

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

http://home.nau.edu/sus/

The name of the sustainability-focused, graduate-level degree program (2nd program):
M.S. in Environmental Sciences and Policy

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

You’ll receive mentoring from accomplished faculty for individualized programs of multidisciplinary study, research, and applied projects that often reach across campus and into the greater community. The program’s rigorous training in the natural and political sciences prepares you for successful environmental careers in industry, government, and the non-profit sector.

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

http://nau.edu/CEFNS/NatSci/SESES/Degrees-Programs/Graduate/MS-Environmental-Sciences-and-Policy/

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

PH.D Environmental Sciences & Sustainability

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

The interdisciplinary Earth Sciences and Environmental Sustainability Doctoral program will prepare you to be part of a growing industry of leaders, scientists, and engineers addressing issues of climate change, water scarcity, natural resource demand, and environmental sustainability in the Southwest, United States, and the global community.

You have a choice of three emphases:

Earth and Planetary Systems
Climate and Landscape Change
Engineering Sustainable Systems

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

http://nau.edu/CEFNS/NatSci/SESES/Degrees-Programs/Graduate/PhD-Earth-Sciences-Environmental-Sustainability/

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?:

No

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

---

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

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

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

Responsibility Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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 Grand Canyon Semester - The Grand Canyon Semester at Northern Arizona University offers an unforgettable learning experience in the high mountains of northern Arizona and the deep canyon country of the Colorado Plateau. Students with all kinds of interests come from across the United States and around the world, joining research faculty in the natural sciences, social sciences, arts and humanities to examine the challenges facing people in this ancient and modern environment. On back country field trips, in traditional classroom settings, in art galleries and around campfires, floating down the Colorado River through the Grand Canyon gorges, we confront the issues of then and now: How do population growth, resource scarcity, and changing values determine our relationship to this fragile and stunning landscape? How can we both protect a World Heritage Site of the "crown jewels" of America's National Park system, and still make it available to nearly five million visitors a year? What are the rights of the native peoples whose ancestors lived in this canyon country for thousands of years? And what are our responsibilities to this unique region of the earth?

The website URL where information about the immersive program(s) is available:
http://www.cefns.nau.edu/Orgs/GCS/
Sustainability Literacy Assessment

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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:

2

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

67

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

Sustainability_Sciences-hiring-10_11_13.docx

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

Sustainability literacy assessment is done at the department level for each of the departments that have participated in the Global Learning Initiative. Each department develops its own assessment program that includes a sustainability component. An example of this program is attached.

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

The Global Learning Initiative program sponsored three faculty member groups from individual departments to develop these assessment programs. The draft programs were then approved by the whole faculty of the department and submitted to the GLI.
A brief description of how the assessment(s) were administered:
See attachment

A brief summary of results from the assessment(s):
no results analyzed so far.

The website URL where information about the literacy assessment(s) is available:
http://globallearning.nau.edu/resources.html
Incentives for Developing Courses

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

Criteria

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

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

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

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

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

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

Through the Global Learning Initiative (GLI), faculty may earn a stipend for working on developing GLI plans for their departments. The role of the faculty member is to begin developing a plan for integration of sustainability, global awareness, and diversity into the curriculum of their specific department and then bring other faculty on board.

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

There is a stipend associated with the GLI implementation.

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

http://www4.nau.edu/gli/
Campus as a Living Laboratory

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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.

Submission Note:

additional website on ARTS:
http://nau.edu/SBS/SUS/Program/Research-Teams/

"---" indicates that no data was submitted for this field
Is the institution utilizing the campus as a living laboratory in the following areas?:

<table>
<thead>
<tr>
<th>Area</th>
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<tbody>
<tr>
<td>Air &amp; Climate</td>
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<tr>
<td>Buildings</td>
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<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
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<tr>
<td>Energy</td>
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<tr>
<td>Grounds</td>
<td>Yes</td>
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<tr>
<td>Purchasing</td>
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<tr>
<td>Transportation</td>
<td>Yes</td>
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<tr>
<td>Waste</td>
<td>Yes</td>
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<tr>
<td>Water</td>
<td>Yes</td>
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<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>Yes</td>
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<tr>
<td>Diversity &amp; Affordability</td>
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<tr>
<td>Health, Wellbeing &amp; Work</td>
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<tr>
<td>Investment</td>
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<tr>
<td>Public Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Student interns pursue C tracking and assessment projects as part of NAU’s Green Energy Initiative (GNEI). These projects are used in assessing current projects and in reporting on C reductions and on planning future energy savings projects.
A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

Student interns and resident assistants work on behavioral change programs in academic buildings and in dorms to reduce energy and water usage. Behavioral change and change in energy usage is tracked before and after the educational program was provided.

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

Student interns and employees worked with food services to compost pre-consumer and post consumer food waste and to work with community organizations to provide left over food to local food banks.

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

Student interns and resident assistants work on behavioral change programs in academic buildings and in dorms to reduce energy and water usage. Behavioral change and change in energy usage is tracked before and after the educational program was provided.

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

Student interns worked with NAU staff to develop and test a sustainable landscaping program to eliminate pesticides and inorganic fertilizers from test plots. Results from these studies encourage operations managers to expand the scale of these test programs.

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

none

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

Transportation and bicycle improvement programs including bike lockers, bike rentals, bike repair stations and a new transportation plan for part of campus to make it more bike friendly came from student interns and volunteers on the campus Transportation Action Team.

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

Student interns and employees worked with food services to compost pre-consumer and post consumer food waste, including establishment of a velocomposting program to provide a pick up service for compost using bicycles.
A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

Student resident assistants implemented a strive for five, shorter shower program.

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

Students organized and run a Green Fund to support student-oriented projects in campus sustainability.

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

Action Research Teams associated with First Year seminars work off campus on weatherization and energy efficiency activities for low income housing.

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

---

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

---

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

A partnership was formed between the Program in Community, Culture, and Environment’s Sustainable Environments and Engaged Democracy (SEED) Freshman Learning Community, the Master of Arts in Sustainable Communities (SUS), and the Northern Arizona Interfaith Council. Students on this team work with a dynamic and broad-based group to enhance understanding, respect, improved relationships, and collaborations that nurture a community of freedom, equality, and democratic community engagements between new immigrants and American citizens.

The primary objective of the Northern Arizona Interfaith Council (NAIC) is to build civic leadership by teaching people the skills and practices of public life and the tools for building power for change.

In Flagstaff, NAIC’s recent work has focused on:

integration of new immigrants and immigration policy reform
organizing parents and students for improvements at low income schools
developing a strong coalition to fight state budget cuts and advocate for tax reform

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

In the Action Research Teams, graduate students collaborate with undergraduate students in their first year of college. The teams collaborate with community partners on and off campus and focus on a wide variety of public issues and community needs. These teams include:

Action Group for Water Advocacy (AGWA)
Immigration
Sustainable Living and Urban Gardening (SSLUG)
Flagstaff Foodlink: Community Gardens
Flagstaff Foodlink: School Gardens
Health Education About Lifestyles and Therapies Holístico (H.E.A.L.T.H.)
Art Through all Mediums (ATAM)
New Economy Northern Arizona (NENA)
Students Nurturing Alternatives in Landscaping (SNAIL)

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

http://nau.edu/Facility-Services/Energy/GNEI/Students/
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>
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<tbody>
<tr>
<td>Academic Research</td>
</tr>
<tr>
<td>Support for Research</td>
</tr>
<tr>
<td>Access to Research</td>
</tr>
</tbody>
</table>
### Academic Research

#### Responsible Party

**Rod Parnell**  
Faculty: Earth Sciences and Environmental Sustainability  
School of Earth Sciences and Environmental Sustainability

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#### Criteria

**Part 1**

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

**Part 2**

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

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

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

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

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

---

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

110

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

238

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

25

**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:

**Faculty Involved in Sustainability Research, NAU1-10-12.xlsx**

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

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>University Department</th>
</tr>
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<tbody>
<tr>
<td>Acker, Tom</td>
<td>Mechanical Engineering</td>
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<tr>
<td>Allen, James</td>
<td>Forestry</td>
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<tr>
<td>Anderson, Kristin</td>
<td>Center for Science Teaching &amp; Learning</td>
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<td>Anderson, Scott</td>
<td>School of Earth Sciences &amp; Environmental Sustainability</td>
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<tr>
<td>Atkins, Steve</td>
<td>Mechanical Engineering</td>
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<tr>
<td>Auberle, William</td>
<td>Civil &amp; Environmental Engineering</td>
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<tr>
<td>Ayers, Tina</td>
<td>Biological Sciences</td>
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<tr>
<td>Beier, Paul</td>
<td>Forestry</td>
</tr>
<tr>
<td>Belnap, Ryan</td>
<td>Bilby Research Center</td>
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<tr>
<td>Carroll, Richard</td>
<td>Institute for Human Development</td>
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<tr>
<td>Chambers, Carol</td>
<td>Forestry</td>
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<tr>
<td>Choate, Darren</td>
<td>Management</td>
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<tr>
<td>Ciocanel, Constantin</td>
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<tr>
<td>Clark, Joelle</td>
<td>Bilby Research Center</td>
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<td>Clark, Tim</td>
<td>Franke College of Business</td>
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<td>Cobb, Neil</td>
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<td>Coles, Romand</td>
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<tr>
<td>Covington, Wally</td>
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<td>Crawley, Diedre</td>
<td>Institute for Future Workforce Development</td>
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<td>Decker, Rand</td>
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<td>Deubendorfer, Ernest</td>
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<td>Downard, Jeff</td>
<td>Philosophy</td>
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<td>Dickson, Brett</td>
<td>School of Earth Sciences &amp; Environmental Sustainability</td>
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<tr>
<td>Downum, Chris</td>
<td>Anthropology</td>
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<tr>
<td>Dutton, Paul</td>
<td>Interdisciplinary Health Policy Institute</td>
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<td>English, Karan</td>
<td>Landsward Institute</td>
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<td>Fernandez, Luis</td>
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<td>Flikkema, Paul</td>
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<td>Foster, Jeffrey</td>
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<td>Foti, Pam</td>
<td>Geography, Planning &amp; Recreation</td>
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<td>Fox, Wayne</td>
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<td>Grabe, William</td>
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</table>
Gremillion, Paul School of Earth Sciences & Environmental Sustainability
Guerrero, Shannon Mathematics & Statistics
Gumerman, George Anthropology
Hall, Melvin Educational Psychology
Hardy, Lisa Anthropology
Heinrich, Paul Merriam Powell Center for Environmental Research
Hoftstetter, Richard Forestry
Houchard, Andrea Philosophy
Hovis, Keith Educational Support Programs
Huang, Rulhong Geography, Planning & Recreation
Hubbard, Terry Educational Support Programs
Huenneke, Laura Provost
Huffman, Ann Psychology
Huffman, David Ecological Restoration Institute
Hultine, Kevin School of Earth Sciences & Environmental Sustainability
Hungate, Bruce Merriam Powell Center for Environmental Research
Hurst, Stephanie Chemistry & Biochemistry
Hurteau, Matthew Merriam Powell Center for Environmental Research
Ingram, Jani Chemistry & Biochemistry
Janis, Maxine Dental Hygiene
Johnson, Matthew Colorado Plateau Research Station
Johnson, Nancy School of Earth Sciences & Environmental Sustainability
Kain, Daniel College of Education, Dean's Office
Kang, Okim English
Kaufman, Darrell School of Earth Sciences & Environmental Sustainability
Keim, Paul MGEN - Microbial Genetics
Khatibi, Mehrdad Institute for Tribal Environmental Professionals
Kipple, Alison Electrical Engineering
Kim, Yeon-Su Forestry
Koch, George Merriam Powell Center for Environmental Research
Lee, Martha Forestry
Li, Dan Electrical Engineering
Liu, Cindy MGEN - Microbial Genomics
Majestic, Brian Chemistry & Biochemistry
Maniglia, Rebecca Criminology & Criminal Justice
Manone, Mark Merriam Powell Center for Environmental Research
Marks, Jane Biological Sciences
Martin, Joseph Educational Leadership
Mattson, David Colorado Plateau Research Station
Mellott, Ramona Graduate College
Minkler, Sam School of Communication
Miller, Cheryl Forestry
Moline, Angie School of Earth Sciences & Environmental Sustainability
Nielsen, Erik School of Earth Sciences & Environmental Sustainability
Nowak, Erika Colorado Plateau Research Station
Odem, Wilbert Civil & Environmental Engineering
Ort, Michael School of Earth Sciences & Environmental Sustainability
Parnell, Roderic School of Earth Sciences & Environmental Sustainability
Parson, Sean Politics and International Relations
Peterson, Patricia Education Specialties
Propper, Catherine Biological Sciences
Reid, Mary School of Earth Sciences & Environmental Sustainability
Roberts, Craig Civil & Environmental Engineering
Robinson, Marin Chemistry & Biochemistry
Rogers, Tom Construction Management and Master of Public Administration
Schiefer, Erik Geography, Planning & Recreation
Schultz, Leslie Health Sciences
Short, Calvin School of Communication
Silbert, Shelley Office of the Vice President for Research
Sisk, Thomas School of Earth Sciences & Environmental Sustainability
Smaglik, Edward Civil & Environmental Engineering
Smiley, Frances Anthropology
Smith, Zachary Politics and International Relations
Sommer, Stefan Merriam Powell Center for Environmental Research
Springer, Abe Arizona Water Institute
Talakte, Catherine Educational Support Programs
Theimer, Tad Biological Sciences
Thode, Andrea Forestry
Trotter, Robert Anthropology
Tuanyok, Apichai MGEN - Microbial Genomics
Umhoefer, Paul Geology
Vadasz, Peter Mechanical Engineering
Virgil, Cecil NAU Yuma
Waring, Kristen Forestry
Wagner, Dave MGEN - Microbial Genomics
Websdale, Amy Civic Service Institute
Whipple, Amy Merriam Powell Center for Environmental Research
Whitham, Thomas Merriam Powell Center for Environmental Research
Wilce, James Anthropology
Williams, Susan Franke College of Business

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

Office of Research staff compiled a list of sponsored projects with key words including sustainability, sustainable, environment, environmental, ecology, ecological, conservation, natural resources. The list of titles of these projects were reviewed by the NAU Academic Sustainability Programs Steering Committee and sustainability focused research was determined. The investigators for these projects were then added to the list.

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

Spring ecosystem restoration around the southwest
establishment of a region-wide forest restoration and management initiative (the Four Forest Restoration Initiative)
determination of plant genomes most and least sensitive to habitat migration from climate change
The website URL where information about sustainability research is available:

http://nau.edu/Research/Environment-and-Sustainability/
Support for Research

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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:

Both the Hooper Sustainability Award and the Greenfund offer funding opportunities for students to do sustainability research.

Hooper -
Applicants are encouraged to propose projects in the following areas:
• NAU campus sustainability
• local community-based sustainability projects
• environmentally sustainable business practices
• natural resources and ecosystem science/management
• environmental health in tribal and rural communities

Greenfund -
This funding can be applied towards any number of projects, ranging from reducing our carbon footprint, to using more renewable energy, to increasing recycling efforts on campus. As long as the project aims to improve the environment, the Green Fund can support it.
The website URL where information about the student research program is available:
http://www.research.nau.edu/undergraduate/hooper.aspx

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 Arizona Board of Regents gave formal approval to for the third set of five-year TRIF business plans. Northern Arizona University was approved for two initiatives that encourage faculty research in sustainability for Fiscal Years 2012-2016:

• Environmental and Economic Solutions for Arizona's Rural Landscapes -- $5.7 million over five years to encourage viable and vital rural communities. Focus will be to minimize catastrophic wildfire risks, rebuild a forest products economy, promote collaborative conservation planning and analysis using landscape-scale spatial data, and convene rural and tribal community stakeholders to explore economic alternatives, such as renewable energy development.

• Climate and Energy Solutions -- $4 million over five years to establish a new Sustainable Energy Solutions Institute, continue the nationally significant climate research capacity of the Merriam Powell Center, invest in productive and innovative faculty, and develop ground-breaking curricular programs.

The website URL where information about the faculty research program is available:
http://www.research.nau.edu/vpr/trif.aspx

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

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

Approved by Vote of the CEFNS Faculty January 28, 2009: 110 yes, 34 no, 14 abstain

I. Principles and Values
This document describes the process of annual faculty review and promotion and tenure consideration within the College of Engineering, Forestry & Natural Sciences (CEFNS); acknowledging the diversity of our strengths and reflecting our individual, collegial and institutional values. In this context, the process of faculty reviews and evaluations within all CEFNS units shall include:

• clarity of expectations
• constructive, proactive evaluation and formative feedback
• objective appraisal by peers
• consistent and high standards.

The CEFNS values diversity in the ways an individual faculty member develops excellence in his or her academic career and contributes to the collective success of the department and college. In particular, the CEFNS encourages:
• an emphasis on students
• cross-disciplinary activities
• commitment to scholarship and professional involvement
• assessment for continuous improvement
• collegiality and professionalism
• service to the university and community.

See website for rest of document.

**The website URL where information about the treatment of interdisciplinary research is available:**
http://www.cefns.nau.edu/Faculty/Forms/CEFNSApprovedProcessGuidelinesJanuary282009Final.pdf

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

**A brief description of the institution's library support for sustainability research and learning:**
The library has been very responsive to requests for publications and electronic journals in sustainability and the environment. For example, it now subscribes to the GreenFile database. It has also established sustainability initiatives to reduce paper and energy usage.

**The website URL where information about the institution's library support for sustainability is available:**
http://library.nau.edu/cf/info/recdisplay.cfm?resource_id=2216
Access to Research

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:
35

Number of divisions covered by a policy assuring open access to research:
35

A brief description of the open access policy, including the date adopted and repository(ies) used:
All student research is available through Open Access Publishing. Details policies on public ownership of intellectual property last revised on 08/2010

A copy of the open access policy:
NAU-Intellectual-Property-Policy.pdf

The open access policy:
---

The website URL where the open access repository is available:
http://nau.edu/uploadedFiles/Administrative/Folder_Templates/_Forms/6-908-Intellectual-Property-Policy.pdf

A brief description of how the institution’s library(ies) support open access to research:
The website URL where information about open access to the institution's research is available:
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.

Credit

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<tr>
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<tr>
<td>Student Educators Program</td>
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<td>Student Orientation</td>
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<tr>
<td>Student Life</td>
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<tr>
<td>Outreach Materials and Publications</td>
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<tr>
<td>Outreach Campaign</td>
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<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

Ellen Vaughan
Manager
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

19,320

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

Eco-Reps

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

7,100
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

The role of the Eco-Rep is to provide peer to peer education on how to live more sustainably in NAU residential communities. Topics will include energy and water conservation, recycling, and other relevant environmental issues. Eco-Reps will serve as a resource that role models and promotes environmentally conscious behavior within their residential community/area. They will also assist students in becoming aware of their everyday lifestyle choices and understanding the effects an individual can have on the environment, specifically in their residence. The goal is to promote behavior changes that will continue beyond the time they live at NAU. Eco-Reps share information with their peers through monthly tabling events, trifold displays, and other outreach such as bulletin boards and signs in their halls.

Annual hours: 210

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

Any student living in a community managed by Housing and Residence may apply. Students are asked to fill out a brief online application that asks for information about their housing assignment and contact information. The application asks them to share why they want to be an Eco-Rep and what they hope to gain from the experience. They are also asked to share any interests or past experiences they believe would be relevant to the Eco-Rep position. Finally, they are asked to discuss an environmental issue or topic that they think is relevant to living on campus and explain why it is important and how they would talk about it with their peers. Currently, program participants are selected based on the quality of their application, however since it is a volunteer position, it is not highly selective. We accept multiple participants per community, and have the goal of having at least one per residential community. Currently, the program is intended to serve the 7,100 students who live on campus.

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

Shortly after selection, Eco-Reps participate in four hours of training and orientation. Participants receive an overview of the purpose of the role and its responsibilities. The training also provides discussion on what peer educators are and what are effective strategies for peer education and communication. Eco-Reps are provided ongoing training through bi-weekly meetings and a resource manual that they receive for each month’s topic. Each manual chapter has information that covers local, natural, and global aspects of a topic. Topics include recycling and waste minimization, conscious consumerism, food systems, and resource conservation. Bi-weekly meetings include ongoing conversations about programming ideas, effective communication and publicity strategies, and peer educator skills. Guest speakers address both the monthly topic as it relates to the campus as well as developmental topics such as leadership and marketing. The goals of the training and meetings are to assist students in designing and implementing monthly educational campaigns that are fun, engaging, and informative.

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

The Housing and Residence Life department employs a full-time staff member whose job focus is sustainability education. The program is funded out of the budget provided for this position.

Students spend 2 – 3 hours a month in meetings, and another 2 – 3 hours a month in outreach and education activities.

Average 10 EcoReps, 5 hours a month, 60 hours a year

The weblink is:

www.nau.edu/ecorep
Name of the student educators program (2nd program):
Community Based Action Research Teams (cbARTS)

Number of students served (i.e. directly targeted) by the program (2nd program):
270

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):
Community-Based Action Research Teams (ARTs) bring first year students together with graduate students, faculty, and community partners to work on issues of sustainability and democratic community organizing. These new engaged learning teams are the creation of a partnership between the Program in Community, Culture & Environment’s Sustainable Environments and Engaged Democracy (SEED) Freshman Learning Community and the Master of Arts in Sustainable Communities (SUS).

The graduate students from the MA Sustainable Communities program act as facilitators or student educators for each Action Research Team.

There are over 10 Action Research Teams, 350 undergraduate and 20 grad students participating both on and off campus in the areas of social, environmental, and economic justice. Visit their website to learn more about the different teams:

http://nau.edu/University-College/CRAFTS/Action-Research-Team/Campus-Community/

Action Research Teams:
AGWA
ASSET
ATAM
Foodlink
H.E.A.L.T.H.
Immigration
NENAU
Public Achievement
Queer and Ally (Q&A)
SNAIL
SSLUG
Sustainability Cafe
VeloComposting
WACBAT

Total hours = 750

A brief description of how the student educators are selected (2nd program):
The graduate student facilitators/student educators are selected based upon their backgrounds in subject matter and their community building and educating experience.

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

Each Action Research Team facilitator/student educator will participate in a formal facilitator training week before the beginning of fall semester. This training brings in experts in community building and organizing and intends to expose the graduate student facilitators to a wide array of educational and organizational strategies. This training takes place at the end of August and is a requirement for graduate students who wish to become Action Research Team facilitators.

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

The Action Research Team program has been proven to increase student engagement (inside and outside of the classroom), student participation, and student retention. Due to the tremendous success of the program, NAU Administration has chosen to financially support the program through Presidential innovation funding. The Action Research Teams will grow across campus in the coming year and expand throughout various colleges and departments. Each college or department will bring in additional financial support and staffing support.

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

Global Engineering Outreach

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

19,320

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

Global Engineering Outreach is a student organization at Northern Arizona University in Flagstaff, AZ. Our goal is to organize the cooperation of students, professors, professionals, and community members to approach a world in which the communities we serve have the capacity to sustainably meet their basic human needs, and the members of our organization have global perspective.

The students work to educate the communities they go to on best practices related to sustainable development projects.

Total hours = 125

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

GEO welcomes all majors and all skill levels. GEO supports diverse enrollment and works to find a place in their organization that suits each individual's skills with the club's needs.

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

Students involved in the program and specifically with project teams and international project teams undergo a variety of training to prepare them for trips and the projects themselves. This training can include medical training, report training, or project specific training to adequately prepare students members.
A brief description of the financial or other support the institution provides to the program (3rd program):

The University allows faculty members that are involved in projects to become advisors to GEO. The group does much of its own fundraising, but partners with NAU’s Center for International Education for student scholarships.

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

GNEI - Resident Assistant Program and Residential Learning Community

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

7,100

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

Green NAU Energy Initiative's (GNEI) - Resident Assistant Program
GNEI is a behavioral change department of NAU’s Facility Services. They meet with every residence hall RA to inform them about conservation issues. Those RA’s then reach out to the rest of resident hall occupants to inform them about NAU’s best conservation practices.

Residential Learning Community
Eco House
SEED: Sustainable Environments and EngagedDemocracy

total hours = 120

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

All Resident Assistants go through the training.

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

Each RA attends an hour meeting at the beginning of the year and receive a shorter "refresher" course at the beginning of the next semester. They are also asked to do a variety of of projects and attend certain educational events throughout the year.

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

GNEI consists of two full time staff members who are funded through Facility Services.

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

1,205

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

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

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

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

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

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:
100

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

Freshman and transfer students take part in new student orientation every semester. The Office of Sustainability collaborates with NAU’s orientation team to infuse sustainability into the orientation informational expo, new student assemblies, and orientation handouts. New student orientation stresses the importance of meeting the university’s sixth strategic goal, "Sustainability and Effectiveness: Exemplify a sustainable, innovative, and effective university community.”

One new student orientation assembly in particular focuses on the university’s sustainability efforts. Every new student (both freshman and transfers) attend an hour assembly put on by the NAU Bookstore, NAU Office of Sustainability, and NAU reads program. At this assembly, the NAU Bookstore focuses on minimizing waste and consumption. Reusable bags and bottles are given out, the textbook rental program is emphasized, and the ability to shop electronically for e-text books and other no impact products are advertised.
The Office of Sustainability’s coordinator explains to the students and their families the university’s commitment to carbon neutrality and goal to become carbon neutral by 2020. Students are shown a video explaining the multitude of sustainability initiatives, programs, and projects taking place on campus that they can participate in and benefit from:

http://www.youtube.com/watch?v=NhpU-Z6UD4

Other strategies for including sustainability in the orientation experience include move-in day education. Students receive both a magnet outlining the 10 best ways to live sustainability on campus as well as a reusable shopping bag to take around campus. The shopping bag comes with information on why NAU dining does not use plastic bags in its retail locations.

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

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Stellar Life

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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.

Submission Note:

Joel Mckower and Bill McKibben will be presenting in 2014
DIY Earth Week 2014 will count as a sustainable living workshops next year.
AHESC for 2014
We hope to add a pledge to NAU's No Impact Jack certificate
Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes or 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>Yes</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>Yes</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>---</td>
</tr>
</tbody>
</table>

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

There are many student clubs/organizations dedicated to sustainability or that have heavy sustainable components.

Student Environmental Caucus or "Green Jacks" - overarching environmental group on campus:

http://nau.edu/Green-NAU/Green-Jacks/

Student-governed

Additional Student Groups are listed below, information on them can be accessed at:

http://nau.edu/Green-NAU/Student-Groups/

Three Environmental Caucus Action Teams:
Waste Minimazation Action Team (WMT)
Transportation Action Team (TransAT)
Sustainable Landscape Team

Eco-Reps
Net Impact NAU
Hospitality and Business Sustainability Club (HBS)
Connecting Higher Education Indigenously (CHEI)
Botany Club - Student-governed
Forestry Club - Student-governed
Hiking Club (NAUHC) - Student-governed
Program in Community, Culture and Environment (CCE)
Student Association for Fire Ecology (SAFE) - Student-governed
The Wildlife Society - Student-governed
Ambassadors for the College of Engineering, Forestry & Natural Sciences (ACEFNS) - Student-governed
Anthropology Club - Student-governed
Institute for Tribal Environmental Professionals (ITEP)
Astronomy Astrobiology Club - Student-governed

Community Re-engagement for Arizona Families, Transitions, and Sustainability
Northern Arizona University’s Campus and Community-Based Action Research Teams (ARTs) are changing the way our students participate in the classroom and with the community. The ARTs create dynamic intergenerational active learning communities, bringing first year seminar students, returning undergraduates, masters students in the Sustainable Communities program and community partners
into a collaborative relationship. We seek to foster sustainable communities through activism, hands-on work and educational activities that bring a greater understanding and awareness across a wide spectrum of issues. Since the ARTs began working with the First Year Seminar program in the fall of 2011, they have grown to include over 12 Action Research Teams involving over 350 undergraduate and 20 graduate students participating both on and off campus in the areas of social, environmental, and economic justice every semester. This includes water rights, food justice, alternative business models, voting, gay rights, engaged democratic learning, health and much more. The ARTs are growing and expanding each and every semester.

The Action Research Teams (ARTs) include:
- Public Achievement
- Weatherization and Community Building Action Team (WACBAT)
- Action Group for Water Advocacy (AGWA)
- Sustainable Living and Urban Gardening (SSLUG)
- Flagstaff Foodlink: Community Gardens
- Flagstaff Foodlink: School Gardens
- New Economy Northern Arizona (NENAU)
- Students Nurturing Alternatives in Landscaping (SNAIL)
- VeloComposting
- ALL Student-governed!

Graduate Clubs
- Environmental Science and Policy Graduate Student Organization (ESPGSO) - Student-governed
- Biology Graduate Student Association (BGSA) - Student-governed
- Forestry Graduate Student Association (FGSA) - Student-governed
- Geology Graduate Student Org (GGSO) - Student-governed

NAU Learning Communities
Residence Life has developed on-campus communities where like-minded students live and study together.

http://nau.edu/CEFNS/Learning-communities/

The website URL where information about student groups is available:
http://nau.edu/Green-NAU/Student-Groups/

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 Students for Sustainable Living and Urban Gardening (SSLUG).
What SSLUG does:
Integrate growing local foods and broader food-sustainability issues into education at the university via hands-on learning.
Advocate for food justice, and promote community gardening, fruit tree planting, and composting.
Research traditional agricultural practices.
Cultivate broad participation and durable networks of support so that they are able to flourish for many years.
Enhance collaboration with the broader community, particularly Flagstaff Foodlink and Community Gardeners.
What they grow and how we grow it

The SSLUG Garden promotes sustainable food systems through demonstration of organic growing methods in a campus setting. Hands-on participation in planting, harvesting, seed collecting, and soil amendment activities enable volunteers to learn how to grow a variety of food crops in a challenging high-elevation climate. The Garden features short-season heirloom vegetables, medicinal and culinary herbs, climate-appropriate fruit trees and berries, along with native wildflowers and shrubs. Since Flagstaff has a relatively short growing season (103 days), many of the plants are sown from seed in the NAU Greenhouses in the spring and cared for by volunteers until they are ready to be planted in the garden in early June.

- Student-governed

The NAU Botney Club runs the SHAND garden on north campus. Creation of the garden transformed a weedy, unused lot into a beautiful and functional place on campus. The garden serves as an important teaching tool and research location for all botany courses.

- Student-governed

NAU funds a full-time Campus Organic Gardener (COG) to support the SSLUG organization and the expansion of on-campus, organic gardens that will be accessible to all students.

Flagstaff Foodlink: Community Gardens
First Year Seminar Programs work with Flagstaff Foodlink to get out into the community and connect students with community gardens.

Flagstaff Foodlink: School Gardens
First Year Seminar Programs work with Flagstaff Foodlink to get out into the community and connect students with K-12 gardens.

Students Nurturing Alternatives in Landscapes (SNAIL) - Engage the campus community in cooperative gardening on campus.

- Student-governed

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

http://nau.edu/Green-NAU/SSLUG-Garden/

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

New Economy NAU Action Research Team - Student group focuses on sustainable entrepreneurship cooperatives and alternative economic models. They work with community high school students and on-campus students.

- Student-governed

The University partners with the Northern Arizona Center for Emerging Technology (NACET) to nourish student-run enterprises, especially those that relate to sustainability. Specifically, the Launch Box program allows students to submit business proposals for the chance to win enterprise funding.

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

http://www.nacet.org/

A brief description of the sustainable investment or finance initiatives:

GreenFund - The Green Fund Committee oversee's NAU’s Green Fund: In March, 2010, NAU students overwhelmingly voted to establish the University's Green Fund: a $5.00 per student, per term fee that goes towards projects that make NAU campus more...
sustainable. Funded projects aim to decrease the University's carbon footprint and contribute to the University's culture of sustainability. The Green Fund Committee is a resource available to the student body for project and investment coaching. The committee votes to select distribution of funds.

http://nau.edu/Green-NAU/NAU-Green-Fund/

Student-governed

The website URL where information about the sustainable investment or finance initiatives is available:
http://nau.edu/Green-NAU/NAU-Green-Fund/

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

Earth Week and Campus Sustainability Day are both held annually on campus. Both include activities such as speakers, sustainable demos, events (like the Eco-Fashion show) and often music attractions.

NAU's Provost holds a lecture series each year and it is typical that at least one of her speakers is a sustainability-related speaker.

Franke College of Business brings at one sustainability related business presenter a year.

Community, Culture, and the Environment, ARTs, and the Program for Community Culture and the Environment brought three sustainability related presenters to their conference on Sustainable Business and Cooperative Economics in 2013.

The website URL where information about the event(s) is available:
http://www.nau.edu/green

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

NAU hosts an annual "Better World Film Series". This free documentary film series shows our society’s greatest challenges and celebrate the triumph of the human spirit. Sustainable films shown in 2013 were:

Bag It
Last Call at the Oasis
In Organic We Trust
The Big Fix
A Chemical Reaction
Revenge of the Electric
Your Environmental Road Trip
End of the Line
Trashed
Chasing Ice
Earth Day
The Better World Film Series is sponsored by: The Office of Sustainability, the Green NAU Energy Initiative, and the W.A. Franke College of Business

The Center for International Education (CIE) helps prepare Northern Arizona University students to be globally competent upon graduation. They host an annual Symposium and International Week as well as "Culture Nights." Other CIE events included a Tai Chi expert lesson, a lesson on international dances, and an international quiz show event. They also hosted a seminar on international business communication, a panel on STEM careers, and a session on international internship opportunities. They hosted lectures about Tibet, Chinese women's history, and women's experiences in Bosnia.

The Native American Cultural Center hosts cultural arts events.

Campus Dining holds regular cultural food events

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:

NAU is one of the many nation-wide educational institutions that has partnered with the Leave No Trace Center for Outdoor Ethics. The mission of the NAU Outdoor Program is to facilitate experiential opportunities where students have the ability to learn the values of trusting one's self, intrapersonal communication, diversity, health, leadership, and the importance of creating life-long friendships while exploring and preserving our natural environment.

NAU Outdoors consists of a collection of programs designed to assist NAU students and others to explore Arizona and the surrounding area.

NAU Hiking Club supports LNT principles:
https://www.facebook.com/groups/2217965304/

The website URL where information about the wilderness or outdoors program(s) is available:
http://home.nau.edu/outdoors/

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

The first-year experience kicks off each year with the Flagstaff Reads program. Flagstaff Reads is a city-wide program that aims to engage the students of Northern Arizona University and the community of Flagstaff in a common book experience that encourages dialogue and community involvement. It is the goal of Flagstaff Reads to "focus community conversation on global awareness, diversity, inclusion, and sustainability."

For example, "No Impact Man: The Adventures of a Guilty Liberal Who Attempts to Save the Planet" by Colin Beavan was the chosen book for 2011.
The website URL where information about the theme is available:
http://www2.nau.edu/flagreads-p/wordpress/?page_id=2

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

The Sustainable Environments and Engaged Democracy (SEED) Residential Learning Community. SEED enables you to learn and work with people of diverse backgrounds in order to foster creative and beneficial change in the world.

http://nau.edu/Residence-Life/Housing-Options/Learning-Communities/SEED/

The Eco House learning community is a residential and academic community that focuses on making positive environmental change through:
Environmental research and education
Community engagement
Personal change

http://nau.edu/CEFNS/Student-Resources/Learning-Communities/Eco-House/

The First Year Seminar Program brings the best faculty, teachers, and scholars on campus together with highly motivated first year students to explore rich and engaging topics based upon faculty research, scholarship, interests, and current issues. Through this experience, undergraduate research is pursued from the beginning of students’ careers, communities are established among Seminar students, strong mentoring relationships are formed with Seminar faculty, and increased numbers of students are retained from the first year into the second year.

http://nau.edu/University-College/Your-First-Year/Seminar-Program/

"NAU 100" is a one-unit class that focuses on helping student’s transition into college, navigate campus resources, and make social connections to the NAU Mountain Campus. Above all else, NAU 100 teaches students a number of valuable academic and professional skills that they can utilize throughout their life. Some learning objectives of NAU 100 are:
Students learn about and participate in campus activities and resources.
Peer Instructors teach the course and provide an authentic understanding of college success.
Academic Transition Program’s research demonstrates that students who successfully complete NAU 100 receive higher GPA’s and are more likely to graduate than students who don’t participate.
"NAU 120" Furthers the development of these academic and life skills

http://nau.edu/University-College/Academic-Transition-Programs/Courses/
The website URL where information about the sustainable life skills program(s) is available:
http://nau.edu/CEFNS/Learning-communities/

A brief description of sustainability-focused student employment opportunities:

Students can work for:

Sustainable Landscape Maintenance Project

http://nau.edu/Green-NAU/Sustainable-Landscape-Maintenance-Project/

Green NAU Energy Initiative

http://nau.edu/Facility-Services/Energy/GNEI/

Environmental Caucus

http://nau.edu/Environmental-Caucus/

Office of Sustainability

http://nau.edu/Green-NAU/Office-of-Sustainability/

Campus Recreation/NAU Outdoors/Bike Hub

http://nau.edu/recreation-services/outdoors/

Composting with Campus Dining

http://nau.edu/Dining/Sustainability/
Green Fund

http://nau.edu/Green-NAU/NAU-Green-Fund/

Graduate Assistantships
NAU has dozens of Sustainability-related academic departments and classes which can offer GA positions.

http://nau.edu/Green-NAU/Academic-Programs/

The website URL where information about the student employment opportunities is available:
http://nau.edu/Green-NAU/Sustainable-Landscape-Maintenance-Project/

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

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The website URL where information about the graduation pledge program is available:
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A brief description of other co-curricular sustainability programs and initiatives:

NAU students can earn a Sustainable Living Certificate and become a No Impact Jack.

No Impact Jacks adopt and practice sustainable living habits. By choosing to become a No Impact Jack, they support NAU’s commitment to conserve limited natural resources and help make the world a better place.

The website URL where information about other co-curricular sustainability programs and initiatives is available:
http://nau.edu/residence-life/life-on-campus/sustainability/sustainable-living-certificate/
Outreach Materials and Publications

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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? :

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

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

The GreenNAU website was developed in 2009 to house information, multimedia, and links related to sustainability at NAU.

Sections of the website include: Programs (Academic Programs, Student Groups, Community Programs, Sustainable Initiatives, Green Fund, and Research), Climate Action 2020, Environmental Caucus, Office of Sustainability, Green NAU Energy Initiative, Coordinating Committee for Campus Sustainability, and Calendar of events.
NAU also has a "Sustainability 360: Learning, Living, and Leading Green" website that disseminates information on NAU's sustainability research and our top sustainability researchers.

http://nau.edu/Sustainability-360/

The website URL for the central sustainability website:
http://green.nau.edu/

A brief description of the sustainability newsletter:
The main outlet for sustainability related information is the Environmental Caucuses biweekly newsletters. The Environmental Caucus facilitates creative and strategic communication across campus to advance the institutional commitment to sustainability and to promote education, research, and collaboration on the environment. The scope and responsibilities of the Caucus are defined by participants, with an overarching goal to add value to existing programs and to bring benefits to NAU’s many environmental programs and activities. The EC list-serve has 501 subscribers and the Students EC list-serve has 686 subscribers. The newsletters have both a variety of diverse announcements and notes from the monthly meetings.

The website URL for the sustainability newsletter:
http://nau.edu/environmental-caucus/

A brief description of the social media platforms that focus specifically on campus sustainability:
Green NAU Blog:
http://www2.nau.edu/green-p/

Green NAU Facebook page:
https://www.facebook.com/GreenNAU

Green NAU You Tube channel:
http://www.youtube.com/user/GreenNAU?feature=watch

The website URL of the primary social media platform that focuses on sustainability:
http://www2.nau.edu/green-p/
A brief description of the vehicle to publish and disseminate student research on sustainability:

There are two outlets available to students to seek funding for sustainability research at NAU. The first is the Hooper Student Fund. Students who apply for Hooper Student Funds may be awarded up to $2500 to conduct sustainability research either on campus or in the community. These projects focus on:

1) NAU campus sustainability (especially related to climate change, transportation, energy systems, recycling or waste, or campus food systems)
2) Local community-based sustainability projects
3) Environmentally sustainable business practices
4) Natural resources and ecosystem science/management
5) Environmental health in tribal and rural communities

Undergraduate awardees are required to present at NAU’s Undergraduate Symposium and are encouraged to participate in other presentations at other venues as well as a way of disseminating student research on campus. Each awardee submits a brief progress report (due after the first six months) and a Final Project Report as well.

http://nau.edu/Undergraduate-Research/Hooper-Undergraduate-Research-Award/

The NAU Green Fund financially funds campus sustainability projects. These projects may be in the form of student research projects which are publicized on the NAU Greenfund website, showed to the public at the Green Fund Symposium

http://nau.edu/Green-NAU/NAU-Green-Fund/

University Marketing is home to several different teams that contribute to promotion of the university’s sustainability programs and initiatives. The UM content team writes the articles and copy on sustainability found on the university’s websites and in advertising materials. The UM design team brings written and visual elements together to create stunning advertising work that is published in prominent places and publications. The UM publishing team is specifically tasked with national and local media outreach efforts promoting NAU’s sustainability projects.

Homepage content
The following content was published on the

nau.edu

homepage or on the Campaign for NAU site and contained sustainability themes.
• Homepage | Candice Griffin: She was a finalist for the Harry S. Truman Scholarship competition. She won using a policy proposal that would clean the air in Phoenix.

http://nau.edu/News/Articles/2013/06/Clearing-the-air/

(July 29, 2013)
• Homepage | STAR School: The College of Education partners with STAR School on the Navajo reservation features a solar energy
source and teaches a variety of subjects to Native American students.

http://nau.edu/News/Articles/2013/08/New-classroom/

(August 21, 2013)
• Homepage | Madeline Friend: Grand Canyon semester, hopes to go into environmental education.

http://nau.edu/News/Articles/2013/09/Friend-of-nature/

(Sept. 17, 2013)
• Homepage | Hesham Elnagar: Fulbright scholar, graduated from the sustainable communities program.

http://nau.edu/News/Articles/2013/10/Teaching-the-world/

(Oct. 10, 2013)
• Campaign for NAU | Vivianna Molina: Env. Engineering major, studying the effect of reverse osmosis water on the human body.

http://nau.edu/Campaign/Articles/Driving-Discovery/

(Nov. 14, 2013)
Public Service Announcements
These Public Service Announcements run on the NPR station, KNAU. In 2013/14 PSAs have contained sustainability themes. The PSAs contained the following topics:
• Cline Library presentation on “The Aesthetics of Conservation – Another Reason Why We Preserve Our Unique and Beautiful Lands”
• The Green NAU Energy Initiative
• Students for Sustainable Living and Urban Gardening (SSLUG)
• Friends of Flagstaff’s Future
• The Office of Sustainability
• The Eco-Rep peer education program
• Engineers Without Borders
• Green Jacks
• The Environmental Caucus
• The Office of Sustainability
• Community Based Action Research Teams
• The Office of Sustainability and the Green Fund
• The Office of Sustainability and the Yellow Bike Program
• The Office of Sustainability and Facility Services

The University Marketing design team provides artistic creative for the department.
Advertisements
In 2013, the design team created and placed an advertisement related to sustainability in the following publication:
• Sierra Magazine | October 2013 Issue

Media advisories featuring sustainability-related faculty and staff at the university:
• CO2 climate change research | Featuring Bruce Hungate
• Western drought and wildfires | Featuring Rod Parnell and Wally Covington
• Wildfire prevention | Featuring Wally Covington
• Colorado floods | Featuring Rod Parnell
Bylines Placed

In 2013, the following articles – featuring NAU faculty speaking on sustainability themes have been published:

- LiveScience.com

| “Is Genetics Key to Climate Change?” | Written by Tom Whitham

- National Geographic Water Currents | “Seeing the Forest for the Water: Irrigators Willing to Pay Double to Guard Against Wildfires” | Written by Julie Mueller

- LiveScience.com

| “With Warming, Wildfires Growing More Difficult to Predict” | Written by Peter Fulé

Coverage

In 2013 the following news outlets have published stories featuring university faculty and staff:

- Climatewire | “Models Tell an Incomplete Carbon Story, Says Scientist” | Published on July 25, 2013 | Featuring Bruce Hungate

- Salon | “Congress Burns Firefighters – Again” | Published July 29, 2013 | Featuring a report from the ERI

- Moyer & Company | “Congress Fiddles While the Western States Burn” | Published July 29, 2013 | Featuring a report from the ERI

- The Arizona Daily Sun | “NAU study: Plants Alone Can't Stop Climate Change” | Published August 13, 2013 | Featuring Bruce Hungate

- National Geographic | “Seeing the Forest for the Water: Irrigators Willing to Pay Double to Guard Against Wildfires” | Published August 29, 2013 | Featuring Julie Mueller with a byline

- Livescience.com

| “With Warming, Wildfires Growing More Difficult to Predict” | Published October 1, 2013 | Featuring Peter Fulé with a byline

- Associated Press | “NAU Seeks Navajos for Uranium Cleanup Training” | Published November 25, 2013 | Featuring Anne Chischilly


- Livescience.com

| “Is Genetics Key to Climate Change Solutions?” | Published December 19, 2013 | Featuring Tom Whitham with a byline

- Special Broadcasting Service (SBS) | “Comment: Genetics may be key to climate change solutions” | Published January 25, 2013 | Featuring Tom Whitham with a byline

http://nau.edu/Sustainability-360/
The website URL for the vehicle to publish and disseminate student research on sustainability:

http://nau.edu/Sustainability-360/

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

In the University’s LEED Platinum building - the Applied Research and Development Building - there are large signs on the columns throughout the length of the lobby indicating important sustainability features.

In the LEED Gold Franke College of Business, there is an educational kiosk as well as screens and some educational signage. The LEED Gold Engineering building has brochures available for people to do self-guided tours of the building highlighting the sustainability features of the facility.

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

http://nau.edu/Sustainability-360/Building-Green/

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

Dining Services works hard to ensure that their sustainability efforts are widely publicized in order to create some passive education opportunities in the dining facilities. Local and organic foods are labeled in the dining halls so that students know what foods are sustainable and healthy. This includes organic greens at the salad bar, some organic offerings and local offerings at the vegetarian station, and an organic/fair trade coffee bar.

Table tents are also an effective means of sustainability communication for the Dining Services Department. Weekly table tents are put on the tables in the dining halls often with information on recycled napkins, the tray-less dining program, or waste reduction in the dining facilities.

Dining Services has a sustainability webpage to help convey information as well.

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

http://nau.edu/Dining/Sustainability/

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

NAU has an ongoing research study on sustainable grounds-keeping strategies, specifically working towards a toxin-free landscaping. The project was funded by the NAU Green Fund and includes educational signage to teach community members about the research project. They also have a large amount of information on their website.

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

http://nau.edu/Green-NAU/Sustainable-Landscape-Maintenance-Project/

A brief description of the sustainability walking map or tour:
Green buildings on campus are marked by a green leaf to indicate where our sustainable buildings are located.

NAU Arboretum tour consists of three distinct tree walks:

http://www4.nau.edu/arboretum/index.html

The website URL of the sustainability walking map or tour:
http://home.nau.edu/maps/parking_map_2010.pdf

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

Partnering with Northern Arizona Intergovernmental Public Transportation Authority (NAIPTA), the University works to create and distribute an alternative public transportation map for community members:

www.mountainlink.az.gov

Parking Services offers shuttle information and a real-time map of shuttles current locations:

http://nau.edu/Parking-Shuttle-Services/Shuttle-Information/

Campus Recreation Services provides information on NAU’s Yellow Bike Program:

http://nau.edu/Green-NAU/Yellow-Bike-Program/

All of these services and more are explained during orientation and in orientation guides.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://nau.edu/Parking-Shuttle-Services/Shuttle-Information/

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

Parking Services provides a campus map highlighting bike and pedestrian paths.

During bike to work week NAU provides further information for bike commuters.

The website URL for navigation and educational tools for bicyclists and pedestrians:
http://nau.edu/parking/printableparkingmap/
A brief description of the guide for green living and incorporating sustainability into the residential experience:

The NAU Green Guide is available through the Residence Life website. It contains tips on reducing, reusing, recycling, toxin awareness, and more.

Green NAU Energy Initiative (GNEI) provides window clings which highlight their three behaviors towards greener living on campus. The three behaviors inspire and educate students to:
- Take shorter showers
- Turn off and unplug personal devices
- Energy efficient laundry

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://nau.edu/Residence-Life/Life-on-Campus/Sustainability/Green-Guide/

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

The Lumberjack student newspaper covers campus sustainability stories regularly. The Lumberjack reporter assigned to the environment/sustainability issues in 2013 was Caleb McClure.

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

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

GNEI creates two sets of educational magnets. The first set of magnets had ten tips for students living in the Residence Halls related to sustainability. These magnets are distributed to every Residence Hall room on campus. The other set were five general tips for the campus community related to energy, recycling, and transportation. All of the tips were aimed at bringing the campus community on board with the Climate Action 2020 goal of carbon neutrality in the next decade. These magnets were put on refrigerators and steel case bookcases throughout academic and administrative buildings on campus.

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

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

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

NAU Plaid (NAU's student blog) has regular posts regarding sustainable issues due to its sustainable reporter, Caryn Massey.
Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
Yes

A brief description of this material (3rd material):
NAU is rolling out a recycling pilot project and has sent educational materials to all the participating buildings. Office occupants have received flyers and emails regarding the new recycling process as well as what materials are recyclable.

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

A brief description of this material (4th material):
Both the Green Fund and GNEI took student and faculty surveys related to sustainable topics in 2013. They made the survey results public.

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

A brief description of this material (5th material):
The Institute for Sustainable Energy Solutions (ISES) produces regular reports and publications related to sustainable energy solutions.
Yes

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

NAU TV regularly reports on NAU sustainable living, initiatives, groups, and research.

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

http://www.nau-tv.com/

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

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

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

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

---

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

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

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Outreach Campaign

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

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

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

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

The name of the campaign (1st campaign):
Sustainability New Student Orientation
A brief description of the campaign (1st campaign):

The Office of Sustainability meets with every new student (not individually) as they arrive on campus for new student orientation. Students will be exposed to sustainability goals for the University as well as sustainable groups and programs which they can participate in.

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

Since the Office of Sustainability has started to focus its efforts and its programming on new students and new student orientation, we have seen an increase in student participation in sustainability programs. The Yellow Bike program and use of alternative transportation has been specifically notable.

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

http://nau.edu/green

The name of the campaign (2nd campaign):

GNEI's Energy Conservation Through Behavior Change program

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

The Behavior Change Program encourages all students, faculty, and staff to adopt focal energy conservation behaviors.

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

Detailed reports analyzing the faculty/staff and student surveys of pre- and post-program behaviors demonstrate significant measured positive impacts:

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

http://nau.edu/Facility-Services/Energy/GNEI/Do-Your-Part/

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

---
Employee Educators Program

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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?:

Yes

Total number of employees:
4,419

Name of the employee educators program (1st program):
GNEI Energy Mentors

Number of employees served by the program (1st program):
4,419

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

As the University moves forward with its 18 million dollar energy efficacy performance contract, certain employees will become green champions for the university with the goal of peer-to-peer outreach that aims to engage all employees. This "Energy Mentor" program is available to every employee at NAU.
Responsibilities of Energy Mentors:
- Attend a two hour training workshop to learn the basics of being an Energy Mentor
- Pledge to adopt the focal energy saving behaviors
- Encourage all fellow faculty and staff members to adopt the focal energy saving behaviors
- Become a spokesperson for the GNEI and help spread the message and culture of energy efficiency
- Place posters/table tents around your workspace/department, educating fellow faculty and staff members about the focal energy saving behaviors
- Host a GNEI workshop in your department
- GNEI staff will present information about construction activities and the energy saving behaviors to adopt
- Help facilitate the distribution of other information aiding in energy conservation
- Attend and support a GNEI or other sustainability campus event

The website URL where information about the program is available (1st program):
http://nau.edu/Facility-Services/Energy/GNEI/Energy-Mentors/

Name of the employee educators program (2nd program):
Global Learning Initiative (GLI)

Number of employees served by the program (2nd program):
400

A brief description of how the employee educators are selected (2nd program):
The Global Learning Initiative (GLI) was launched in 2009 as part of a comprehensive strategic planning process to advance global education and sustainability at Northern Arizona University. The program trains faculty on how to incorporate sustainability issues into their department's curriculum. NAU is one of three universities in the nation that require sustainability to be incorporated into the learning experience of every graduating student. GLI reaches out to every department and solicits participation.

A brief description of the formal training that the employee educators receive (2nd program):
GLI participants attend workshops to learn how to incorporate Global Engagement, Environmental Sustainability, and Diversity into their departmental curriculum. Approximately 140 faculty have been trained through the program.

A brief description of the financial or other support the institution provides to the program (2nd program):
The GLI support faculty is paid for by NAU and for the academic-department based teams who have worked on GLI curriculum revisions, they have been paid a team-stipend of $12,000 per team of three to four people.
The website URL where information about the program is available (2nd program):  
http://nau.edu/CIE/About/Global-Learning/

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
Diane Verkest
AVP, Human Resources
Human Resources

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:

100

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

Required:
100% of NAU new hires are required to complete new employee orientation, and thus are offered orientation materials that cover sustainability topics.

The orientation also introduces new employees to NAU’s strategic goals. As part of the strategic goals discussion, the following is covered:

- Campus efforts in sustainability (prudent use of resources, commitment to reduce carbon footprint, green building initiatives, paperless initiatives).
- Desire to create sustainable processes that don’t constantly require new resources (automation initiatives)
- Sustainable communities – efforts to increase social engagement for students, faculty and staff through speakers, forums, the arts, other campus activities
- Campus resources that employees can access or participate in (recycling program, bus passes, campus events).

Strategic Goals:


%202013_ShortVersion.pdf
Staff Professional Development

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:

Every NAU faculty and staff member can become an Energy Mentor. These individuals volunteer to support the sustainability culture at Northern Arizona University.

They attend a two hour Training Workshop to learn the basics of being an Energy Mentor.

45 Energy Mentors were trained in 2013 and they took their knowledge back to 100’s of faculty and staffers in offices across campus.

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

0.01

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>
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<tbody>
<tr>
<td>Community Partnerships</td>
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<td>Inter-Campus Collaboration</td>
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<td>Community Stakeholder Engagement</td>
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<td>Participation in Public Policy</td>
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<td>Trademark Licensing</td>
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<td>Hospital Network</td>
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# Community Partnerships

## Responsible Party

Ellen Vaughan  
Manager  
Office of Sustainability

## Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

<table>
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<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
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| **A. Supportive**   | - **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 |
<table>
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<tr>
<th>C.Transformative</th>
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<td>• <strong>Scope</strong>: 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)</td>
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<td>• <strong>Duration</strong>: Is multi-year or ongoing and proposes or plans for institutionalized and systemic change</td>
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<tr>
<td>• <strong>Commitment</strong>: Institution provides faculty/staff and financial or material support</td>
</tr>
<tr>
<td>• <strong>Governance</strong>: 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</td>
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An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

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

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

Yes

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

The institution supports and partners closely with:

Friends of Flagstaff's Future (F3) works to "make Flagstaff a more sustainable and socially just community." NAU partners with F3 for events such as Flagstaff Car Free Day.

KNAU, Arizona Public Radio
Broadcasts from campus and includes NAU-sponsored program, "Earthnotes"

Big Brothers Big Sisters "We help children realize their potential and build their futures. We nurture children and strengthen communities" NAU supports BBBS by giving them student furniture, appliances and more during our annual residence hall Move-Out Day.

The Civic Service Institute provides a wide range of volunteer opportunities for students, seniors, and other community members to volunteer and get involved on-campus and in the community.

http://nau.edu/SBS/CSI/Welcome/
Students on the Foodlink team work to catalyze a profound change in the way we produce, consume, and value local and regional foods in the Flagstaff region.
The team is working to assemble a broad and diverse Community Food Task Force that will assess Flagstaff food security needs and facilitate policy changes to influence how the local food system:
- Impacts the health of Flagstaff residents
- Addresses hunger and food insecurity
- Supports a food system that is economically viable, socially just and environmentally sustainable

http://nau.edu/SBS/SUS/Program/Research-Teams/

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

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

Community Culture and the Environment works with Sunny Side Neighborhood Association and dozens of other organization to build economic development around the low-income East Side neighborhood. NAU is implementing a $30,000 grant from CHASE for this effort.

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

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

The Coconino County Sustainable Economic Development Initiative (SEDI) is a leading economic development organization in the region that enables, facilitates, and partners with businesses, educational institutions, and government to increase social equity, ecological health, and promote a resilient economy.
Northern Arizona University works with SEDI in a number of ways:
- NAU has provided SEDI with $20,000 operations in 2013
- University administrators and staff serve on the Board of Directors or as alternates
- Students work with SEDI through internships and research projects
- Departments work on a variety of projects, such as the Program in Community, Culture and the Environment, which works on renewable energy and energy efficiency, as well as energy policy issues
- The Sustainable Communities MA program works with SEDI to promote local food and agricultural economies by improving access to locally grown foods
- NAU collaborates with them on their community weatherization programs
The Four Forest Restoration Initiative (4FRI) is a collaborative effort to restore forest ecosystems on portions of four national forests - Coconino, Kaibab, Apache-Sitgreaves, and Tonto - along the Mogollon Rim in northern Arizona. Diane Vosick, director of policy and partnerships for NAU’s Ecological Restoration Institute (ERI) is 4FRI's co-chair. The ERI helps 4FRI through leading its Communications Working Group and its Landscape Assessment and Monitoring Working Group.

New Economy NAU (NENAU), an NAU Action Research Team held the regional cooperative economic summit to build sustainable economic prosperity throughout the region in 2013.

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

The Institute for Tribal Environmental Professionals (ITEP) was created in 1992 to act as a catalyst among tribal governments, research and technical resources at Northern Arizona University (NAU), in support of environmental protection of Native American natural resources.

http://www4.nau.edu/itep/

The Global Artist in Residence program brings international musicians to the Northern Arizona University campus twice a year for one-to-two-week residencies with activities across campus and in the local community. A collaboration of the NAU School of Music, NAU College of Arts and Letters, NAU Center for International Education, and Center for Indigenous Music and Culture.

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

http://nau.edu/Green-NAU/Community-Programs/
Inter-Campus Collaboration

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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.

Submission Note:

We hope to increase our participation and submissions to AASHE’s newsletters in 2014

"---" 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:

In 2013, Kevin Ordean, Co-Founder of NAU’s Green Fund partnered with individuals from Butler University, The University of Texas at Austin, The University of Vermont, University of California, Berkeley, and McGill University to create a “How-to Guide: Campus Green Fund Implementation.” The Guide outlines best practices and lessons learned in designing, managing, promoting, and evaluating campus green funds and their respective projects.

http://www.aashe.org/campus-green-fund-guide

The University works to post to the AASHE bulletin when possible.

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:

Arizona Higher Education Sustainability Conference (AHESC)
Rod Parnell, Coordinator of Academic Sustainability Programs and Ellen Vaughan, Manager, Office of Sustainability from NAU have been participating in the AHESC Steering Committee. This is a multi-university collaborative event with other steering committee members.
members coming from Arizona State University, Diné College, Maricopa Community College System, The University of Arizona, Tohono O'odham Community College, and Willamette University.

The AHESC is the first conference to bring together Arizona universities, colleges, and community colleges in one place to focus on sustainability issues distinct to Arizona and the Southwest region. AHESC is designed to inspire, inform, and create engagement opportunities for students, faculty, staff and administrators working or studying in higher education institutions across Arizona to advance sustainability solutions on our campuses and in our regional community.

NAU students, staff, and faculty have collaborated with other universities to create several panel presentation proposals that consist of representatives from multiple schools.

Although the conference is in 2014, much of the steering committee work and collaboration on presentations occurred in 2013. NAU is sponsoring AHESC at the $5,000 level.

http://ahesc.org/

NAU has been a member of AASHE since 2006

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

President Haeger is on the steering committee for the American College and University Presidents Climate Commitment.

In 2007 NAU was a charter signatory of ACUPCC and has remained at the $15,000 “Summa Cum Laude” leadership level ever since. Only five other schools are at this level from a list of over 670 schools. NAU believes it is important to make this high-visibility effort to address global climate and to promote the research and educational efforts of higher education to equip society to re-stabilize the earth’s climate.

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

http://nau.edu/Green-NAU/Community-Programs/
Continuing Education

Responsible Party

Rod Parnell
Faculty: Earth Sciences and Environmental Sustainability
School of Earth Sciences and Environmental Sustainability

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.

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

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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:
9,653

Total number of students:
19,320

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

Total number of student community service hours contributed during a one-year period:
96,530

Does the institution include community service achievements on student transcripts?:
No

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

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

United Way of Northern Arizona Campaign 2013
United Way of Northern Arizona believes that each individual deserves a quality education that leads to a stable career, earn enough to support a family through retirement, and enjoy good health. These are the qualities of a good life. The NAU President's United Way Council spearheads this campaign:

http://nau.edu/United-Way

NAU’s Civic Service Institute (CSI) mobilizes generations to strengthen communities through service and volunteerism. CSI provides the largest, most diverse and effective pool of volunteers to meet the needs of communities and neighborhoods throughout Arizona.

http://nau.edu/SBS/CSI/Welcome/

Students and residence life employees have additional volunteer resources:

http://home.nau.edu/studentlife/communityservice.asp

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

http://nau.edu/SBS/CSI/Welcome/
Community Stakeholder Engagement

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

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

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

And

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

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

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

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

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

Yes

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

NAU’s 2013 Strategic Plan embraces stakeholder engagement in two of its six goals:

1) Diversity, Civic Engagement, and Community Building: Promote issues of diversity, civility, democracy, citizenship, and community engagement and collaboration.

Strategies:

a. Expand diversity of the university community
b. Foster a community of inclusion and prepare students to engage in and understand the complexities of the human experiences
c. Enhance the university as a regional economic development driver and partner
d. Foster programs linked to civic engagement  
e. Promote community engagement

2) Commitment to Native Americans: Become one of the nation’s leading universities serving Native Americans  
Strategies:  
a. Increase the enrollment and improve the progress and success of Native American students by nurturing a university climate and culture that enhances their academic experiences  
b. Develop collaborative service and outreach programs with Native American communities  
c. Promote engagement with and appreciation and understanding of Native American cultures and tribal nations within the university and in the broader community

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

NAU has multiple institutes and centers across diverse departments that each work to engage their issue specific community stakeholders. For example, The Ecological Restoration Initiative has collaborated with dozens of Federal, State, and Local Agencies and Representatives and tribes to work on Northern Arizona’s For the Forest Restoration Initiative:


4FRI Stakeholder Group Steering Committee includes Ethan Aumack of the Grand Canyon Trust, Pascal Berlioux of Arizona Forest Restoration Products Inc., Ed Smith of The Nature Conservancy, Sarah Reif of the Arizona Game and Fish Department, Todd Schulke of the Center for Biological Diversity, Gila County Supervisor Tommie Martin, Navajo County Supervisor David Tenney, Steve Gatewood of the Greater Flagstaff Forests Partnership, Paul Summerfelt with the City of Flagstaff, Molly Pitts with the Northern Arizona Wood Products Association and Diane Vosick of the Ecological Restoration Institute at Northern Arizona University.

The Institute for Tribal Environmental Professionals (ITEP) collaborate with The Institute for Tribal Environmental Professionals, National TWRAP Steering Committee, and USEPA’s Office of Solid Waste and Emergency Response (OSWER) to host their annual Tribal Lands and Environment Forum.

List of identified community stakeholders:

Each institute, center, or other sub-department of the university identifies its own community stakeholders.

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

---

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


STARS Reporting Tool | AASHE
Participation in Public Policy

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Seven percent of active NAU employees serve on boards and commissions at local, state-wide, and national level. Among them are many whose community service is directly focused on issues of sustainability. This is an example of organizations with a sustainability mission component where NAU staff is involved in leadership roles, advocacy, policy development, and program implementation:

- City of Flagstaff Open Spaces Commission
- City of Flagstaff Park and Recreation Commission
- City of Flagstaff Sustainability Commission
- Coconino County Parks and Recreation Commission
- Coconino County Sustainable Building Program
- Conservation Biology Institute
- Ecological Society of America SEEDS program
- Education for Conservation and Sustainability - Rio Platano
- Flagstaff Foodlink
- Friends of Flagstaff Area National Monuments Foundation
- Friends of Flagstaff’s Future
- Southwest Renewable Energy Institute
- The Arboretum at Flagstaff
- The Nature Conservancy, Arizona Chapter
President Haeger is on the steering committee for ACUPCC which of course is a public advocacy group.

NAU is a member of Arizona Forward which is a statewide sustainability advocacy group.

Wally Covington of Ecological Restoration Initiative regularly testifies at Congress advocating for forest restoration initiatives.

NAU has worked closely in the past with the Arizona Energy Department to advance energy standards for state buildings and advocate with the legislature for those standards.

At the Institute for Sustainable Energy Solutions, we are advancing sustainable energy systems by performing novel research to expand our understanding and the utilization of renewable energy systems and resources. We work to be at the cutting edge in exploring the possibilities for a renewable energy future and directing society to make these a reality.

"Society has a good start on transitioning its electricity system. It has renewable energy technologies that are either cost competitive or nearly so, gaining acceptance in the utility system and which have stable, long-term prices. In order to move forward, people need smart policies and sensible planning processes that reward and encourage long term and holistic thinking. These actions will allow humanity to take advantage of the deep pool of research talent at universities, businesses and national laboratories."

-Tom Acker, PhD, ISES Director

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

NAU’s government affairs team looks positively on sustainability policy measures and works to provide information on the impacts of such policies as opposed to advocating for or against them.

Other political positions the university has recently taken include advocating for student funding, advocating for capital infrastructure and advocating for a performance funding system.

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

NAU does not make political contributions/donations.

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

---
Trademark Licensing

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

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

Submission Note:

www.nau.edu/licensing

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

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

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

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

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit

Greenhouse Gas Emissions
Outdoor Air Quality
Greenhouse Gas Emissions

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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>No</td>
</tr>
<tr>
<td>Commuting</td>
<td>No</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</td>
<td>No</td>
</tr>
<tr>
<td>or Scope 2</td>
<td></td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>No</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:
NAU uses Clean Air - Cool Planet: Campus Carbon Calculator

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

A brief description of the internal and/or external verification process:
The Office of Sustainability is responsible for the GHG reporting and the Green NAU Energy Initiative verified the numbers below.

In 2013 a graduate class, "The Science and Management of GHG" conducted a parallel inventory of NAU's GHG to compare to internal assessment. The results coincided.

The Sustainability Director has taken the 500 level class on "The Science and Management of GHG" and works to incorporate the Climate Registry's best practices into NAU's GHG inventorying.
### Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope 1 GHG emissions from</strong></td>
<td><strong>20,573.89 Metric Tons of CO2</strong></td>
<td><strong>18,466.58 Metric Tons of CO2</strong></td>
</tr>
<tr>
<td><strong>stationary combustion</strong></td>
<td>Equivalent</td>
<td>Equivalent</td>
</tr>
<tr>
<td><strong>Scope 1 GHG emissions from</strong></td>
<td><strong>1,564.58 Metric Tons of CO2</strong></td>
<td><strong>1,655.63 Metric Tons of CO2</strong></td>
</tr>
<tr>
<td><strong>other sources</strong></td>
<td>Equivalent</td>
<td>Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from</strong></td>
<td><strong>31,637 Metric Tons of CO2</strong></td>
<td><strong>32,822.72 Metric Tons of CO2</strong></td>
</tr>
<tr>
<td><strong>purchased electricity</strong></td>
<td>Equivalent</td>
<td>Equivalent</td>
</tr>
<tr>
<td><strong>Scope 2 GHG emissions from</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
</tr>
<tr>
<td><strong>other sources</strong></td>
<td></td>
<td></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><strong>Institution-catalyzed carbon offsets generated</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
</tr>
<tr>
<td><strong>Carbon sequestration due to land that the institution manages specifically for sequestration</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
</tr>
<tr>
<td><strong>Carbon storage from on-site composting</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></td>
</tr>
<tr>
<td><strong>Third-party verified carbon offsets purchased</strong></td>
<td><strong>3,515 Metric Tons of CO2 Equivalent</strong></td>
<td><strong>0 Metric Tons of CO2 Equivalent</strong></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:

Dining Services composts an estimated 40,000 lbs of food waste and green materials each year.

Grounds composes all organic landscaping materials.

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

NAU purchases 10% of our energy from Green Power. Because our energy supplier already has some renewable energy in its mix, our total percentage of green power is 26.47%.

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>7,100</td>
<td>6,053</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>20</td>
<td>15</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>19,320</td>
<td>12,523</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>2,679</td>
<td>2,202</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>4,764</td>
<td>4,104</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, 2004</td>
<td>June 30, 2005</td>
</tr>
</tbody>
</table>

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

2005 has been the used baseline year in our last two STARS submissions.
**Gross floor area of building space, performance year:**

6,460,750 Square Feet

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

<table>
<thead>
<tr>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
</tr>
<tr>
<td>90,301 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
</tr>
<tr>
<td>20,706 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
</tr>
<tr>
<td>144,104 Square Feet</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Commuting</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Purchased goods and services</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Capital goods</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Waste generated in operations</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Other categories (please specify below)</td>
</tr>
<tr>
<td>---</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:

2013 Emissions.htm

The website URL where the GHG emissions inventory is posted:
A brief description of the institution’s GHG emissions reduction initiatives, including efforts made during the previous three years:

As part of Northern Arizona University’s efforts to reduce costs and emissions associated with energy waste, Facility Services contracted NORESCO to provide and implement energy conservation measures (ECMs). This 15-year Energy Savings Performance Contract pays for the upgrades with cost avoidance generated by the ECMs, saving approximately $1,500,000 annually.

Yellow Bike Program encourages students to ride bikes

Green Fund Projects funds projects that reduce NAU’s carbon footprint

Campus gardens support locally grown food
Outdoor Air Quality

Responsible Party

Agnes Drogi
Manager: CAS Construction, Engineering and Inspection
Capital Assets and Services

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\textsubscript{x}), sulfur oxides (SO\textsubscript{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**

**Agnes Drogi**  
Manager: CAS Construction, Engineering and Inspection  
Capital Assets and Services

---

### 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.

---

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

---

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

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</strong></td>
<td>No</td>
</tr>
</tbody>
</table>
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system | No

Other non-GBC rating systems (e.g. BOMA BESt, Green Globes) | No

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

Existing Only (OP - 4) lists new construction

Hotel and Restaurant Management - Silver
14,601 sq ft

Pending:
Liberal Arts Building - Silver
57,846

http://nau.edu/Sustainability-360/Building-Green/

Total floor area of eligible building space (operations and maintenance):
6,460,750 Square Feet

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

<table>
<thead>
<tr>
<th>Certification Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level (e.g. LEED Certified)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>3rd Highest Level (e.g. LEED Silver)</td>
<td>14,601 Square Feet</td>
</tr>
<tr>
<td>2nd Highest Level (e.g. LEED Gold)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>Highest Achievable Level (e.g. LEED Platinum)</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

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

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

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

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

---

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

341,764 Square Feet

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

LEED for Existing Buildings.pdf

The date the guidelines or policies were formally adopted:

Feb. 11, 2005

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:
The Applied Research and Development Building (ARD) showcases the latest innovations in high-performance construction technology, energy-efficient design, and use of renewable energy. It earned 60 points out of a possible 69 to meet the highest rating—Platinum—from the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) system. At the time it was built it was the greenest building in Arizona and had the third-highest LEED point total in the world.

LEED Certified Buildings:
Applied Research and Development Building (ARD) - Platinum, 59,623
W.A. Franke College of Business - Gold, 108,016
Extended Campuses student service center - Gold, 29,234
Engineering Building - Gold, 89,979
South Recreation Fields - Silver, 4,500
Hotel and Restaurant Management - Silver, 14,601 (Existing Building)

Pending:
Health and Learning Center - Gold, 257,000
Native American Cultural Center - Silver, 12,849
Residence Life Warehouse - 14,069
Liberal Arts Building - Silver, 57,846 (Existing Building)

http://nau.edu/Sustainability-360/Building-Green/

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

By integrating sustainable building practices into the Technical Standards for the University, we ensure that all contractors, architects, etc. will adhere to the high level of sustainable building practices as a minimum qualification for working with the University.

The website URL where information about the institution’s certified buildings and/or sustainable operations and maintenance guidelines or policies is available:
http://nau.edu/Facility-Services/Planning/PDC/
Building Design and Construction

Responsible Party

Agnes Drogi
Manager: CAS Construction, Engineering and Inspection
Capital Assets and Services

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>Criteria</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>---------------------------------------------------</td>
<td>----</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>No</td>
</tr>
</tbody>
</table>

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

The Applied Research and Development Building (ARD) showcases the latest innovations in high-performance construction technology, energy-efficient design, and use of renewable energy. It earned 60 points out of a possible 69 to meet the highest rating—Platinum—from the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) system. At the time it was built it was the greenest building in Arizona and had the third-highest LEED point total in the world.

LEED Certified Buildings:
- Applied Research and Development Building (ARD) - Platinum, 59,623
- W.A. Franke College of Business - Gold, 108,016
- Extended Campuses student service center - Gold, 29,234
- Engineering Building - Gold, 89,979
- South Recreation Fields - Silver, 4,500
- Hotel and Restaurant Management - Silver, 14,601 (Existing Building - not included below)

Pending (not included below):
- Health and Learning Center - Gold, 257,000
- Native American Cultural Center - Silver, 12,849
- Residence Life Warehouse - 14,069
- Liberal Arts Building - Silver, 57,846 (Existing Building)

http://nau.edu/Sustainability-360/Building-Green/

Total floor area of eligible building space (design and construction):
6,460,750 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>
</table>
Minimum Level (e.g. LEED Certified) | 0 Square Feet
---|---
3rd Highest Level (e.g. LEED Silver) | 4,500 Square Feet
2nd Highest Level (e.g. LEED Gold) | 227,229 Square Feet
Highest Achievable Level (e.g. LEED Platinum) | 59,623 Square Feet

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>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Level</td>
</tr>
<tr>
<td>4th Highest Level</td>
</tr>
<tr>
<td>Mid-Level</td>
</tr>
<tr>
<td>2nd Highest Level</td>
</tr>
<tr>
<td>Highest Achievable Level</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:
---
Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

283,918 Square Feet

A copy of the guidelines or policies:

LEED New Construction.pdf

The date the guidelines or policies were adopted:

Feb. 11, 2005

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

All new construction must be LEED Silver.

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

As a state mandate, green building is expected of all new projects. In addition, the energy points in the LEED system are being added as technical standards for the university to ensure that all new buildings on campus are as energy efficient as possible.

http://www.governor.state.az.us/eo/2005_05.pdf

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

http://nau.edu/Sustainability-360/Building-Green/
Indoor Air Quality

Responsible Party

Agnes Drogi
Manager: CAS Construction, Engineering and Inspection
Capital Assets and Services

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.

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

Catherine Sullivan
Sustainability Specialist: NAU Campus Dining
NAU Dining

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community-based products:

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

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

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

Part 2

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

Submission Note:
Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:
7.20

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:

Arizona grown produce includes, salad greens, peppers, bok choy, root vegetables like potatoes, onions, and carrots, fruits, and herbs. Our RBST-free milk comes from Stanfield, Arizona. Our pasta, tortillas and majority of our breads are produced in Arizona in the Phoenix area. Seafood purchases are limited to those listed in the “best choice” and “good alternative” categories by the Monterey Bay Aquarium Seafood Watch. Coffees and teas served in resident dining are all ethically sourced Fair-Trade; teas are also all organic and Fair-Trade. We procure specialty breads from a local (Flagstaff) bakery, as well as an assortment of other foods from local businesses, including oil and vinegars from Verde Valley Olive Oil Company, and Rising Hy Hot Sauce from an NAU alumni whose business is located in Flagstaff as well.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:
No

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

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

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

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

NAU Campus Dining focuses on sourcing local, seasonal and sustainably grown products when available. NAU Campus Dining defines local as farmers within the same state or geographic region. In contracts with local produce distributors, we require that they source from local farms whenever possible for the quantities and seasonal freshness needed. November to March is the time frame in which Arizona grown produce is in season and we use the highest percentage of locally grown products. We work to incorporate seasonally available produce into menus our events in resident dining as well as those for special events, and highlight a few herbs and heirloom tomatoes
grown on campus primarily at our retail locations.

We purchase most of our bread products and dairy products from local vendors (i.e. Holsum bread, Mission Tortillas, Shamrock Farms milk). Other purchases that are sustainable are our beverage purchases of Aspretto fair-trade coffee and teas which include organic and fair trade Numi tea. We provide a variety of organic, fair-trade certified and/or sustainably raised/produced food items in two convenience stores on campus. Campus Dining also serves organic and fair-trade coffees from Green Mountain Coffee, Jazzman’s and Starbucks. We have introduced “fruit-infused” water stations in both resident dining halls to encourage consumption of water as opposed to sugary and processed beverages.

We follow guidelines in place based on Sodexo’s commitment to sustainably sourced fish and seafood through the Marine Stewardship Council or the Global Aquaculture Alliance’s Best Aquaculture Practices Program and the Monterey Bay Aquarium Seafood Watch “Best Choice”. Organic and local foods are procured when economically and seasonally feasible and highlighted within resident dining and retail locations as well.

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

Campus Dining has no formal methodology in place to track the sustainable food and beverage purchases, but have begun to develop baseline measurements of through analysis of invoices and relying in part on vendor third-party certifications.

Total annual food and beverage expenditures:

---

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

<table>
<thead>
<tr>
<th>Service Type</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>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>Yes</td>
<td>No</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>
</tbody>
</table>

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

Sodexo and NAU Campus Dining take both social responsibility and food sustainability very seriously, as demonstrated by our Better Tomorrow Commitments and our partnerships on campus. Nationally Sodexo requires all vendors to adhere to our Supply Chain Code of Conduct which addresses fair treatment of employees, as well as environmentally sustainable practices.

This Supplier Code of Conduct (“Code”) sets forth Sodexo's expectation of suppliers, vendors, contractors and others with whom Sodexo conducts business (collectively referred to as “Suppliers”) with respect to sound and responsible ethical, social and environmental practices. Sodexo recognizes that there are different legal and cultural environments in which Suppliers operate throughout the world. Regardless, this Code sets forth the minimum requirements that Suppliers must meet to do business with Sodexo. In order to comply with these requirements, Suppliers should communicate the principles of this Code throughout their supply chain.

Sodexo encourages its Suppliers to support it in achieving The Better Tomorrow Plan to protect the environment, support the development of local communities, and actively promote nutrition, health and wellness.

Covered in this Code of Conduct:
• Global Workplace Rights
• Child labor
• Forced labor
• Freedom of association
• Non-discrimination
• Wages and benefits
• Working hours
• Health and safety
• Disciplinary practices/coercion

Additional Commitments
• Business integrity and ethical standards
• Environment
• Animal welfare
• Community involvement
• Conflicts of interest
• Unfair competition and anti-corruption
• Communications
The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

http://nau.edu/Dining/Sustainability/
Low Impact Dining

Responsible Party

Catherine Sullivan
Sustainability Specialist: NAU Campus Dining
NAU Dining

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

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

Percentage of total dining services food purchases comprised of conventionally produced animal products: 14

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

Campus Dining has no formal methodology in place to track this, but we are working with the Real Food Challenge to develop a baseline measurement and method of tracking.
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”):
NAU Campus Dining has participated in Meatless Monday since the fall of 2011. At the two major dining halls on campus, there are always vegan and vegetarian options including a designated vegetarian/vegan station within each resident dining hall. Menus items are labeled with icons to easily identify the vegan and vegetarian options at each platform. Vegan options are also available across the 28 other dining locations and markets throughout campus. The Campus Dining Mobile App allows students to filter searches such as vegan to find all of the Campus Dining options that are vegan across campus in residential and retail locations.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:
By actively participating in the Meatless Monday campaign, The Better Tomorrow Challenge Week annually sponsored and organized by Campus Dining and supporting NAU’s Earth Week, Campus Dining highlights low-carbon menu items to encourages eating more plant-based dishes.
The Green Scene Café's sandwich and salad menus are carbon valued with carbon footprint next to each menu item to increase food transparency and educate consumers on the impact their food choices make on the environment. High carbon value menu items include dairy and animal proteins whereas low carbon impact menu items are plant-based and/or vegan. We hope through awareness and education we can shift consumer's behaviors to be less carbon intensive which usually means more plant-based eating.

The website URL where information about where information about the vegan dining program is available:
http://home.nau.edu/dining/menus.asp

Annual dining services expenditures on food:
---

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

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

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

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

<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**

Ellen Vaughan  
Manager  
Office of Sustainability

### 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></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total building energy consumption, all sources</strong></td>
<td>607,779.81 MMBtu</td>
<td>523,153.55 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>220,931.31 MMBtu</td>
<td>150,629.55 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>386,848.50 MMBtu</td>
<td>372,524 MMBtu</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><strong>Gross floor area</strong></td>
<td>6,460,750 Gross Square Feet</td>
<td>4,303,800 Gross Square Feet</td>
</tr>
</tbody>
</table>
Floor area of energy intensive space, performance year::

<table>
<thead>
<tr>
<th></th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>90,301 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>20,706 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

Degree days, performance year::

<table>
<thead>
<tr>
<th></th>
<th>Degree Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>7,052</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>179</td>
</tr>
</tbody>
</table>

Source-site ratios::

<table>
<thead>
<tr>
<th></th>
<th>Source-Site Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.34</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.05</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>June 30, 2012</td>
<td>July 1, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>June 30, 1990</td>
<td>July 1, 1991</td>
</tr>
</tbody>
</table>

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

1991 was the first year we began inventorying and have the highest of confidence in data collection.

A brief description of any building temperature standards employed by the institution:
Our recent NORESCO energy conservation measures project sets temperature standards of 69-76 for the majority of NAU buildings.

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

LEDs are utilized in nearly all of the lighting in our new San Francisco parking garage (483,096 sqft.)

NAU uses LED lights in small amounts on other projects (like Chemical Storage and Ceramic Clay Mixing buildings).

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

NAU has been installing motion sensors (used to turn on the lights when someone enters the room, and off when there is no movement for 10 minutes) in most of our new construction for at least three years. Newest construction (2013) usually has dual type sensors (heat and motion) for classrooms and offices.

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

All new construction on campus is required to be LEED silver certified. Therefore, there are many buildings, such as the Applied Research and Development that utilize passive solar heating.

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:

As part of Northern Arizona University's efforts to reduce costs and emissions associated with energy waste, Facility Services contracted NORESCO to provide and implement energy conservation measures (ECMs). This 15-year Energy Savings Performance Contract pays for the upgrades with cost avoidance generated by the ECMs, saving approximately $1,500,000 annually.

Some ECMs implemented are:

Lighting Systems:
   Interior Lighting

Plumbing Systems:
   Domestic Plumbing
   Ice Maker Upgrades
   Pre-Rinse Sprayers
   Garbage Disposal Restrictors
Building Controls and Submetering
Implement energy savings strategies
Replace Pneumatic or Stand-Alone controls
Control Heating Equipment
Replace Existing Controls
Utility Submeters

HVAC:
Exhaust Snorkles and Split System
AHU/VAV Conversion
CRAC Units
40-ton Chiller
15 Air Handling Units
Heat Recovery Coils in Exhaust Ducts
Back-up Chiller
Boilers

Insulation:
Attic Insulation
Steam Distribution Tunnel
Back-up Chiller

A brief description of any energy metering and management systems employed by the institution:
The Allerton Envision System is used for at least 33 buildings on campus and allows for the metering and tracking of energy use in these buildings.

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

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

---

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:
In all Residence Halls on campus and in some of the academic/administrative buildings, we use the vending miser system to save energy when items are not being purchased from machines.

A brief description of other energy conservation and efficiency initiatives employed by the institution:
The Green NAU Energy Initiative (GNEI) employees two full-time staff to work on educational outreach to help students, faculty and staff conserve resources.

The website URL where information about the institution’s energy conservation and efficiency initiatives is available:
http://nau.edu/Facility-Services/Energy/GNEI/
Clean and Renewable Energy

Responsibility Party

Ellen Vaughan
Manager
Office of Sustainability

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
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>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>941 MMBtu</td>
</tr>
<tr>
<td>Option 2: Non-electric renewable energy generated on-site</td>
<td>0 MMBtu</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>
</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>60,777.98 MMBtu</td>
</tr>
</tbody>
</table>

Total energy consumption, performance year:

607,779.81 MMBtu
A brief description of on-site renewable electricity generating devices:

Solar:
NAU has a 163 kW photovoltaic farm on its south campus. The system was donated by APS provides up to 20 percent of the electricity for the LEED Platinum Applied Research and Development (ARD) building. The system was down for part of 2013 so our "energy generated" MMBtu is a conservative estimate.

Wind:
NAU has a 2.4 kW SkyStream wind turbine next to the ARD building.

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

ARD's building solar thermal pre-heats water for kitchen and bathroom sinks.

At the Health and Learning Building 70 percent of the domestic hot water is provided by 102 solar thermal panels on the building's roof. This renewable energy source exceeds six percent of the total building energy usage.

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

---

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

NAU buys 10% from APS's Green Energy Program.

The website URL where information about the institution's renewable energy sources is available:
http://nau.edu/Sustainability-360/Building-Green/
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.

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

Responsible Party

Ralph Padilla
Manager
Facility Srv: Landscaping

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>770.85 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>77.56 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any</td>
<td>405.68 Acres</td>
</tr>
<tr>
<td>protected areas</td>
<td></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>278.71 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>5.40 Acres</td>
</tr>
<tr>
<td>Managed organically, third party certified and/or protected</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

A copy of the IPM plan:

---

The IPM plan:

All grounds maintenance is driven by IPM Principles. 2013 was our first year in which we did not use herbicide or pesticide on campus lawns. (excluding athletic fields, 4 acres).

Hardscapes are treated with herbicide, only as needed. Multiple alternatives are being tested. When herbicide is used for hardscapes we have chosen the least toxic chemicals that maintain effective control, and apply at the lowest effective rate.

We incorporate low-emission/chemical-free practices such as manual removal of weeds whenever possible. We live trap all animal pests & relocate them.

Residence Life takes care of 14.7 acres and they only use corn gluten meal - no other chemicals.

A brief summary of the institution’s approach to sustainable landscape management:
All Sustainable Landscape Maintenance (SLM) turf areas are managed by our sustainable maintenance plan which uses only organically-based and/or OMRI-certified treatments, including compost, elemental sulfur, corn gluten meal, and Soil Secrets products (http://soilsecrets.com/).

Maintenance focus is on improving soil health, increasing grass density, and creating a pleasing visual aesthetic using only organically-approved practices and products.

Weed species are removed with the HoundDog WeedHound tool and also by hand-pulling and by digging.

Research areas have been under SLM project care for 2 - 3 years, depending on the site. These sites are used to test new materials and methods, and data is collected regularly throughout the growing season in order to assess the effects of treatments.

North Quad was brought under SLM practices in spring 2013 and was maintained according to project standards. It was not used for experimentation or data collection but is intended to be a model of sustainable practices.

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

General:
All specified planting materials shall be of species that has a proven history of resilience in this Northern Arizona locale. Preference shall be given to designs that center around a xeriscape approach and utilize drip irrigation.

Trees and Shrubs:
All specified tree and shrub plant material must be in place prior to August 1. All plant material used shall be of types proven hardy for the area and situation. New, novel or “different” plants shall be restricted to a bare minimum.

Current turfgrass species being seeded in the SLM project are perennial rye and Kentucky bluegrass (choosing cultivars which are best adapted to our climate). Native grasses have been introduced to research sites using Warner’s Native AZ Turf Mix: Sodar Streambank Wheatgrass, Fairway Crested Wheatgrass, VNS Sheep Fescue, Canbar Canary Bluegrass, Hachita Blue Grama.

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

NAU Grounds department collects all grass clippings, pine needles, and leaves for use in composting.

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

As NAU’s organic garden program expands, the NAU Grounds department has worked collaboratively with student groups and the NAU Campus Organic Gardener to share compost and mulch for the organic gardens and to be used back on SLM test sites.

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

All heavy equipment runs on diesel fuel instead of gasoline.

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

Preference shall be given to designs that center around a xeriscape approach and utilize drip irrigation. NAU uses native plants that require less watering.

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

The university uses a commercially available naturally occurring de-icer. This de-icer is magnesium chloride and it has been tested and meets environmental requirements in Arizona and Colorado.

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:

https://www4.nau.edu/cas/Plan-Dev/TechStandards.html
Biodiversity

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The NAU Centennial Forest is Northern Arizona University's research, teaching, and demonstration forest -- a cooperative venture between Northern Arizona University and the Arizona State Land Department.

In 1959, the Arizona State Land Department designated 4,000 acres of forest land as an "outdoor laboratory" for the School of Forestry at Northern Arizona University. The research and education programs initiated by the designation helped establish the school as one of the top rated forestry institutions in the country.

An agreement signed by Arizona Governor Jane D. Hull in April, 2000 establishes a new paradigm of cooperation for land stewardship in Arizona. Agencies and community groups actively participate by serving on the Centennial Forest Advisory Committee which provides oversight and helps develop a management plan for the Forest. Northern Arizona University’s School of Forestry and the Arizona State Forestry Division coordinate to manage the 47,500 acre area to provide research and education opportunities, reduce the risk of wildfire, restoring damaged ecosystems, provide ecosystem services such as clean water, carbon storage, wildlife habitat, timber, and livestock forage.
Details of protected areas:
There are three types of legally protected areas on the Centennial Forest. Sections of the forest are protected as critical habitat for Mexican spotted owl, an endangered species listed under the Endangered Species Act. Any management or activities in or around these areas require consultation with US Fish and Wildlife Service, the agency responsible for enforcing the Endangered Species Act. There are also many cultural resources present on Centennial Forest lands, including historic railroad grades, early Flagstaff settlements, logging camps, and ceramic sherds. These cultural resources are federally protected under the AZ SHPO laws. Lastly, the Rogers Lake County Natural Area, located off of Woody Mountain Road, is protected under a conservation easement created by Coconino County. More information about the Rogers Lake County Natural Area can be found at:


Riparian areas, historic grasslands, and portions of the forest within the Woody Ridge Wildlife Corridor serve as priority sites for biodiversity within the Centennial Forest. Northern Arizona is being impacted dramatically by drought and changes in annual precipitation. Subsequently, it is very important that Centennial Forest protect perennial sources of water, including the Rogers Lake area – an important perennial source of water for wildlife travelling through the San Francisco Peaks region. Portions of Centennial Forest also lie within the Woody Ridge Wildlife Corridor, which links the San Francisco Peaks to the Mogollon Rim via a series of protected public lands, which are managed by a variety of entities including Centennial Forest. This corridor is especially important for the conservation of pronghorn, mountain lion, elk, mule deer, black bear, badger, northern goshawk, Mexican spotted owl, turkey, leopard frog, and bats. Lastly, historic grasslands in the northern portion of Centennial Forest are especially important in terms of diversity of grasses and other plant species.

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

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

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

Before any forest management activity or research project is implemented on the Centennial Forest, a comprehensive survey for sensitive plant and animal species, including endangered and vulnerable species, is conducted to identify possible presence of sensitive species and determine critical habitat areas to be protected if these species are present. This survey involves consultation with wildlife experts from US Fish and Wildlife Service, Arizona Game and Fish Department, Ecological Restoration Institute, and/or US Forest Service. There is also an archeological clearance that must be completed to ensure that culturally sensitive resources are not impacted by potential projects. Lastly, proposed project areas are compared with historic research projects to guarantee that environmentally sensitive areas and valuable research is not compromised by a project. Centennial Forest operates as the premiere research and educational forest in northern Arizona. Subsequently, there are many ongoing assessments and monitoring mechanisms occurring on the forest at any given time. Presently, research projects encompass climate change, entomology, pathology, decomposition, wildlife, and soil related themes. Also, the a forest restoration treatment of the Rogers Lake area was recently completed. Centennial Forest is monitoring 49 separate plots for various environmental aspects including risk of wildfire, biodiversity, tree growth and invasive species establishment. These plots will be monitored into perpetuity using NAU students to collect and analyze data whenever possible.
A brief description of identified species, habitats and/or environmentally sensitive areas:

Vegetation
Geology, geomorphology and climate differences help form a diverse array of vegetation in the Centennial Forest. Regional forest and grassland vegetation types are well represented throughout the forest. Vegetation in the northern portion of the Centennial Forest can be classified into four major terrestrial ecosystems and several minor ecosystem classes. These ecosystems, described by potential climax vegetation include approximately 5,000 ha of grasslands (Bouteloua gracilis, Elymus elymoides, Aristida longiseta, and Agropyron smithii), 5,300 ha of pinyon-juniper (Pinus edulis, Juniperus monosperma) woodlands, and transition zone forests (J. monosperma-P. ponderosa). The southwest portion of the forest is dominated by extensive (7,200 ha) Pinus ponderosa and P. ponderosa-Quercus gambelii forests. Another 425 ha are composed of vegetation types that include Juniperus deppeana, and Fallugia paradoxa as indicator species. In addition to forests and grasslands, the Centennial Forest contains over 1,200 ha of wetland-meadow ecosystems. Carex, Poa, Festuca, Agropyron, Allium, and Muhlenbergia species typify these environments. Minor vegetation types include Quercus turbinella-Arctostaphylos pungens shrublands which represent a transition zone into upland Sonoran Desert, and Populus tremuloides-Pseudotsuga menziesii forests which transition into mixed-conifer vegetation. Throughout the Centennial Forest, transitional zones between these diverse vegetation types and along elevational gradients are particularly well represented.

The Mexican Spotted Owl is the only listed endangered species on the Forest.

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

The Centennial Forest continually seeks funding and support to protect environmentally sensitive areas and plans to conduct projects as these funds area acquired.

The Centennial Forest Management Plan can be found at:

http://nau.edu/CEFNS/Forestry/Centennial-Forest/Documents/

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

http://www.for.nau.edu/CentennialForest/
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

Becky McGaugh
Director: Purchasing
Purchasing

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.

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

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

Yes

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

---

The electronics purchasing policy, directive, or guidelines:

http://nau.edu/Contracting-Purchasing-Services/_Forms/Policies/204/

All solicitations are pursuant to A.R.S. §34-451, the University is required to purchase ENERGY STAR® products or those certified by
the Federal Energy Management Program as energy efficient in all categories available.

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

The requirement is inserted in all solicitations and the policy is published on the website.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?: No

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

<table>
<thead>
<tr>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
</tr>
<tr>
<td>EPEAT Silver</td>
</tr>
<tr>
<td>EPEAT Gold</td>
</tr>
</tbody>
</table>

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

---

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

---
Cleaning Products Purchasing

Responsible Party

Becky McGaugh  
Director: Purchasing  
Purchasing

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:

http://nau.edu/Contracting-Purchasing-Services/_Forms/Policies/204/

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

The policy is published on the website.

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
482,274.03 US/Canadian $

Total expenditures on cleaning and janitorial products:
663,203.49 US/Canadian $

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

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

Becky McGaugh
Director: Purchasing
Purchasing

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.
### 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.

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

**Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

Yes

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

---

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

NAU signed a contract with Stapleslink in 2006 which allows NAU faculty and staff to purchase supplies through an NAU-specific online system. This system gives faculty and staff the option to not only purchase recycled content materials but also materials from minority and women-owned businesses. These products are marked with a seal to indicate to the buyer which items fall under that category.

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

No
The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

---

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

http://www.staplesadvantage.com/nau/supplies_and_services/diversity_supplier_products.asp
Life Cycle Cost Analysis

Criteria

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

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

Criteria

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

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

And/or

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

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

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

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

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

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

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

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

<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 Transportation</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Chris Johnson
Fleet Manager: Transportation Services
Transportation Services

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:

550

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

<table>
<thead>
<tr>
<th>Number of Vehicles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel Type</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>21</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>4</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>0</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>0</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

Erin Stam
Manager: Parking Services
Parking & Shuttle Services

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.

Submission Note:

Some students take the bus every day and then walk, bicycle, or use other non-motorized means. That is why the percentages equal over 100%.

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

Total percentage of students that use more sustainable commuting options:

70

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>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>36</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>34</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>0</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>70</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>0</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:

http://home.nau.edu/parking/mct.asp
### Employee Commute Modal Split

**Responsible Party**

**Erin Stam**  
Manager: Parking Services  
Parking & Shuttle Services

---

**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:**

52

**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>48</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>---</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>---</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>16</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>---</td>
</tr>
<tr>
<td>Telecommute for 50 percent or more of their regular work hours</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of the method(s) used to gather data about employee commuting:

Transportation surveys

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

http://nau.edu/Green-NAU/Public-Transit/
Support for Sustainable Transportation

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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:**

The Applied Research and Development ARD building has indoor and secure bike storage and shower facilities. Each staff member has a lockable cabinet for storage of keys, helmets, etc.

Also, the Extended Campuses building has indoor bike storage.

Five sets of bike lockers have been installed - on north, central and south campus.

Three bike cage storage facilities were installed in parking garages.

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:**

All buildings on campus have bike racks within 50ft of the entrances. Not all residential buildings have long term storage within 330ft of the building. There are bike storage facilities in each garage p96a (Knoles), p96b (San Francisco) and p28c (Mt. View). Each can be rented for a fee of $75 annually and $30 per semester. Bike enclosures are available at a cost of $40 annually and $15 for the semester. They are long term in that they can be rented for the school year from August to August and can be renewed.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:
Yes

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

Bike information is available on our website:

http://nau.edu/Parking-Shuttle-Services/Biking-on-Campus/

NAU rules and regulations on bike rules and policies:

VI. Non-Pedestrian Device Regulations
A. Introduction
The following guidelines are provided to promote safe use of non-pedestrian devices on Northern Arizona University campus. Northern Arizona University and the Arizona Board of Regents reserves the right to amend these regulations at any time to promote and ensure fair and safe usage of the property under the jurisdiction of the university. All changes become effective immediately.

Northern Arizona University maintains the right to cut locks, chains, and/or cables for the purpose of impounding any bicycle found to be abandoned or parked/stored in violation of university regulations (A.R.S. §15-1627). The cost of replacement for any locking device removed by Northern Arizona University is the responsibility of the bicycle owner.

Free bike registration is available at the Parking and Shuttle Services office Monday through Friday 7:30 a.m.-4:30 p.m. to university faculty, staff, students, and affiliates. The bicycle and JacksCard must be present at the time of registration.

B. Non-Pedestrian Device Regulations
1. Bicycles must be parked at designated bike racks only. Bicycles and other non-pedestrian devices may not be parked or secured to any fence, light post, tree, handrail, water/gas line, sign post, or any other unauthorized area. Bicycles and other non-pedestrian devices parked in violation of this regulation are subject to impoundment at the owner’s expense.

2. Non-pedestrian device riders shall ride in the same direction of traffic and as near to the right side of the roadway as practical. In bike lanes separated by median strips, non-pedestrian devices shall be ridden to the right of the strip. Non-pedestrian device riders must ride single file. Skateboards and other similar devices are not permitted to ride in roadways.

3. Non-pedestrian device riders must yield the right of way to pedestrians at all times.

4. Non-pedestrian device riders must come to a full and complete stop before passing the controlling plane of a stop sign. Non-pedestrian device riders facing a steady red traffic control signal shall stop and remain until an indication to proceed is shown (A.R.S. §28645). Non-pedestrian devices may not be operated in an area where restricted by regulation, including campus buildings. Non-pedestrian devices must be dismounted and walked through any restricted area, unless otherwise instructed by signs posted at location.

5. Bicycles operated between dusk and dawn is required to be equipped with and use a white headlight as well as a red rear light or reflector.

6. Non-pedestrian devices may not be ridden at a speed greater than the posted vehicle speed limit, or at a speed greater than is reasonable, prudent, and safe. Bicycles may only carry the number of riders for which they are specifically designed. Bicycles may not be ridden on sidewalks.

7. In accordance with A.R.S. §15-1627, members of the general public who violate these regulations regarding the use of non-pedestrian devices shall be warned of a violation and may receive a citation. Any non-pedestrian device may be impounded by Northern Arizona University and a reasonable fee may be exacted for the cost of impoundment and storage.

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

A brief description of the bicycle sharing program:

Northern Arizona University's Yellow Bike Program (YBP) - a free community bike program with a secure and reliable checkout system.

To check out a yellow bike, visit the Du Bois Center or the University Union to fill out a liability waiver, and present your NAU ID. You will be provided a bike, a lock, and key, and a helmet (upon request). Hours are 7:30 AM to 7 PM Monday through Friday.
Bikes (including lock, key, and helmet) must be returned within seven days. If there is not a waiting list, you may check out the bike again if you would like for another seven days.

Possible Charges (For items lost, stolen, or damaged beyond repair):
- Bike - $100
- Lock - $25
- Helmet - $15
- Key - $5

Note: Regular wear and tear such as a popped tire, scratches, etc. will not be charge though we do ask that you report these kinds of issues.

For the Fall 2013 we had 191 yellow bikes checked out and 20 available.

http://nau.edu/Green-NAU/Yellow-Bike-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?**

Yes

**A brief description of the certification, including date certified and level:**

In 2012 NAU was named a silver-level bicycle-friendly university. NAU is actively involved in incorporating bicycles into the university culture through the free Yellow Bike program, bike registration and locker storage to protect bicycles from weather, and recent enhancements to the campus pedways including the addition of an east-west pathway.

**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), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):**

NAU has partnered up with the Northern Arizona Intergovernmental Public Transportation Authority (NAIPTA) to provide faculty and staff with an ecoPASS, which allows the use of the public transportation system free of charge.

While on campus, a free bicycle share program is available for university faculty, staff, and students.

The ecoPASS offers university faculty a free ride to work using city buses, and an alternative eco-friendly commute to campus. Note: “We provide the ecoPASS to all campus employees (it’s a tiered system, we first distribute to faculty/ staff; we will eventually open to Graduate Assistants and then Undergraduate Campus employees)”

NAU offers an extensive, shuttle service on campus. Students that live on campus are prohibited from driving & parking across campus from 7:30 am-4:30pm significantly reducing traffic.
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:
In addition to unlimited public transit access, ecoPASS gives you access to the Guaranteed Ride Home program. This program allows employees who commute to work using their ecoPASS to use a taxi for emergencies at no charge. Emergencies include, but are not limited to:
• illness or injury experienced by you or a family member
• damage to your home or property by fire, burglary, or acts of nature
• university-wide emergencies where no other travel options are available
• unscheduled overtime (supervisor authorization is required)

When an employee has an emergency on a day he or she commutes to work via Mountain Line, a signed voucher will be issued by Human Resources and the employee will call a taxi from the provider list. Northern Arizona Intergovernmental Public Transportation Authority (NAIPTA) will pay for the ride.

The link to the guaranteed ride home program is attached:

http://nau.edu/Parking-Shuttle-Services/ecoPASS/

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:
As a carpooling alternative, individuals can contact the Transportation Services Dispatch office at 523-2469 to find out who might be travelling to their destination (university business only).

For local carpooling, interested participants receive a permit that allows them preferential parking. The permit is allowed to be shared between multiple vehicles (it can be physically removed and placed on another vehicle). This is exceptionally helpful to off campus students and employees who wish to car-pool. Permit owners can have up to 5 vehicles associated to 1 permit.

The NAU Campus also participates in the ZimRide program that encourages all community members to use online software for carpooling.

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 example of a Car Sharing program that Northern Arizona University hosts is in association with our LEED Buildings. The LEED Platinum Applied Research and Development building has a car share program available for all occupants of the building. The car share program has an electronic calendar on which occupants can check out the car service.

The Babbit Administration Building also has a Chevy Volt for occupant use.

We are also in the middle of finalizing a contract with a local company to bring We-Car to campus for all community members. Coming spring 2014!

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

A brief description of the electric vehicle recharging stations:
There are 17 electric vehicle charging stations in the San Francisco parking garage, 2 in p60 near Babbitt Administration, and 2 in p16 near the Union. All charging stations are level 2’s.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
Yes

A brief description of the telecommuting program:
Supervisors may work with employees on a telecommuting schedule where appropriate.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
Yes

A brief description of the condensed work week program:
Faculty and staff may work with their supervisors to develop a “flex” schedule where appropriate. This may include a 4-day work week or work a non-standard schedule if operations can be maintained.

Does the institution have incentives or programs to encourage employees to live close to campus?:
Yes

A brief description of the incentives or programs to encourage employees to live close to campus:
The University has partnered with the Northern Arizona Transportation Authority to create a public bus route that travels through campus and into the local surrounding community. This bus route is free for all employees of the University. There are many bus stops in the surrounding local community that would allow employees to take alternative transportation to work every day.

**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:**

TransLoc is a real-time bus GPS location monitoring lets you know exactly when the bus is coming. This provides a better user experience for bus riders.

Parking/Shuttle Services offers ecopass to staff and faculty at no charge to use the city bus system which eliminates the need to drive to campus. NAIPTA also offers the route 10 to anyone with an NAU ID to ride that line at no charge. If the rider wants to transfer buses the fee for the new route would apply but route 10 is at no fee once ID is shown regardless of how many times a day the rider uses the bus system.

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

http://nau.transloc.com/
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<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

Ellen Vaughan
Manager
Office of Sustainability

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.

Submission Note:

Performance year 2011

"---" 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>Materials recycled</td>
<td>1,296 Tons</td>
<td>800 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>45 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>15.85 Tons</td>
<td>0 Tons</td>
</tr>
</tbody>
</table>
Materials disposed in a solid waste landfill or incinerator | 1,796.60 Tons | 1,700 Tons

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>7,168</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>2,487</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>17,586</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>2,487</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</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>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>Performance Year</td>
<td>July 1, 2011</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2005</td>
</tr>
</tbody>
</table>

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

The baseline year was adopted because it was the first year that amounts were accounted for.

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

On October 20, 2013, Facility Services in coordination with Campus Dining audited the waste stream from the homecoming football game. Various waste streams were inventoried and weighed. All recyclables were recycled properly.

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

The NAU Purchasing department has established policies that address sustainable purchasing in the "Contracting and Purchasing Services Policy Manual." Among other items, when possible, practical and feasible, the University will strive to select products...
that are: Durable as opposed to single use or disposable, Non or minimally toxic, preferably biodegradable, Contain a high recycled content, especially post consumer recycled content, highly recyclable at the end of the life-cycle, and shipped responsibly by combining shipments with other shipments to the University or region with minimal packaging consistent with care of product made from recycled and/or recyclable materials. The full policy can be found here:

http://nau.edu/Contracting-Purchasing-Services/_Forms/Policies/204/

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

Northern Arizona University is required by law to maximize use of all assets and, when it has no further use for them, maximize returns on their sale. We are not allowed to give surplus property away. The Surplus Property Department is the only NAU department authorized to dispose of surplus property. The primary role of the Surplus Property department is to ensure that the excess property generated by NAU will be handled in a method that both maximizes the return to the University and meets the disposal requirements of the state and federal governments.

Departments may use property surplus to obtain used materials on campus and when materials are not used within the University, they are sold to the public.

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

Course catalogs are available at:

http://catalog.nau.edu/

Course schedules available through the student online LOUIE system.

Directory is found on the front page of the NAU website:

http://nau.edu/

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

In the library and computer labs on campus there either is no printing or charged printing. Free printing is limited to some Graduate Assistant Offices only.

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

The "Leave Green" campaign was the marketing effort to enhance the existing residence hall move out waste diversion program benefiting local, not-for-profit agencies. The Leave Green logo, title, and enhanced marketing materials were created in cooperation with
a Hooper Sustainability Grant (awarded to undergraduate students Emily Goff and Melissa Phillips), NAU Residence Life, NAU Recycling, and the Merriam Powell Center for Environmental Research.

NAU Residence Life annually invites local non-profit agencies to submit applications to participate in this program. Past participants include Big Brothers/Big Sisters, St. Mary's Food Bank, and the Northern Arizona Food Bank. The selected agencies are granted permission to place donation bins inside of every residence hall on campus to collect gently used clothing, household appliances, reusable furniture, unused school supplies, and non-perishable foods.

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

At the University Union and Dubois center people can drop off batteries and printer cartridges to be recycled. Batteries can also be recycled at Facility Services as well as light bulbs. There is also a central drop-off location location for glass in parking lot P62B.

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

NAU annually audits the waste stream of the University which includes our dining areas. NAU Campus Dining tracks and reports their waste stream of landfill, recyclables and compost to the EPA Food Recovery Challenge annually using LeanPath software, City of Flagstaff tipping weights of recycling and refuse and the NAU Composting Programs daily weight logs for tracking and measurement. Dining Services also coordinates “Weigh the Waste” events within the resident dining halls throughout the academic year to educate students on daily food waste and its impact on the environment and provide analysis of post-consumer waste.

**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:**

NAU Campus Dining measures and carefully analyzes food waste through a program developed specifically to minimize waste, named LeanPath. LeanPath software records all pre-consumer food waste daily, the reason for it being composted or thrown away, as well as provides strategic action plans to reduce food waste. These numbers are also cross referenced with the NAU Compost Programs daily weight logs. NAU Campus Dining participates in the EPA Food Recovery Challenge yearly which provides resources and webinar training to reduce food waste and requires yearly reporting of food waste and a commitment to reduce food waste each year. Through the use of these tools, we have seen a 20% reduction on pre-consumer food waste in our main dining facilities.

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

NAU Campus Dining Services coordinates events like “Weigh the Waste” within the resident dining throughout the academic year and "Slash the Trash" at the Skydome during the football season to track and bring awareness to waste reduction specifically post-consumer waste. Students sort and weigh the waste and analyze the post-consumer waste stream for improvements on waste minimization as well as become more empowered as individuals to reduce their waste footprint overall.

**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):**

Several dining locations use only compostable containers for “to go” orders. All retail cold beverage cups in the 16 oz size (which is the size that comes with the meal plan transfers) are compostable. NAU Campus Dining provides compostable to-go ware for catering events.
and at specific retail locations.

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):

Both resident dining locations use “dine in” service-ware. Additionally, the Green Scene Café customers have the option to use “dine in” plates and silverware if they choose to eat in the café, which a majority of the customers do or use a re-usable container for “to go” orders.

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:

Reusable beverage containers can be used at any retail dining location across campus for a $0.50 discount on a beverage purchase. At the Green Scene Café reusable to go sandwich and salad containers are available for purchase which also come with the incentive of the $0.50 discount each time the container is used.

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

NAU Campus Dining strives to reduce their impact on the environment and reduce consumption of natural resources by employing best practices in the areas of waste minimization (i.e. LeanPath program), energy reduction and water conservation. Education and outreach to the campus community are also facilitated through a variety of Campus Dining marketing vehicles such as table tents, LCD screen imaging and special events to encourage reducing waste on campus, relating to food waste, recycling and how to get involved with such projects on campus.

Other initiatives Campus Dining has implemented to reduce waste that have not already been listed include the “Take A Taste” program encouraging tasting of foods before taking an entire plate, trayless dining, using products (napkins and some containers) made of recycled materials, removing plastic bags and Styrofoam from Dining’s retail services, and water refill stations.

Take a Taste is a program within resident dining; staff at each platform keeps a small number of portions size samples of the main entrée available for a taste test. Along with the signage “Take A Taste” I’s main objective is to encourage customers to try a small sample of the dish at the before taking a full serving to ensure the least amount of food is wasted. Trayless Dining reduces water waste, energy waste and food waste in our residential dining locations. Every time a meal is served without a tray, a quarter of water, one ounce of food waste, plus the detergent and energy needed for washing trays is saved. By using recycled materials and non petroleum based products we are decreasing the amount of virgin materials being harvested and fossil fuels in the production of for disposable ware. A large component of the retail dining is “to-go”. This requires a number of disposable materials. Dining Services work with their vendors to encourage the use of sustainable products and ensure proper recycling of containers when possible. Campus Dining went Styrofoam free across our retail dining locations the fall of 2012. Dining went bagless in the fall of 2010 which has annual removed 33,000 plastic bags from the campus supply chain and saved over a ton of carbon in production and disposable of the bags. All of the brown napkins are made of 100% recycled materials. Each case of napkins used in our express dispenser saves, 126 gallons of water, one cubic feet of landfill space, and seven gallons of water (compared to virgin fiber products). Express napkin dispensers make it easy for you to get the napkins you need while reducing the number used and wasted, saving valuable natural resources.

Filtered water refill stations are available in both the University Union and the du Bois Center. Several other hydration/water bottle fill stations have been installed in various buildings on campus. These stations encourage the use of reusable containers instead of buying individually bottled water.
The website URL where information about the institution’s waste minimization initiatives is available:

http://nau.edu/recycling
Waste Diversion

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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.

Submission Note:

Information on Northern Arizona University's waste minimization and diversion efforts can be found at nau.edu/recycling.

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

Materials diverted from the solid waste landfill or incinerator:
1,706.85 Tons

Materials disposed in a solid waste landfill or incinerator:
1,796.60 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:

1296.0 tons recycled
(figure based on a fall audit over one week - i.e. this number is an estimate because the University contracts with the City and therefore cannot get regularly reported weights)

+ 45 tons composted material

+ 15.85 tons (32,000 lbs) donated during Spring move-out. This includes, clothes, re-usable materials, and food.

+ 350 Tons Estimated Campus Surplus Materials diverted from the landfill (very conservative estimate)

A brief description of any food donation programs employed by the institution:
In our dining halls as well as through our catering department, we are able to donate trays of untouched food to the Flagstaff Family Food Center. Additionally, FFFC picks up other perishable items intermittently as available. Campus Dining helps to fund a Meal Plan Scholarship program – which awarded 11 traditional 14 mpw meal plans to students this past year. Dining also supports Louie’s Cupboard, a food pantry on campus that serves the campus community.

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

For several years the Students for Sustainable Living and Urban Gardening (SSLUG) group on campus has worked with the South Dining facility (The Dub) to collect pre-consumer food waste to be composted in the SSLUG garden. This compost is then used in the community garden maintained by the same group. The group collects roughly 200 lbs of pre-consumer waste per week to be composted.

This past year a much more exciting initiative has been implemented. With funding from the University’s Green Fund, State TRIF Funding, and funding from across the university an NAU Campus Composting Program has been implemented.

The NAU Campus Composting Program collects pre-consumer food material from almost every dining location on campus, including coffee shops and satellite locations. The material is collected at each location in small buckets. These buckets are then picked up by the NAU Velo Composting team, which is a student coordinated bike composting transportation method. All of the material is collected and transported to a location on campus where major composting efforts are taking place.

With the help of the Grounds department, Dining Services, Velo Composting, and many other partners we have been able to lay the foundation for a large scale composting program for the entire campus.

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

Currently there is little post-consumer composting occurring on campus because the NAU Compost Program’s system is not capable of breaking down more complex (generally non-compostable or commercially compostable) materials. Some event managers on campus do coordinate the pick-up and sorting of food waste and materials with the NAU Composting Program. Additionally, we have begun a pilot project in the University Union collecting the compostable beverage cups and adding those to the compost while careful to maintain the pile’s integrity.

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

<table>
<thead>
<tr>
<th></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>Material</td>
<td>Yes/No</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------</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>Pallets</td>
<td>Yes</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:

---
Construction and Demolition Waste Diversion

Responsible Party

Agnes Drogi
Manager: CAS Construction, Engineering and Inspection
Capital Assets and Services

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.

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

Responsible Party

John McGregor
Director: Regulatory Compliance
Office of Regulatory Compliance

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?:

Yes

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

The EH&S department at Northern Arizona University was formed in 2006 to coordinate the oversight of all matters of Biological, Chemical, Radiation, and Environmental Compliance. The EH&S department provides leadership in working with the campus community to ensure a safe and healthful working and learning environment. EH&S endeavors to reduce hazardous waste through training, education, and chemical inventory practices. The practices of waste minimization are encouraged from the very basic training that students, staff, and faculty receive at the beginning of their time with NAU. The sharing of chemicals between laboratories and departments is encouraged to avoid the purchase of excessive amounts of chemicals resulting in an increase in waste. Unused chemicals offered for disposal are shared with other laboratories or facilities on campus in order to minimize waste.

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

Hazardous and non-regulated chemical waste that has been generated on campus is managed by EH&S in a manner compliant with EPA and other federal regulations prior to being shipped off-campus for recycling or treatment prior to disposal. Whenever possible materials are recycled or recovered, when this is not possible these materials are then treated and disposed of in a responsible and compliant manner. Universal waste is managed by the facilities department at NAU with oversight from EH&S. Following similar practices, all
materials are recycled or reclaimed when possible or treated and disposed of properly if neither of the former options exists.

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

NAU has not had any significant hazardous materials releases in the three years prior to this report.

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

EH&S has recently developed a new chemical inventory system for the purpose of tracking hazardous chemicals on campus. This system provides reliable accountability of chemical storage and usage for regulatory purposes. In addition, faculty and select staff are allowed (with permission) to view other inventories to allow for more efficient sharing of chemicals prior to ordering new materials. This encourages the reuse or redistribution of chemicals that would otherwise be destined for hazardous waste disposal.

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):

The electronic waste program at NAU comprises a couple of steps. Unwanted electronics are first sent to NAU Property Surplus. There are collection points for electronic waste materials located in the dormitories on campus. At the end of each year when the dormitories are vacated, any unwanted and unclaimed materials are turned over to NAU surplus property. Surplus then determines if items are sellable to the public as surplus property or not. If it is determined that the equipment cannot be sold through surplus it is sent to an E-scrap pile housed in the NAU surplus facility (all computers must be wiped before selling or scrapping). The e-scrap is then placed on a pallet, once enough pallets have been collected, an E-Scrap auction is held for individuals that are interested in buying pallets of electronic components; scrap computers, etc. by the lot. If there are no buyers for the scrap pallets, they are then sent to a recycling company.

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

The recycling company that is utilized is certified by R2:2008; ISO 14001:2004 and RIOS. This ensures that the material is handled in a way that protects worker safety and that all e-waste is recycled in a responsible manner. This also gives the university confidence that all environmental standards are met with these materials.

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

http://www.orc.nau.edu/
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

Ellen Vaughan
Manager
Office of Sustainability

Criteria

Part 1
Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2
Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3
Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution’s main campus:
High

Total water use::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>261,122,740 Gallons</td>
<td>206,235,408 Gallons</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>Potable water use</td>
<td>228,550,445 Gallons</td>
<td>180,509,726 Gallons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users"::
| Number of residential students | 7,100 | 6,053 |
| Number of residential employees | 20 | 15 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 19,320 | 12,523 |
| Full-time equivalent of employees | 2,679 | 2,202 |
| Full-time equivalent of distance education students | 4,764 | 4,104 |

**Gross floor area of building space:**

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>5,930,272 <em>Square Feet</em></td>
</tr>
</tbody>
</table>

**Area of vegetated grounds:**

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>405.68 <em>Acres</em></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>June 1, 2012</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>June 1, 2004</td>
</tr>
</tbody>
</table>

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

2005 was the year we've used in past reports.

We do not have solid numbers for the 2005 "Vegetated grounds" acreage. We imputed a conservative estimate.

**Water recycled/reused on campus, performance year:**
Recycled/reused water withdrawn from off-campus sources, performance year:
32,572,295 Gallons

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

The University taps into the City of Flagstaff Reclaimed water system for the majority of its landscaping irrigation and some of its toilet water usage.

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

During the performance year meters were installed on roughly 50% of the campus buildings. Data collect did not start during the performance year.

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

All water fixtures on campus were changed out during the performance year. Low flow toilets, showerheads and airators were installed.

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):

NAU utilizes reclaim water for irrigation of 85% of lawn space.

All specified planting materials shall be of species that has a proven history of resilience in this Northern Arizona locale. Preference shall be given to designs that center around a xeriscape approach and utilize drip irrigation.

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

---

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

NAU uses reclaimed water for toilet flushing in all new construction. A few buildings have the duel flush options.

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

http://nau.edu/Facility-Services/Operations/Ops/
Rainwater Management

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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:
Stormwater runoff is an important factor in water conservation in our region. The more water that can be retained on site, the less artificial irrigation is needed. The City of Flagstaff created an extensive Low Impact Development Plan that the university has adopted for all new construction projects. The City of Flagstaff Low Impact Development Plan is also used to control stromwater runoff across campus by keeping the first inch of rainfall on site.
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:
Small scale harvesting occurs at student gardens.

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:
The ARD "pod" conference room has a vegetative roof to model both how soil can act as an insulator and how we can combat the heat island effect. In addition, the roof absorbs rainfall helping to improve stormwater runoff of this building.

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:
NAU uses retention ponds to meet LID requirements.
Also outside the ARD Building, landscaping is designed to collect and filter pollutants in the detention basin as well as help control flooding.

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

This is the primary method of stormwater collection on campus.

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

---

**Responsible Party**

Ellen Vaughan  
Manager  
Office of Sustainability

---

**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.
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
Ellen Vaughan
Manager
Office of Sustainability

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:
Accomplishment by the Caucus and Student Environmental Caucus for the last three years. They may be easier to read off their website:
http://nau.edu/Environmental-Caucus/Accomplishments/

Accomplishments in Fiscal Year 2012
Ia.
• Successfully served as catalyst and driving force for sustainability efforts in academic affairs, research, student life, facilities, and operations, providing grass roots ideas to middle-level and senior administrators across campus and to the Coordinating Committee for Campus Sustainability. Provided an opportunity for administrators to learn about sustainability interests and opportunities directly from students, faculty, and staff.
• Monthly meetings drew 30 – 50 participants from a listserv of over 400 members
• Sent out weekly EC newsletter to all EC members.
• Made numerous presentations at American Association for Sustainability in Higher Education conference, Association for Environmental Studies and Sciences, American College and University Presidents Climate Commitment Regional Symposium, Hewlett
Foundation Engineering Schools of the West Initiative, and other associations, and organized significant participation of NAU faculty, staff and students

- **EC Transportation Action Team (TransAT) activities included**
  - Leadership and Coordination Plan for bicycles resulting in NAU designation as a Bike Friendly University by the League of American Bicyclists
  - A SESES Intern with Trans AT produced the Multimodal Inventory Project
  - Held events increasing Awareness of sustainable transportation alternatives at No Impact Week and Earth Week, including parades and Bike to Breakfast
  - Initiated, Planned Bike Safety Maintenance 1 Credit NAU Course Provided for Fall 2012
  - Sustainable Environmental Practices Action Team
  - Sustainability Landscape Maintenance Project completed first year.
  - Eight student interns researched environmentally friendly options to replace herbicides in landscape maintenance.
  - Data gathered and analyzed to lay groundwork for Year 2, when alternatives will be tested.
  - **Earth Week**
    - Organized and integrated Earth Week activities, collaborating with several groups on campus to ensure minimum overlap and maximum participation
    - Sponsored and hosted Earth Week Kickoff speaker Dr. Ed Grumbine and the Sustainability Awards Ceremony P
    - Created and selected recipients for NAU Sustainability Awards recognizing exceptional contributors to sustainability on campus
    - Working with Action Research team WACBAT and ASNAU on the NAU “Blackout” Event.
    - Submitted proposal at President’s request for priority one-time funding for sustainability activities
    - Select new Chair, Associate Chair and Steering Committee members, and created a sustainable operations model no longer dependent upon the 0.25FTE that had supported the EC in the past.
    - Hosted fall 2011 welcome back sustainability/EC event at green residence of architect Carl Ramsey
    - Worked with Office of VP Research to establish a graduate assistantship to support Caucus activities
    - Canvassed EC membership to improve scheduling and organization of EC meetings
    - Designed job description and worked with Provost to establish and screen and select a candidate for a sustainability leadership position in the Office of the Provost (Coordinator of Academic Sustainability Programs)
    - Worked with President Haeger to establish the Campus Coordinating Committee for Campus Sustainability (CoCoSus)
    - Worked with units across campus to advertise for and select interns in sustainability, connected Faculty and students for undergraduate research and internship projects, provided guidance to staff and faculty on how to advise interns.
    - Served as steering committee and mentors for the student-run NAU Green Fund.

**Ib. Student Learning**

- Assisted in implementing new courses (ENV/MGT 499, Implementing Sustainability Programs, offered Fall 2011, FYS Global Sustainability, fall and spring)
- Supervised over a dozen interns (Green NAU, carbon offsets for travel, recycling, residence life, marketing, Student EC)
- Assisted Paul Gazda in continuing the sustainable landscaping project, including research and demonstration projects run by three interns
- Continued support of the Global Learning Initiative and provided expertise as advisors to the Global Learning Curriculum Design teams.
- Participated in Course Expo featuring sustainability/environmental courses
- Established a Steering Committee on Academic Sustainability, reporting to the Provost, to support existing interdisciplinary sustainability and environmental courses, co curricular activities and degree programs, improve connections and reduce redundancy between academic units, and to promote interdisciplinary and Global Learning Initiative-related education

**Ic. Student Engagement**

- Coordinated with NAU Reads to provide discussion strategies and leaders for Colin Beavan’s No Impact Man as NAU Reads selection; advanced campus learning efforts through the organization of No Impact Week in October 2011
• Continued support NAU Green Fund, as informal advisors and formal steering committee members

Id. Communications
• Served as clearing house to inform external marketing consultants COOPERKATZ and assist them in design and implementation of a Sustainability Marketing Campaign for NAU.
• Redesigned Green NAU, the web portal for sustainability activities at NAU

Ie. Coordination on Sustainability
• Improved coordination/networking on sustainability efforts across campus
• Created synergy for collaborative success, e.g. the successful NSF Climate Change education project
• Coordinated and submitted NCSE/CEDD EnvironMentors Program proposal

If. Community
• Held fund-raising drive to get the Murdoc Community Center solar initialization fully funded, through Solar Mosaic.
• Worked with Stephanie Smith, City of Flagstaff, on Flagstaff resiliency and preparedness study
• Helped to establish home for Flagstaff Local Fare and Foodlinks in the ARD building
• Worked with Friends of Flagstaff’s Future to establish a joint, linked calendar of sustainability and environmental events on campus and in the community

Ig. Campus Operations and Climate Commitment
• Worked to develop strong relationship between CoCoSus and Sustainability Coordinators (Bryan McLaren, Director of Office of Sustainability; Lindsay Wagner, Director of Energy Services and Sustainability;, and Rod Parnell, Director of Academic Sustainability Programs)
• Provided assistance to STAARS report documenting campus progress toward meeting NAU’s climate commitment

II. Accomplishments by the Caucus working with the Office of Sustainability
• Continued to improve the campus web hub for sustainability: Green NAU. Using google analytics and other surveys, redesigned the web hub of sustainability on campus: Green NAU. Added social media, a calendar of campus events, and took over “Student Connections” newsletter (weekly listing of scholarships, jobs, internships, research opportunities and graduate study opportunities). In process of adding a searchable sustainability course listing option to allow faculty to list their courses as sustainability-focused or sustainability-related.
• Support Initiation of Green Office Certification Program Led by Office of Sustainability
• Hosted the ARD building landscape Charette to develop plan for the campus gateway area on the south side of the ARD building, and ARD pond clean up days
• With Green NAU and academic deans, installed water bottle refill stations across campus

III. Sustainability Accomplishments completed by NAU units with some assistance by Environmental Caucus members
• Established bike lockers, bike storage areas, and electric vehicle recharging stations in parking garages
• Installed meters and established the web-based Green Screen for Residence Life utility use tracking
• Designed and offered CM 499, Energy Management, in Spring 2012
• Facilities Services worked with NORESCO on a performance contract to identify $18M in energy and resource retrofits resulting in $3M per year in utilities savings
• Working with NORESCSO, Facilities Services developed a behavioral change program to reduce energy and resource consumption on campus
• Facilities Services, Finance and Administration and University Advancement came up with funding stream to pay for NORESCO performance contract
• Worked with Action Research Teams across campus and the community including campus and community gardening, water and conservation
• Continued implementation of paper-free work environment, including Enrollment Management and Student Affairs, and Human Resources, and faculty evaluation and promotion process through Faculty 180 system
• Distributed Big Belly solar powered waste containers across campus

2010-2011 Accomplishments
Caucus Organization & Leadership Accomplishments
Monthly meetings drew 30-45 participants from a listserv of 425 members.
Two new action teams formed:
Transportation Action Team (TransAT)
Sustainable Environmental Practices Action Team (SEPAT)
Continued evolution of organization, including leadership transition process to select Chair, Associate Chair, and steering committee members
Led numerous presentations at AASHE 2010 conference in Denver and organized significant participation of NAU faculty, staff and students.
Submitted proposal at President’s request for priority one-time funding
Hosted Fall 2010 welcome back sustainability/EC event; planning another for fall 2011
Student Learning
Achieved support for EC plan to establish a sustainability leadership position in the Office of the Provost for Spring 2012.
Initiated a President’s Innovation Fund grant, with Capital Assets and Landsward, to design two new courses
ENV/MGT 499, Implementing Sustainability Programs, Fall 2011
CM 499, Energy Management, Spring 2011
Supervised 8 interns in fall semester and 5 interns in spring semester
Launched the Sustainable Landscaping Project, including research and demonstration projects run by three additional SEPAT interns.
Continued to support the Global Learning Initiative and provided expertise as advisors to the Global Learning Curriculum Design teams.
Supported development of the First Year Seminars and CRAFTS/Community Engagement Initiative courses.
Participated in Course Expo featuring sustainability/environmental courses.
Student Engagement
Coordinated with NAUreads to choose Colin Beavan’s book No Impact Manas NAUreads selection and helped to organize No Impact Week for October 2011
Continued support for Green Fund, helping select committee and organize efforts.
Sponsored the Human Rights & The Environment Lecture Series, with Martin-Springer Institute and the Program in Community, Culture and the Environment, bringing Peter Gleick, Jen Marlowe, Winona LaDuke, Robert Gottlieb and Nalina Nadkami to speak on campus and interact with classes.
Sponsored, with the Student Environmental Caucus, the successful New York Times/American Democracy Project Talks; three talks brought 35-75 participants each for pizza and discussion on topics of climate change, food security, and water.
Talks included:
The Science and the Skepticism of Climate Change
Food, Drought, and Climate Change in the High Desert: What To Do?
Water Sustainability in the High Desert, is it a Pipe Dream?
Co-sponsored Flagstaff’s first World Carfree Day (September, 628 participants), Campus Sustainability Day (October) and Earth Week (April)
Continued to provide support, advising and mentoring to Student Environmental Caucus, Campus Climate Challenge and Green Fund.
Created a 2010 EC Summer Reading List and held three book discussions in the fall. Books included:
Diane Dumanoski’s End of the Long Summer
Bill McKibben’s Eaarth
Tim Jackson’s Prosperity Without Growth
Supported a student intern to initiate a residence hall energy competition.
Campus Operations and Climate Commitment
Assisted university in transition to a new Sustainability Coordinator - provided impetus to fill an essential role; offered expertise and personnel during the transition period.
Worked closely with Campus Operations staff to publicize and improve recycling, develop an approach to track faculty air travel, assist
with a Lights Out program and further conservation outreach, and support a campus organic garden. Developed ideas, coordination and publicity on transportation, including campus chart on walking and biking, bike lockers installation, Bicycle Friendly University Application, “Exercise Your Options” programs and Employee Development Day workshops. Collaborated with Office of Sustainability to complete STARS report.

Communications
Managed the Green NAU website, which had over 18,000 visits in the last year, including 13,000 unique visitors. Coordinated with Student Connections to publicize jobs, internships, and other student opportunities.

Grew the visibility of the University’s sustainability efforts (AASHE bulletins, AZ Daily Sun, Princeton Review, application for AASHE award, Sierra's Cool Schools, etc.)

Teamed up with University Marketing to complete NAU Sustainability Marketing Plan
An EC intern developed the Green Louie the Lumberjack concept and initiated planning for a sustainability outreach and competition program.
An EC intern produced and submitted an NAU video to National Wildlife Federation's Chill Out competition
Second annual Environmental Caucus Sustainability Leadership Awards presented by President Haeger during Earth Week.

Coordination on Sustainability
Improved coordination/networking on sustainability efforts across campus.
Created synergy for collaborative success in research and public service efforts, e.g. NSF Rural Climate Change Education grant.
Began coordination of NCSE/CEDD EnvironMentors program proposal.
Promoted importance of integrating curriculum and campus operations and worked with Capital Assets to better understand priority areas for student involvement.

Community
An official EC representative participated on the City's Rainwater Harvesting Task Force to integrate rainwater harvesting into the existing codes focused on water conservation.
Helped to organize and participated in 10-10-10 Global Work Party to conduct neighborhood outreach, promoting residential weatherization, together with the Weatherization and Community Building Action Team.

2009-2010 Accomplishments
Highlights of initiatives for Academic Year 2009-2010 include:
Through Ponderosa action team discussions, catalyzed formation of seven Community-based Action Research Teams (ARTs) (September 2009). ARTs bring together First Year Seminar students, Master of Arts in Sustainable graduate students, Program in Community, Culture and Environment, faculty, and community partners to work collaboratively on sustainability and grassroots democracy projects.
Publicly launched the Green NAU Website (October 2009). A central and active clearinghouse for NAU's environmental activities, Green NAU includes events, curriculum, campus initiatives, community engagement, and Student Connections (with Landsward Institute), a newsletter linking students to jobs, internships, organizations, and opportunities.
Advanced the Global Learning Initiative (January 2010). With EC endorsement, the Faculty Senate adopted the Global Learning Initiative, establishing university-wide student learning outcomes in diversity education, environmental sustainability, and global engagement. EC faculty and appointed consultants are now actively engaged in the GLI implementation team.
Supported Campus Climate Challenge in passing the Green Fund (March 2010). The EC is now working with students to successfully establish the Green Fund student committee and develop policies and procedures for a successful first year.
Completed the Climate Action Plan (April 2010). Through EC coordination, advocacy, and involvement, the Climate Action Plan was completed and submitted to ACUP. The EC is now developing annual goals to implement the Plan.
Developed the first annual Environmental Caucus Sustainability Leadership Awards, presented by President Haeger on Earth Day (April 2010). The 2010 award recipients were NAU Campus Dining and senior Jane Stewart, President of Campus Climate Challenge.
Connected faculty, staff and students for dynamic cross-boundary, multi-disciplinary efforts to advance sustainability (ongoing).
Examples of partnerships include organizing for a Sustainability Café, advancement of campus gardening initiatives, developing First Year Seminars, partnering to bring national-level speakers to campus (e.g. Van Jones, Billy Parish, David Orr, Tony Cortese).
Sparked greater student action and involvement (ongoing). Through networking and involvement of the Caucus, campus student groups are more active than ever, and a highly successful and well-attended Earth Day proved to be a culminating event this year.
Improved coordination/networking on sustainability efforts across campus (ongoing). Examples include a new Leave Green program that
increased items donated to local nonprofits at the end of spring semester by 52% and decreased trash from 68 to 35 tons from the previous year, approval by Residence Life of an energy competition and study in residence halls, reduction by 15% of overall energy consumption/square foot, an improved approach to recycling education on campus, and strong coordination with Campus Dining on local and organic food sourcing, waste reduction, purchase of sustainable materials, and other sustainability measures.

**Does the institution have at least one sustainability committee?:**
Yes

**The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:**

1) The Environmental Caucus facilitates creative and strategic communication across campus to advance the institutional commitment to sustainability and to promote education, research, and collaboration on the environment.

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

1) Environmental Caucus Steering Committee 2012-2013:

Scott Perelstein: Chair, Associate Director, Residence Life  
Rod Parnell: Vice Chair, Professor, School of Earth Sciences and Environmental Sustainability  
Kristina Aksenova: Graduate Assistant, Environmental Caucus; Master of Arts in Sustainable Communities candidate  
Jim Allen: Director, School of Forestry  
Blase Scarnati: Director, First Year Seminar Program  
Lindsay Wagner: Manager of Utilities and Infrastructure  
Ellen Vaughan: Sustainability Manager, Office of Sustainability  
Agnes Drogi: Construction Manager, Capital Assets and Services  
Kimberley Curtis: Director, Master of Arts in Sustainable Communities; Professor, Criminal Justice  
Eva Putzova: Director, University Policy Initiatives  
Derek Hansen: Marketing Coordinator, Enrollment Management and Student Affairs  
Sheila Anders: Director of Administrative Services in the Center for International Education  
Lauren Berutich: Director of Campus and Community Action Research Teams  
Abraham Garibay: Student, Green Fund and Student Environmental Caucus representative

Note: This is JUST the steering committee. The full environmental caucus consists of hundreds of other listserv subscribers of which, roughly 40 attend monthly meetings.

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

http://nau.edu/Environmental-Caucus/

**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:**

STARS Reporting Tool | AASHE
The department of Utility Services and Sustainability oversees two FTE sustainability program coordinators.

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

2

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


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

Yes

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

Ellen Vaughan, Manager Office of Sustainability

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

The sustainability Manager’s primary job description duties include:

- Assisting in management of the operations and programs within the Office of Sustainability under Facility Services.
- Acting as a primary contact for the department for the university and the public.
- Developing, implementing, and evaluating major programs or projects that will promote sustainability on the NAU campus including but not limited to: energy projects, building projects, waste and recycling projects, and resource use programs that will help the university reach its goal of carbon neutrality by 2020.
- Creating partnerships with university departments as well as outside agencies that will lead to effective implementation of sustainability project goals and objectives.
- Conducting necessary research related to sustainability projects and goals.
- Coordinating, hiring, and supervising student interns.
- Conducting regular campus presentations as a way to create a culture of sustainability in the academic, student affairs, and administrative/operations areas of the campus.
- Tracking and reporting savings associated with sustainability programs including the ACUPCC reporting requirements.

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

http://nau.edu/Green-NAU/Office-of-Sustainability/
Sustainability Planning

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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.

Submission Note:
Our Climate Action Plan was created in 2010. Many of the Goals have been achieved and actions have been completed. In 2014 we will be rewriting the plan to begin accomplishing new goals.

"---" 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>
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<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Campus Engagement</td>
<td>Yes</td>
<td>Yes</td>
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<td>Public Engagement</td>
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</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

Climate Action Plan 2010

1. Embed environmental sustainability issues across the curriculum.

2. Prepare students to compete in the green economy. Maintain and develop disciplinary and interdisciplinary programs in environmental sustainability.

3. Partner with the community to provide opportunities for students in the green economy (in concert with Research, Goal 4).

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

Climate Action Plan 2010

1) Embed environmental sustainability issues across the curriculum.

Action 1. Establish environmental sustainability as one of three new university-level student learning outcomes: The Global Learning Recommendations of the Task Force on Global Education.

The Task Force on Global Education was established to address the university’s Strategic Plan, Goal 4 on global engagement. This will be achieved through the following three student learning outcomes.

Global education: analyze, synthesize, and evaluate the interconnectedness and interdependence of the human experience on a global scale

Environmental sustainability: acquire the skills and knowledge to understand the importance of, and options, for environmental sustainability in local and global terms, and acquire an understanding of the range of ethical perspectives concerning the uses of natural resources and the impact of these perspectives on creating a sustainable relationship to the natural environment

Diversity: learn about, and critically reflect upon, the nature and consequences of diversity in the social (e.g., ethnic, religious, cultural) world and the natural environment

The Faculty Senate adopted three core university thematic student learning outcomes in January 2010 that will apply to all undergraduate students in their majors, the Liberal Studies Program, and in co-curricular programming. The university will provide students with opportunities within their degree and minor programs, the Liberal Studies Program, international study and experiences, and co-curricular learning experiences to acquire knowledge and develop competencies associated with global engagement, diversity, and environmental sustainability.

Action 2. Develop the Environmental Caucus at Northern Arizona University.

To address the university’s Strategic Plan, Goal 3: commitment to a vibrant sustainable community, the Environmental Caucus (EC) provides discussion and feedback from members to identify the integral connections between areas emphasized in the strategic plan (elevate the environmental, economic, social, and cultural vitality of our communities through collaborative stewardship of place). The EC facilitates creative and strategic communication across campus and the community to advance the commitment to sustainability and to promote education, research, and collaboration on the environment. The caucus is open to faculty, staff, students, and environmental
partners of the university, and operates through consensus-based decision making. Self-organized action teams develop recommendations and oversee implementation of projects.

Improve Curriculum: the Ponderosa 2.0 Project
The Ponderosa 2.0 Action Team of the caucus builds on a long-established history at the university of “greening” the curriculum through the Ponderosa Project. Ponderosa 2.0 consists of faculty, staff, and students working together to develop and conduct continuing education workshops for faculty on issues of sustainability and the teaching of sustainability. It also is working to establish 10 to 12 First Year Seminars in partnership with related graduate programs to address issues of sustainability and linkages to community. Faculty will work together to improve existing and planned courses across the curriculum by developing course components emphasizing sustainable practices. The group will convene a student-focused forum to identify what important issues need to be addressed and how to create the opportunities to meet them.

Action 3. Northern Arizona University will promote campus-wide learning opportunities by incorporating sustainability themes into the Provost’s and President’s Lecture Series, the Building for Community series, or other lecture opportunities.

Responsible Party
Global Learning Committee (working on implementation) and Chief Academic Officer (Provost). Chair of the Environmental Caucus is responsible for the success of the caucus’ activities and initiatives.

Measure of Success
Evidence of success will be measured through regular assessment of student learning conducted within degree programs, Liberal Studies, international program, and co-curricular programs.

Goal 2
Prepare students to compete in the green economy. Maintain and develop disciplinary and interdisciplinary programs in environmental sustainability.

Action
Northern Arizona University acknowledges that to develop new careers for the green economy will require more than one discipline or program of study. The university currently offers an undergraduate environmental studies degree with a focus on sustainability. Our interdisciplinary graduate programs include environmental sciences and policy, sustainable communities, and climate science and solutions. These programs develop professional skills for the green economy in three general areas.

Develop specific technologies within engineering and natural sciences disciplines, including: biology; chemistry; chemical, mechanical, and electrical engineering; environmental sciences and policy; forestry; and physics.

Implement new technologies, practices, and policies. To ensure that new technologies are economically and socially viable and widely utilized, our business, economics, environmental studies, political science, sociology, psychology, humanities, and environmental studies students apply their education to sustainability issues. Majors in sociology, psychology, and the humanities also work on environmental education and environmental justice issues to provide a more fertile social setting for acceptance and use of sustainable concepts and technologies.

Improve ecosystems services. A fundamental concept of sustainable living is to recognize, value, and protect the services that healthy ecosystems provide. Majors in environmental sciences, biology, forestry, geology, civil and environmental engineering, and resource management all study ecosystems and their components from different perspectives.

Responsible Party
Chief Academic Officer (Provost) is responsible for all academic initiatives.

Measure of Success
Evidence of success as outlined in the assessment plan for each academic program.
Goal 3
Partner with the community to provide opportunities for students in the green economy (in concert with Research, Goal 4).

Action 1. Technology Research Initiative Fund (TRIF) and Education, Research, and Development for the New Economy (ERDENE)

TRIF is a special investment in higher education made possible by the passage of Proposition 301 by Arizona voters in 2000. TRIF proceeds are administered by the Arizona Board of Regents (ABOR) and allocated to the state’s public universities. Every five years, ABOR approves a TRIF budget plan for the three state universities. The current TRIF budget period is FY2007-2011. During this period, Northern Arizona University’s TRIF agenda is focusing on the following goals:

- stimulate entrepreneurship, innovation, and research and development (R and D) to support Arizona’s knowledge-based economy
- increase access to higher education to prepare a skilled workforce to meet the needs of Arizona’s expanding economy
- invest in infrastructure that will promote R and D partnerships with business, enhance technology transfer, and connect knowledge creators with knowledge users
- develop new, and expand existing, programs to prepare students for high technology industries in Arizona

ERDENE, supported through a TRIF program, builds on the university’s well-established leadership in environmental science and technology and emphasizes five major areas: ecological restoration, renewable energy technologies, water resources, applied research for sustaining rural communities, and comprehensive monitoring and management of complex systems. The program also builds on the university’s strong connection with rural Arizona and success in building collaborative partnerships with private, public, tribal, and non-profit entities. It encourages research, teaching, and public outreach, and enables the university faculty, staff, and students to address the interrelated environmental, economic, and social needs of the 21st century.

Action 2. Northern Arizona University will continue to develop sustainable practices and technologies through its continued support of the Northern Arizona Center for Emerging Technologies (NACET) and the Coconino County Sustainable Economic Development Initiative (SEDI).

NACET is a small-business assistance program founded through collaborative relationships among the university, the City of Flagstaff, the Northern Arizona Council of Governments, and many others in the local business community to help entrepreneurs and startups succeed in northern Arizona. NACET offers hands-on consulting to high-tech, science, and renewable energy firms and links client companies to specialty labs and equipment, intellectual property, and capital resources. It also creates synergies through an extensive network of faculty, staff, interns, and alumni from local academic institutions.

SEDI fosters innovative approaches to economic development appropriate to who we are and where we live. Five areas of development include: sustainable tourism, resource-based industries, energy efficiency and renewable energy, green materials and projects, and micro-enterprises.

Responsible Party
The Office of Vice President for Research is responsible for reporting measures of success for TRIF and ERDENE to ABOR. Directors are responsible for other organizations.

Measure of Success
Evidence of success will be outlined in the assessment plan for each organization.

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

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

Climate Action Plan 2010
Research
1. Enhance and maintain the university’s emphasis on environmental and sustainability research and graduate education.
2. Increase the university’s impact on environmental and sustainability research through increased publication and outreach activity.
3. Promote the university as a responsible sustainable organization with experience in, and commitment to, sustainable practices.
4. Maintain and expand the opportunities for undergraduate and graduate student research and for student engagement in off-campus environmental and sustainability activities.

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

Climate Action Plan 2010

Goal 1
Enhance and maintain the university’s emphasis on environmental and sustainability research and graduate education.

This goal will be accomplished through continued strategic investment and effort. Northern Arizona University’s Research and Graduate Education Task Force report, a basis for institutional strategic planning, identified Environment and Sustainable Systems as one of four areas and emerging directions in which the university should focus.

Become the number one university for environmental and sustainability research.

Maintain and expand partnerships with federal, state, tribal, and non-governmental organizations and agencies, and with the private sector to improve sustainable practices.

Action

Northern Arizona University will assist faculty and staff in the successful completion of an increasing number of sponsored projects in environmental and sustainability fields. Currently, the university ranks in the top three of its peer group for sponsored project dollars received. The goal is to remain at the top of our peer group and to join the top 100 research universities in the country—something no other peer institution has accomplished. The State of Arizona’s Technology Research Initiative Fund enables the ERDENE program to develop initiatives with off-campus partners to promote private enterprise initiatives in sustainability, and to develop green jobs. Our relationships with SEDI and the NACET continues to grow.

Responsible Party
The Office of Vice President for Research is responsible for reporting measures of research performance to ABOR, including environmental and sustainability research.

Measure of Success
One of the metrics to be used by the Vice President for Research will be the National Science Foundation (NSF) determinations of the amount of sponsored project support in environmental fields. The number of new partnerships established with off-campus partners in sustainability and environmental management will be tracked.

Goal 2
Increase the university’s impact on environmental and sustainability research through increased publication and outreach activity. The university particularly interested in demonstrating how non-traditional interdisciplinary approaches can be used to improve sustainable practices.
Action
Northern Arizona University will continue to emphasize the importance of research and scholarly activities for tenure-track faculty. Increasing the number of publications in environmental and sustainability fields can now be tracked more successfully using the Web of Science search tool.

Responsible Party
The Office of Vice President for Research is responsible for reporting measures of research performance to ABOR, including environmental and sustainability research.

Measure of Success
The field of ecology is already the number one area of publication for the university and we look to build upon that success. We will use Web of Science search tools to determine increases in university publications in environmental and sustainability fields and to look for evidence of increased interdisciplinary partnerships.

Goal 3
Promote the university as a responsible sustainable organization with experience in and commitment to sustainable practices.

Action
The university will develop targeted initiatives to promote work in the environment and sustainability. Some of these initiatives will be directly tied to completing components of the Climate Action Plan. NAU will continue to develop and promote the use of the Green NAU website to promote interdisciplinary initiatives.

Responsible Party
The Vice President for University Advancement will oversee targeted initiatives to promote the university’s work in environment and sustainability.

Measure of Success
Evidence of successful promotion of Northern Arizona University will be in the form of increased development activity related to environmental and sustainability programs at the university.

Goal 4
Maintain and expand the opportunities for undergraduate and graduate student research and for student engagement in off-campus environmental and sustainability activities.

Action
Northern Arizona University will build upon successful programs that provide students with research and internship activities in environmental and sustainability fields. Students are involved in local projects that reduce the energy impact of housing, transportation, and food and water systems. Existing programs such as the Ecological Restoration Institute’s internship program, the Undergraduate Mentoring in Environmental Biology program, the National Science Foundation Research Experience for Undergraduates program in environmental sciences, biology, and chemistry, the Hooper Undergraduate Research Awards, and Hooper Sustainability Awards will be maintained and new programs developed (see Opportunities, below). The Office of Sustainability continues to seek support for its internship program originally established through the Center for Sustainable Environments.

Responsible Party
The principal investigator or program director for each program will be responsible for its continued success. Coordinators in the College of Engineering, Forestry, and Natural Sciences, the School of Earth Sciences and Environmental Sustainability, and the Master of Sustainable Communities will track the number of student participants.
Measure of Success
The number of student participants in research, internships, and engaged learning experiences will be tracked.

Benefits
Embedding environmental sustainability issues across the curriculum will increase student awareness and assist in creating a culture of sustainability on campus. It will also encourage students to seek out research opportunities in the areas of environment and sustainability, and help to make the campus a living laboratory.

Timeline
Efforts in this area are currently underway and will adapt to changing needs over time.

Challenges
A variety of pressures on public research universities has resulted in decreased resources available for research, outreach, and public service.
Expected declines in state funding and continued financial pressures on the TRIF/ERDENE programs will pose serious challenges as the university continues to promote partnerships and sustainable activities, expand sustainability curriculum, and provide in-depth learning experiences to an increasing population of students.

Opportunities
Our unique cultural setting on the Colorado Plateau provides us with special opportunities to develop strong partnerships with federal and tribal agencies. These partnerships not only allow the university to use its expertise in outreach and public service, but also allow programs like Applied Indigenous Studies to draw upon traditional ecological knowledge in sustainable practices and seek partnerships with the tribal colleges.
University faculty, staff, and students provide a broad base of support for campus-wide and community sustainability initiatives such as the Global Learning Initiative and three university student learning outcomes on global engagement, diversity, and environmental sustainability.

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

A brief description of the plan(s) to advance Campus Engagement around sustainability:
Not in Climate Action Plan.

There are multiple offices and groups on campus that have CE part of their mission or responsibilities:
The Office of Sustainability plans to advance CE by organizing multiple events like Campus Sustainability Day, the Better World Film Series and Earth Hour. The OS also financially supports sustainability related events and speakers.
The Green NAU Energy Initiative (GNEI) trains faculty and staff Energy Mentors so those mentors can take what they've learned about conservation back to their respective offices and engage their co-workers in sustainable practices. GNEI also holds RA competitions where RA's create conservation themed hallway designs aimed to engage students living in residence halls in conservation efforts.
Residence Life trains "EcoReps" so there are individuals in residence halls throughout campus that educate their peers about EE and conservation. The EcoReps also organize and participate in events such as tabling and the Eco-Fashion Show.
The Environmental Caucus holds monthly meetings open to all of campus to educate attendees about sustainable research, initiatives, and events happening around campus and in the greater community. The EC also funds a communications intern who works to update their Green Calendar and promote sustainable initiatives and events around campus.

The Green Jacks are the student environmental group that hold regular meetings and work to engage students in on- and off-campus sustainable initiatives. They are integral to the organization, promotion, and running of NAU’s Earth Week - which has a heavy focus on campus engagement.

The Green Fund's mission is to promote student participation in and provides funding for projects that reduce NAU’s negative impact on the environment and create a culture of sustainability on-campus.

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

The Office of Sustainability is run by one FTE who is required under the position's job description to organize events and meetings that promote campus engagement.

GNEI meets with RA's at least twice a year. They provide Energy Mentor training every two months.

Residence Life has the goal of having one EcoRep in each Residence Hall every year.

The Green Fund has very detailed objectives and timeframes. Each semester they accept two rounds of Green Fund proposals.

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

Each office or group is responsible for its own objectives. The Office of Sustainability and GNEI report to Facility Services and the Residence Life Sustainability Coordinator reports to the director of Residence Life.

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

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

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

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

Climate Action Plan 2010

Energy and Climate Change
2. Return to 1990 carbon levels by 2018.

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

Climate Action Plan 2010

Goal 1
Return to 2000 carbon levels by 2014.

Action 1. Complete the University Master Plan by 2011, including space optimization and strategies for building footprint efficiency.
Action 2. Develop conservation programs, using tactics such as residence hall energy competitions to encourage student engagement.
Action 3. Select an energy services company to perform an investment grade audit to identify energy efficiency retrofits and upgrades needed in existing buildings. Implement all suggested changes as funding becomes available.

Responsible Party
The Office of Sustainability, the Utilities Department, and Residence Life will work together to develop conservation programs. The Utilities Department is currently working with Purchasing Services to select an energy services company.

Measure of Success
Greenhouse gas emissions reduced to 2000 levels by 2014. This will be measured on the annual emissions inventory, and progress will be noted at the end of each fiscal year.

Goal 2
Return to 1990 carbon levels by 2018.

Action
Develop renewable or alternative energy production on campus. A feasibility study will have to be completed to determine which renewable production source will be the most cost effective.

Responsible Party
The Utilities Department will work in collaboration with various campus research groups to perform the feasibility study and initiate a project.

Measure of Success
Greenhouse gas emissions reduced to 1990 levels by 2018. This will be measured on the annual emissions inventory and progress will be noted at the end of each fiscal year.

Goal 3
Achieve carbon neutrality by 2020.

Action
Continue to develop onsite renewable energy systems and look to purchasing carbon offsets if necessary.

Responsible Party
The Utilities Department will continue to lead this effort with the assistance of academic units performing research in this area.

Measure of Success
Carbon neutrality.
Benefits
All efforts to reduce energy consumption will have a direct effect on greenhouse gas emissions, pushing the university closer to the goal of carbon neutrality.

Timeline
The Utilities Department is currently working on the selection of an energy services company. All other actions will follow in sequence.

Challenges
The biggest challenges to achieving emissions reductions are financing and technology limitations. The university will have to look to public-private partnerships and utility rebates to fund the development of onsite renewable energy generation. Technologies are rapidly changing and the university will need to consider a variety of cutting-edge options in low carbon technologies.

Opportunities
There are endless opportunities for research in this area. The campus can be used as a living laboratory as students work with faculty and staff to develop new renewable and alternative energy technologies.

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

A brief description of the plan(s) to advance sustainability in Buildings:
All new buildings will be LEED Silver.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):
All new buildings will be LEED Silver.

Also, from the Goal 1 from the Operations section of the 2010 Climate Action Plan
Goal 1
Implement and maintain university technical standards so all new construction is built to strict energy standards.

Action
To ensure that the technical standards are holding design professionals and contractors to the highest possible standards, the university shall research new standards such as ASHRAE 189.1 which clearly outlines methods for constructing a LEED Silver building while placing emphasis on the energy efficiency category.

Responsible Party
The Planning and Development Department will perform this work.

Measure of Success
A final draft of the university technical standards will be completed.

Accountable parties, offices or departments for the Buildings plan(s):
Facility Services
A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Our Dining Services provider, SODEXO, has 14 Commitments to a Better Tomorrow

http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Dining/_Media/14CommitmentsFlyer.pdf

Also, Climate Action Plan, Operations section, Goal 3:
Increase the use of local, organic, and fair-trade food in dining halls as local food production increases.

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

Our Dining Services provider, SODEXO, has 14 Commitments to a Better Tomorrow

http://nau.edu/uploadedFiles/Administrative/EMSA_Sites/Dining/_Media/14CommitmentsFlyer.pdf

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

Dining Services

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

Reach climate neutrality by 2020. This will be achieved thorough conservation, EE, and renewable energy development.

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

Reach climate neutrality by 2020.
18 million dollar investment into an EE and conservation project with NORESCO.
$65 investment in a biomass feasibility study.

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

Facility Services, Utilities and Office of Sustainability

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

Reduce the impact of chemicals used on campus.
The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The Sustainable Landscape Maintenance Project identifies environmentally-friendly landscaping practices which will reduce or eliminate the need for chemical inputs on the NAU campus.

http://nau.edu/Green-NAU/Sustainable-Landscape-Maintenance-Project/

Also, Climate Action Plan, Operations section, action:
Reduce the impact of chemicals used on campus.

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

Facility Services, Grounds

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

Climate Action Plan 2010

Procurement section:
Improve Environmentally Preferable Purchasing (EPP) on campus through enhanced cooperation between the Purchasing Department and the Office of Sustainability, with the goal being of a formalized EPP policy.

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

Climate Action Plan 2010

Action 1. Immediately begin to create a list of all environmentally and socially responsible vendors with which the university can currently do business. Publish the list, making it available to all business managers on campus. Update the list annually.

Action 2. Assess and improve the availability of environmentally preferable products available through Campus Supply. Create a tab on the Campus Supply website that would allow direct access to all products that meet the criteria of being "environmentally preferable."

Action 3. Promote, provide incentives for, and encourage the use of the green vendor list through outreach and communication efforts such as presentations and information sessions.

Responsible Party
The Purchasing Department, the Office of Sustainability, and Campus Supply will work together to ensure all actions are taken.

Measure of Success
These actions can be measured in two ways. First, the creation of a green vendor list, a formalized policy, and increases in green product offerings through campus supply will be self evident and reported in updates of this report. Second, the change to EPP among buyers will be measured using annual purchasing records. These records will indicate whether there is an increase in the use of “green” vendors among faculty and staff.
Benefits
As the number of green purchases increases, the amount of waste that the university generates will decrease, which will aid in meeting the goal of creating a zero waste campus, discussed in Section 5.

Timeline
The development of a formalized EPP policy will begin immediately and the campaign to increase the number of green purchases will be ongoing.

Challenges
Educating the entire target audience on EPP will be difficult due to varying schedules and turnover of personnel responsible for making purchases. It may also be a challenge to create a policy that is reasonable from a cost standpoint while maintaining the intended purpose.

Opportunities
The university will develop relationships with green vendors through the use of EPP. The vendors will supply information to the university about new technology and new products allowing the university to stay at the forefront of the green movement. Additionally, the creation of an EPP policy will provide an opportunity for student internships. Student interns would be responsible for compiling and presenting the green vendor list to departments across campus. They would also act as liaisons between the Purchasing Department and Campus Supply to ensure that green products were added to the Campus Supply stock.

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

A brief description of the plan(s) to advance sustainability in Transportation:
Climate Action Plan 2010
Transportation
1. Decrease greenhouse emissions from commuting each year.
2. Reduce campus fleet emissions each year.
3. Develop a system to centrally track all air travel.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):
Climate Action Plan 2010
Goal 1
Decrease greenhouse emissions from commuting each year.

Action 1. Advance carpool and vanpool programs from areas that do not have access to public transportation such as Kachina Village and Mountainaire by creating a web-based forum on the university website to connect people in the area.

Action 2. Improve bicycle access to campus and increase the scope of the Yellow Bike Program, Northern Arizona University’s bicycle share program.

Action 3. Improve the public transportation infrastructure to allow better access to campus through the construction of the transportation spine. The spine will be a dedicated bus route through the center of campus. In addition, parking options will be moved to the periphery of campus.
Action 4. Increase on-campus housing capacity so commuting is not required. Work with the community to create housing options near campus.

Action 5. Create opportunities for staff telecommuting.

Responsible Party
The Office of Sustainability will continue to work with various campus organizations to coordinate the defined actions.

Measure of Success
A reduction in greenhouse gas emissions associated with commuting reported on the annual inventory.

Goal 2
Reduce campus fleet emissions each year.

Action 1. Continue to add hybrid vehicles to the motor pool and phase out all others.

Action 2. Promote the use of video conferencing to avoid travel to Phoenix and Tucson for meetings.

Responsible Party
The university administration will allocate funding for vehicle purchases as it becomes available. The Office of Sustainability will work with Information Technology Services to educate faculty and staff on video conferencing technologies available on campus and create an internal marketing campaign to encourage use.

Measure of Success
The campus fleet reports a reduction of greenhouse gas emissions in the annual inventory.

Goal 3
Develop a system to centrally track all air travel.

Action
Add a place in the Advantage System for departments and units to report air travel.

Responsible Party
The Comptroller’s Office will be responsible for crafting and implementing this change to the Advantage system.

Measure of Success
A successful program modification that will allow for accurate tracking of annual campus air travel.

Benefits
Transportation is responsible for 18 percent of the university’s carbon footprint. As a result, campus carbon neutrality depends upon a reduction of transportation emissions. Health benefits attributed to more walking and biking are a positive result of using alternative methods of travel.

Timeline
Campaigns to increase carpool and vanpool use are currently underway and will be enhanced as additional resources become available. Construction of the transportation spine is scheduled to begin in 2011. Marketing campaigns to promote on-campus living for students will continue as existing facilities are updated and new facilities are built. Efforts to create a virtual workplace will continue and be ongoing as technology improves.

Challenges
Issues concerning personal inconvenience are coupled with funding challenges. Individual commuting habits are hard to change. Any
new programs and initiatives will need to assure flexibility. Additional video conferencing sites will be needed as well as telecommuting systems modifications. Hybrid cars are considerably more expensive than traditional vehicles and could result in fewer cars being replaced each year.

Opportunities
Students will have the opportunity to participate in the reduction of transportation emissions through possible internships.

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

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

Climate Action Plan 2010

Recycling and Waste Minimization
1. Create a zero waste campus.
2. Improve the utilization of Property Surplus Services on campus, encouraging reuse across campus.
3. Promote the “move-out” donation program in the residence halls.
4. Create a graduate assistant position responsible for recycling and waste minimization initiatives.

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

Climate Action Plan 2010

Goal 1
Create a zero waste campus.

Action 1. Improve and increase recycling visibility on campus so that faculty, staff, students, and visitors clearly understand how and where to recycle. Create labels in administrative and classroom buildings to clearly mark recycling and landfill waste bins. Implement an outdoor recycling system consistent with the interior system.

Action 2. Identify alternatives to Styrofoam on campus.

Action 3. Increase the scope of the composting program on campus by including the North Campus dining hall and gradually incorporating faculty lounges, building kitchens, and retail locations across campus.

Responsible Party
The Office of Sustainability in cooperation with Merriam Powell Center for Environmental Research and Custodial Services will propel the recycling visibility initiatives on campus. Campus Dining will continue to work toward finding alternatives to Styrofoam as it is currently the largest unit using Styrofoam materials. Students for Sustainable Living and Urban Gardening will be responsible for the composting program.

Measure of Success
Recycling tonnage is a measurable benchmark that will be assessed through annual audits done by the City of Flagstaff. Success will be measured through increases in tonnage each year. The expansion of the compost program will be measured by increases in the number of pounds per week being composted. Becoming a Styrofoam free campus will be the measure of success.
Goal 2
Improve the utilization of Property Surplus Services on campus, encouraging reuse across campus.

Action
Internally market Property Surplus Services as a means to reduce waste.

Responsible Party
The Office of Sustainability and Purchasing Services will be responsible for the development of an internal marketing campaign.

Measure of Success
An increase in supply and demand of surplus property.

Goal 3
Promote the “move-out” donation program in the residence halls.

Action
Train student groups such as Greek Life to conduct end of school year presentations in the residence halls in order to educate residents about the importance of donating gently used items and canned food to local charities.

Responsible Party
The Office of Sustainability will initiate the campaign in cooperation with Residence Life and Greek Life.

Measure of Success
The increase of charitable donations made at the end of each semester.

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

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

Climate Action Plan 2010

Water

1. Reduce the annual use of potable water per square foot of building space by 20 percent by 2015 (using 2002 as the baseline year).
2. Develop ways to make water consumption data available to users.

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

Climate Action Plan 2010

Goal 1
Reduce the gallons of potable water per square foot of building space used annually by 20 percent by 2015 (using 2002 as the baseline year).

Action 1. Continue to expand the reclaimed water system to reach 100 percent of landscaped areas. Also use reclaimed water to flush toilets in all new buildings.
Action 2. Utilize Environmentally Preferable Purchasing discussed in Section 4 to purchase all water fixtures. Ensure that the Environmentally Preferable Purchasing Policy includes standards for water fixtures.

Action 3. Develop a water conservation educational outreach campaign that can be presented to all incoming students informing them of water consumption goal.

Responsible Party
The Utility Department will work with Planning and Development to ensure that reclaimed water infrastructure is included in all new development. The Office of Sustainability will work with Purchasing Services to incorporate water fixture standards in the Environmentally Preferable Purchasing policy. Various student groups will work in conjunction with the Office of Sustainability to develop educational outreach strategies for incoming students.

Measure of Success
A 20 percent reduction in water consumption per square foot by 2015 (using 2002 as a baseline year). This information can be found on the annual utility consumption report issued by the Utility Department.

Goal 2
Develop ways to make water consumption data available to users.

Action 1. Search for grants or other sources of funding that would make meter installation possible so building water use could be made available in real time to building occupants.

Action 2. Develop a system that could meter individual showers and report the shower duration, amount of water consumed, and amount of energy used to heat and distribute the water so the resident would be able to understand in real time the impact shower length has on the environment.

Responsible Party
The Utility Department would be responsible for locating funding and creating the project.

Measure of Success
A successful metering system that allows the campus community to follow real time consumption data.

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

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:

The Environmental Caucus plans to fund sustainability interns.

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

In 2013, the Environmental Caucus received University funding of $52,800. In 2014, the Caucus will fund and the Office of Sustainability will over-see the following interns: Environmental Caucus communications intern, environmentally preferable purchasing intern, Better World Film Series intern and a climate action plan intern.

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

The Environmental Caucus and the Office of Sustainability

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?:
Yes

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

The sixth strategy in NAU’s 2013 Strategic Plan is:

6. Sustainability and Effectiveness: Exemplify a sustainable, innovative, and effective university community

Strategies:

a. Model environmentally responsible and sustainable operations and education
b. Continue to improve institutional effectiveness and organizational performance
c. Maximize faculty, and staff commitment through workforce practices and services that contribute to the long-term viability of the university
d. Develop fundraising opportunities in support of expanded capacity to meet the strategic goals

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.
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.

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?: Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Associated Students of Northern Arizona University (ASNAU) is the undergraduate student governing board. Another branch of ASNAU is the Arizona Students' Association, which is a statewide student-lobbying group. These delegates represent concerns regarding higher education before the Arizona Board of Regents, the state legislature, and the federal government. There are many ways to get involved in student government. The New Student Organization is a great avenue that allows incoming students to learn more about ASNAU and the campus. ASNAU sponsors Homecoming activities, Family Weekend, Holiday Week, The LOUIE Awards, leadership retreats, and recreational events. Also offered are free services such as notary public and legal services.

Graduate Student Government (GSG) is the governing board for graduate students at Northern Arizona University. The GSG offers travel awards for graduate students, upholds a housing listserv, advocates for increased graduate assistant benefits and tuition remission, collaborates with the Arizona Students' Association and the National Association of Graduate-Professional Students on state and national higher education issues, serves on university-wide committees, and organizes social gatherings for graduate students and families.

Is there at least one student representative on the institution’s governing body who was elected by peers or appointed by a representative student body or organization?: Yes

A brief description of student representation on the governing body, including how the representatives are selected:
ASNAU – The Executive Branch consists of the Student Body President, Vice President of Academic Affairs, and Vice President of Student Affairs. The Student Senate is composed of senators who are elected yearly from each college; five senators are also elected to represent the students at large.

GSG - The GSG Executive officers consist of a graduate President, Vice President, Treasurer, and Secretary elected by the graduate student majority. The Representative body is formed of representatives elected yearly from each college as well as two extended campus representatives and two at-large representatives.

Do students have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
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<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
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<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
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<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
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<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
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<tr>
<td>Budgeting, staffing and financial planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

ASNAU consists of three branches; the Executive, the Legislative, and the Judicial. The Executive branch of ASNAU consists of the President, Vice President for Student Services, Vice President for Academic Affairs and Chief of Staff. The Legislative branch is made up of Senators elected from the various schools and colleges of the university with several senators elected "at large" from the general student population. ASNAU works to provide leadership on behalf of the student body to the university administration, Arizona Board of Regents and the Arizona Legislature regarding matters of educational concern at Northern Arizona University. The judicial branch is comprised of the ASNAU Supreme Court which interprets the ASNAU, Arizona, and United States constitutions regarding student government issues. There are many opportunities for involvement in ASNAU through a variety of appointed positions. Some of the appointed positions include: Arizona Students Association (ASA) delegates, Public Relations Coordinator, Special Events Coordinator, Leadership Coordinator, Chief of Staff student members of university committees, as well as other special committee and task force assignments.

ASNAU BOARDS AND COMMITTEES
ASNAU committees, comprised entirely of undergraduate students, investigate and discuss matters of significance to the student body, and make recommendations to the university administration. Students on these boards and committees in areas such as residence life, food service, parking, etc., play an important role in the formulation of university policy.
FRESHMEN PROGRAMS - ASNAU

The New Student Organization is an organization within ASNAU. NSO strives to involve freshmen and transfer students in student government activities as well as a variety of campus and community events.
NSO members coordinate social and service projects throughout the year, promote various ASNAU activities in conjunction with ASNAU, and serve as pages for ASNAU Senate meetings.

Graduate Student Government (GSG) consists of two branches; the Executive and Representative. The Executive branch of GSG consists of the President, Vice President, Treasurer and Secretary. The Representative branch is made up of representatives elected from the various schools and colleges of the university with two representatives elected "at large" from the general student population. GSG also works to provide leadership on behalf of the student body to the university administration, Arizona Board of Regents and the Arizona Legislature regarding matters of educational concern at Northern Arizona University. Working with the National Association of Graduate-Professional Students, GSG also lobbies at the national level to enhance graduate education. Some appointed positions include: Arizona Students Association (ASA) delegates, university-wide committees and standing committees including Marketing and Communication, Policy and Legislative Action, Social Activities, and Appropriations and Travel Awards.

GSG BOARDS AND COMMITTEES

GSG committees, comprised of graduate students, investigate and discuss matters of significance to the student body, and make recommendations to the university administration. Students on these boards and committees in areas such as parking, etc., play an important role in the formulation of university policy.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Service Professional Advisory Council (SPAC) is the officially recognized body to represent Service Professionals on campus. They meet once each month during the academic year. All Service Professionals are encouraged to attend meetings.

NAU’s Classified Staff Advisory Council (CSAC) advises and makes recommendations to university administrators on existing and proposed policies, procedures, and programs which impact or are of particular interest to classified staff. CSAC serves as a communication medium for all classified staff, acting as staff liaison with other university constituencies in an effort to foster effective dialogue university-wide. CSAC provides a forum for discussing and defining the role of classified staff in the university community, representing and advocating their concerns throughout the university community. CSAC serves as a resource for inquiries and requests and works to protect and promote the general welfare of classified staff within the parameters of the university’s mission.

The Council of Academic Professionals consists of the employees of NAU in the category of Academic Professional. The purposes of CAP are to:

a. Address the professional interests and concerns of council members and be a collective voice for members on issues related to the conditions under which members practice their professions;

b. Be the collegial body through which members participate as professionals in the shared governance of the university library;

c. Provide for the participation of members in the shared governance of the university by the election of a Faculty Senate Representative, election to university committees as appropriate, and by recommending to the Dean and University Librarian representatives of the library to elected university committees, and in other appropriate ways; and

d. Provide for peer participation in personnel decisions related to its members, including appointment, retention, continuing status, promotion, salary adjustments, and related professional concerns.
Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:
Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

President’s Cabinet—NAU’s governing body has a representative of SPAC and CSAC who are appointed by the peers to provide perspectives of and voice for staff. Typically they are the current year chairs, but could be other designated members of the staff organizations.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Representatives of SPAC and CSAC are part of the Strategic Planning and Budget Council, a body that collaboratively and collectively oversees the strategic planning processes. The staff representatives participated in vetting new strategic goals (2013) and setting long-range goals and priorities (2012). Every January or February they identify short-term priorities and investments by participating in the Leadership Day activities. They also advise on communication tactics associated with engaging the campus community in strategic planning. In 2013 they helped select the focus quality initiative for the accreditation process.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Constitution of the Faculty of Northern Arizona University establishes a Faculty Senate as the representative body of the faculty. The Senate consists of members elected from and by the Faculty and the Officers of the Faculty Senate. For the purpose of nomination of and voting for Faculty Senators, the faculty shall be divided into voting units by colleges, schools, or comparable units as defined in the relevant section of the Bylaws. The number of Senate seats assigned to each voting unit shall be proportionate to the total number of full-time equivalent Faculty members in the unit; each voting unit is entitled to at least one Senator. Each academic unit shall be certified for Senate representation by a two-thirds vote of the Senate.

The Senate provides a forum for free discussion, decision-making, and independent statements of Faculty concerns and judgment. It is also the main vehicle through which the Faculty discharges its role in shared governance at the University, within the scope of its authority as established by Arizona law and the policies of the Arizona Board of Regents. The Faculty Senate normally functions as the forum for faculty deliberation and consent in the introduction, approval, or revision of all academic policy in any matter concerning the governance structures it sponsors directly, in the form of Faculty Senate committees, or in the university committees it oversees, including those defined by the Conditions of Faculty Service or described elsewhere in the Faculty Handbook.

Senate Constitution:

http://nau.edu/Faculty-Senate/Documents/

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Academic Chairs Council Executive Director and Faculty Senate President serve on the President’s Cabinet ex-officio.

Do faculty have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Decision-Making Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
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</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Area</td>
<td>Yes</td>
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<tr>
<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Budgeting, staffing and financial planning</td>
<td></td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty representatives of Faculty Senate, Academic Chairs Council, and Curriculum and Assessment are part of the Strategic Planning and Budget Council (SPAC), a body that collaboratively and collectively oversees the strategic planning processes. The faculty representatives participated in vetting new strategic goals (2013), setting long-range goals and priorities (2012), identified short-term priorities and investments through the Leadership Day process (February 2014), and provided feedback on budget request (October 2014). They also advise on communication tactics associated with engaging the campus community in strategic planning. The faculty representatives serving on faculty governing bodies also establish new policies, programs, and initiatives.

The website URL where information about the institution’s governance structure is available:

http://www4.nau.edu/pair/UniversityPlanning/UniversityPlanning.asp
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.

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:
NAU has an Officer - located in Office of the President, who works in conjunction with vice presidents in areas of student affairs and academic affairs to promoting diversity and equity.

Council on Equity and Inclusion’s main objective is to create and sustain a campus atmosphere that is inclusive, respectful, and accommodating of human differences. The council works to coordinate diversity initiatives at NAU by bringing together various commissions and other members of the University who advocate on matters of diversity and equity. The council is also involved in efforts to recruit more international and 1st generation students to the University.

**The full-time equivalent of people employed in the diversity and equity office:**
15

**The website URL where information about the diversity and equity committee, office and/or officer is available:**
http://home.nau.edu/ced/about.asp

**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>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Administrators</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

The College’s Native Journey to Academic Success (NJAcS) program mentors faculty and provides cultural support and financial assistance for students. Program goals are to:

- Attract Native American students to CHHS health professions programs by encouraging Native American alumni and current students to visit middle and high schools.
- Retain Native American students enrolled in CHHS programs by creating an environment that supports the cultural, social, and academic needs of Native American students.
- Provide cultural awareness training for NAU faculty, staff, and students.

NASS
Native American Cultural Month
High school students from Winslow and middle school students from the Hopi Nation were bused in to attend the event.

**The website URL where information about the cultural competence trainings is available:**
http://nau.edu/CHHS/Native-American-Support/
Assessing Diversity and Equity

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

**Has the institution assessed diversity and equity in terms of campus climate?:**

Yes

**A brief description of the campus climate assessment(s) :**


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

Yes

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

Through Higher Education Research Institute (HERI); primarily through surveys and focus groups.
Has the institution assessed employee diversity and employment equity?:
Yes

A brief description of the employee diversity and employment equity assessment(s):
Harvard's Collaborative on Academic Careers in Higher Education (COACHE) survey is an ongoing project to be completed over next two years.

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

A brief description of the governance and public engagement assessment(s):
Harvard's Collaborative on Academic Careers in Higher Education (COACHE) survey - ongoing

The website URL where information about the assessment(s) is available:
http://nau.edu/uploadedFiles/Offices_and_Committees/Faculty_Senate/_Forms/FSEC%20August%202013%20meetingCOACHE-InvitationToParticipate_2012.pdf
Support for Underrepresented Groups

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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:

Learning Communities through Residence Life, such as LGBTQIA: The Lesbian, Gay, Bisexual, Transgender, Queer, Inter-sex, Ally (LGBTQIA) Studies Learning Community is, an academic community that:
Honors the contributions and experiences of lesbian, gay, bisexual, transgender peoples and heterosexual allies
Provides a supportive and safe space for a first-year student
Allows you to connect with those who share your experiences or interests
Gives a sense of community that will enable you to achieve academic, social, professional and personal success.

http://nau.edu/Residence-Life/Housing-Options/Learning-Communities/A-Variety-of-RLC-Options/

Office of Inclusion and Multicultural Student Services in Student Life:
Inclusion and Multicultural Services (IMS) is here to serve all students, acting as a centrally-located gathering spot that provides
culturally-relevant services and support to historically underrepresented students.

http://nau.edu/ims/

Native American Student Services (NASS) is a resource for Alaska Native/Native American students at NAU. NASS helps them achieve academic, social, and cultural goals through leadership opportunities, advising, financial aid guidance, and support. The Multicultural Student Center (MSC) provides culturally-relevant services and support to historically underrepresented students. The MSC serves primarily first-generation, underrepresented, and low-income students, providing them with peer advising, financial aid guidance, and academic support. The MSC is a strong campus partner of diversity, sponsoring activities on campus such as the annual Martin Luther King program, Heritage Month events, and a Multicultural Student Reception.

http://nau.edu/nass/

Associate Vice President for Inclusion and Equity in the Office of the President

Also, there are a variety of academic units in six academic colleges.

The website URL where more information about the support programs for underrepresented groups is available:
http://home.nau.edu/%5Cdiversity%5Cfdgintro.asp

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

Yes

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

Located in both Office of Affirmative Action and in Student Life, the following discrimination polices can be found at this website:

http://nau.edu/Affirmative-Action/Forms-Policies/

Equal Opportunity
President’s Equal Employment Opportunity Statement
Equal Employment Opportunity Policy (Policy 1.02 of the Personnel Policy Manual)
Affirmative Action Policy (Policy 1.02 of the Personnel Policy Manual)
ABOR Equality of Opportunity (ABOR Policy 1-120)
Limited English Proficiency (LEP) Policy
Statement on Restroom Access at Northern Arizona University

The website URL where more information about the institution’s discrimination response policy, program and/or
Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No
Support for Future Faculty Diversity

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

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

Office of the Provost maintains "diversity" fund, supplanted by "diversity" fund in Office of the President
Academic colleges maintain diversity plans

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

http://nau.edu/affirmative-action/
Affordability and Access

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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:

There are multiple opportunities for students to minimize the cost of attendance through Office of Financial Aid and Scholarship Office.
University Grants
University Grants are need-based awards.
Resident Set-Aside and nonresident Set-Aside grants are awarded to students who are at least half time undergraduates.

Federal Supplemental Educational Opportunity Grant (FSEOG). The FSEOG Program provides need-based grants to help low-income undergraduate students finance the costs of postsecondary education.

The Pell Grant is need-based financial aid. Pell Grant funding is guaranteed for all Pell eligible students. Pell grants may be awarded to eligible undergraduate students who are enrolled less that full time for the term. The award amounts are pro-rated based on enrolled hours.

Federal Work-Study (FWS) is a need-based program that provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses.

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

Faculty and Staff can contact the Student Support Services to connect with resources for serving students from low-income backgrounds.

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

NAU supports traditional 2 + 2 programs with community colleges and partners with every Arizona community college. One particularly developed relationship is between NAU and Coconino Community College through the CCC2NAU President's Scholarship, a fund that will support students who attend both institutions on their path toward earning a bachelor's degree.


success

NAU participates in pipeline partnerships with Arizona high schools through the Upward Bound program. Upward Bound is a program designed to prepare students from low-income backgrounds for higher education. It is a year-round program providing educational services and college preparatory assistance to Northern Arizona high school students who attend either Williams, Coconino, Hopi, or Winslow high schools. Services are provided in two components: The Portfolio program, and a Summer Residential Program. Upward Bound participants must be potential first-generation college students and/or from a family whose income falls within the federal low-income guidelines.

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

Administered through Office of Financial Aid, there are many scholarships available for diverse student population targeting, for example, first generation students, single parents, and low-income students.

The Inclusion and Multicultural Services assists in the coordination of a variety of scholarships from private donors including, the Coordinating Council for Mexican-American Affairs, and the Wilson Riles Fund.
Additional grants and scholarships:

University Grants
University Grants are need-based awards. Resident Set-Aside and nonresident Set-Aside grants are awarded to students who are at least half time undergraduates.

Federal Supplemental Educational Opportunity Grant (FSEOG). The FSEOG Program provides need-based grants to help low-income undergraduate students finance the costs of postsecondary education.

The Pell Grant is need-based financial aid. Pell Grant funding is guaranteed for all Pell eligible students. Pell grants may be awarded to eligible undergraduate students who are enrolled less that full time for the term. The award amounts are pro-rated based on enrolled hours.

Federal Work-Study (FWS) is a need-based program that provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses.

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

At NAU, parents are encouraged to participate in Upward Bound activities to support students in their secondary and postsecondary academic endeavors.

Additional resources are available through the Office of Inclusion and Multicultural Student Services; Native American Student Services, Gateway Center, and University College.

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

Educational Talent Search and Educational Opportunity Centers are examples of two programs that NAU utilizes in recruiting students from low-income backgrounds. Educational Talent Search increases educational and career awareness among middle school and high school students, enhances the number of students who complete middle and high school, encourages the number of students who continue and/or re-enter high school equivalency programs or enter post-secondary programs and vocational training, and decreases the number of dropouts and stop-outs. Participants must be potential first-generation college students or from a low-income family. Educational Opportunity Centers main objective is to provide information and assistance to adults 19 years of age and older seeking to enter or continue a program of postsecondary education (two-year, four-year college, or vocational/technical school).

Other resources are:

Upward Bound (described above)

Upward Bound Math and Science

Four Corners Upward Bound Math and Science Program brings high school students from the four corners region to Northern Arizona University for an intensive five-week academic summer program and continues throughout their academic years with follow up curriculum and activities. Freshman and sophomore high school students from low-income or first-generation families are eligible for the program.
Nizhoni Academy.
The Nizhoni Academy is a pre-college enrichment program designed to prepare Native American High School students to become successful college students. The program is comprised of an annual four-six week academic and residential program held on the campus of Northern Arizona University in Flagstaff, Arizona. The academy emphasizes rigorous STEM academic instruction, a clear understanding of the demands of college studies, and high academic competency and study skills necessary to be successful students in post-secondary education.

http://nau.edu/Nizhoni-Academy/

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

Policies and programs are primarily offered through the Office of Admissions working closely with Office of Financial Aid.

Since the fall 2010 semester, Northern Arizona University has implemented a Peer Jacks Mentoring Program. This program will offer out-of-state freshman the opportunity to have a peer mentor who can help them find their own way out here at NAU. Current NAU students who are hired to be mentors will be paid 9 dollars an hour for their work. The overall goal of the program is to get freshman connected to people, departments, and other resources on campus and in the community. These connections will help them to find their place at NAU while also becoming successful academically.

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

Northern Arizona University offers a pledge of 4 great years for 1 great rate. Beginning with new freshman and transfer students entering the Flagstaff campus in the fall semester, students will pay the same tuition rate for 4 years. Students awarded gift aid (grants) will have the same amount of gift aid guaranteed for 4 years. The pledge is NAU’s commitment to help undergraduate students enrolled on the Flagstaff campus and their families plan for the cost of a 4 year college education without any surprises or guessing.

http://nau.edu/Admissions/Financing/Western-Undergraduate-Exchange/

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

The Western Undergraduate Exchange (WUE) Scholarship
Students who meet the university’s admission criteria and live in one of 14 Western states states can receive a tuition rate of 1.5 times the cost of resident tuition. All students are evaluated for eligibility during the admissions process. Eligible students, once admitted, will
automatically receive the WUE tuition rate.

Educational Aid Registration Permits (EARPs)
The EARP is used for reduced tuition at NAU, ASU, and the U of A. Only eligible employees, the employee's spouse, domestic partners, and the employee's dependent children qualify for this benefit.
The Office of Student Financial Aid processes all EARPs, but the Human Resources department holds the information to eligibility, credit hour limits, fees, etc. More information can be found at the Education Assistance web page.

http://nau.edu/FinAid/Other-Programs/For-Employees/

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

A brief description of any scholarships provided specifically for part-time students:
Part-time students can participate in a variety of NAU scholarships.

http://nau.edu/FinAid/Scholarships/

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:
No on-site child care facilities; Student Life administers child care vouchers for students.

A brief description of other policies and programs to support non-traditional students:
NAU offers Family Housing for full-time students.

https://nau.edu/Residence-Life/Housing-Options/Family-Housing/

University College
University College promotes an enhanced learning experience for students. Faculty, staff, and students create a challenging and supportive environment to enable a successful transition to the university and a solid foundation for continued academic success. You are automatically a part of University College when admitted to Northern Arizona University.
The Office of Scholarships and Financial Aid offers tribal scholarships.

http://nau.edu/FinAid/Scholarships/Tribal/

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

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>31.10</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>49</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>62</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>36</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:
http://www4.nau.edu/pair/RetentionAndGraduation/RetentionF.asp
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>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.

2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).

3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.

- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Number of employees: 900

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements: 0

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?: Yes

Number of employees of contractors working on campus: 350

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements: 0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors: 0

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?: No

Number of staff and faculty that receive sustainable compensation: 0

Number of employees of contractors that receive sustainable compensation: 0

A brief description of the standard(s) against which compensation was assessed: 0

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular,
A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

0

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

0

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

0

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

0

The local legal minimum hourly wage for regular employees:

7.80 US/Canadian $

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution’s sustainable compensation policies and practices is available:

http://www.hr.nau.edu/
Assessing Employee Satisfaction

Responsible Party

Diane Verkest
AVP, Human Resources
Human Resources

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:

100

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

NAU conducts anonymous surveys to measure employee satisfaction and engagement, including job satisfaction, learning and advancement opportunities, work culture and work/life balance using the following methods:

- Classified Staff Advisory Council conducts periodic (every 3-5 years), anonymous employee surveys, sending to all classified staff (approximately 1100). Data is summarized and reviewed by the advisory council and shared with Human Resources, President’s office and other key administrators. Human Resources utilizes the data from these surveys in their planning efforts. The survey was last conducted in 2013. Survey response rate was approximately 33%. Key contact for this survey can be found on the member list at:

  http://www4.nau.edu/csac/

- Service Professional Advisory Council conducts biennial anonymous employee surveys, sending to all service professionals (approximately 600). The data is summarized and reviewed by the advisory council and shared with Human Resources, and posted
publicly on their website

http://www.nau.edu/spac/

(see evidence in newsletters for 2010, 2008). The most recent survey conducted in 2010 focused on what the SPAC group could do to better support NAU service professionals in the way of professional development training, employee benefits and services that were top priorities, etc. Survey response rate was approximately 30%. The last survey is posted here:

http://www4.nau.edu/spac/newsletter/feb2011/

- NAU faculty recently participated in an anonymous survey through a national study: the Collaborative on Academic Careers in Higher Education (COACHE). COACHE was initiated by Provost Huenneke, to help NAU understand the working conditions at the University. This collaborative, involving universities across the country under the leadership of a team from Harvard, is a three-year project. As members of the collaborative, NAU faculty are asked to participate in a survey that focuses broadly on working conditions (e.g., satisfaction with things like research opportunities and the tenure process). The data collected through the survey is targeted to be actionable: we have a campus advisory team that will help us use the data to make concrete steps to enhance conditions for our faculty. In addition, COACHE will allow us to benefit from strategy sessions and networking with other universities dedicated to creating a great work environment.

http://isites.harvard.edu/icb/icb.do?keyword=coache&pageid=icb.page307142

The survey closed with a 63% total response rate.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

See above

The year the employee satisfaction and engagement evaluation was last administered:

2013

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:

https://www4.nau.edu/csac
Wellness Program

Responsible Party
Diane Verkest
AVP, Human Resources
Human Resources

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>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

The Employee Assistance and Wellness office (EAW) assists NAU faculty and staff and their families with personal and professional issues, and helps enhance overall health and wellness. Also provides organizational wellness support.

Counseling services are available to all benefit-eligible employees and their covered family members. All other services and programs (e.g., wellness programs) are available to all employees.

Students have access to medical, counseling, and disability services:

http://nau.edu/campus-health-services/
The website URL where information about the institution's wellness program(s) is available:

http://www4.nau.edu/eaw/index.html
Workplace Health and Safety

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

Criteria

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>69</td>
<td>128</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>8,227</td>
<td>7,989</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>
</table>

---
**Performance Year** | Jan. 1, 2013 | Dec. 31, 2013  
---|---|---

**A brief description of when and why the workplace health and safety baseline was adopted:**

We chose 2012 as the baseline because that was the first year we did an internal audit of our injury log populated by our reporting software. We did the same internal audit in 2013.

**A brief description of the institution’s workplace health and safety initiatives:**

The Environmental Health and Safety Department oversees the following programs:
- asbestos, lead, and PCBs
- biological safety
- chemical hygiene and safety
- confined space safety
- environmental compliance
- ergonomics
- field safety
- general safety
- hazard communication
- hazardous waste management
- hearing conservation
- import and export
- industrial hygiene
- laser safety
- loss prevention topics
- occupational health
- online loss prevention training
- minors in laboratories
- mold
- radiation
- respiratory protection

Dozens of other initiatives can be found at the link below.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

http://nau.edu/Research/Compliance/Environmental-Health-and-Safety/
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>
</tr>
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<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Sustainable Investment</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

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 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

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

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

**Credit**

<table>
<thead>
<tr>
<th>Innovation 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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.
Title or keywords related to the innovative policy, practice, program, or outcome:
The Coordinating Committee for Campus Sustainability

A brief description of the innovative policy, practice, program, or outcome:
The Coordinating Committee for Campus Sustainability (CoCoSus) facilitates inter-departmental sustainability initiatives. The committee brings together decision makers from across campus and furthers the university’s progress toward carbon neutrality. CoCoSus is innovative because its members consist of Vice Presidents from across campus departments:
Liz Grobsmith, Chair
Senior Advisor to the President

David Bousquet, Member
Senior Vice President of EMSA

Laura Huenneke, Member
Provost and Vice President of Academic Affairs

William Grabe, Member
Vice President of Research

Mason Gerety, Member
Vice President of University Advancement

John Morris, Member
Assistant Vice President of Facility Services

Lindsay Wagner, Member
Director of Energy Services and Sustainability

Eva Putzova, Member
Director of Planning and Institutional Research

Rod Parnell, Member
Coordinator of Academic Sustainability

Sammy Smart, Member
Student Body President

Scott Perelstein, Member
Chair, Environmental Caucus
Associate Director of Facilities for Residence Life

Ellen Vaughan, Member
Manager, Office of Sustainability

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
Because of their cross departmental reach, CoCoSus was able to implement a recycling project that will result in similar signage and bins across all of campus. They organized diverse departmental participation in a biomass feasibility study.

A letter of affirmation from an individual with relevant expertise:
STARS Letter of Affirmation - CoCoSus.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>Yes</td>
</tr>
<tr>
<td>Buildings</td>
<td>Yes</td>
</tr>
<tr>
<td>Dining Services</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>Yes</td>
</tr>
<tr>
<td>Grounds</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Yes</td>
</tr>
<tr>
<td>Transportation</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>Yes</td>
</tr>
<tr>
<td>Coordination, Planning &amp; Governance</td>
<td>Yes</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>No</td>
</tr>
<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>No</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Investment</td>
<td>No</td>
</tr>
</tbody>
</table>

Other topic(s) that the innovation relates to that are not listed above:
---

The website URL where information about the innovation is available:
http://nau.edu/Green-NAU/Coordinating-Committee-for-Campus-Sustainability/
Innovation 2

---

**Responsible Party**

**Ellen Vaughan**  
Manager  
Office of Sustainability

---

**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.

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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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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.
Title or keywords related to the innovative policy, practice, program, or outcome:
GNEI Sustainability Internship Program

A brief description of the innovative policy, practice, program, or outcome:
The Green NAU Energy Initiative (GNEI) has two full time dedicated staff that work to promote NAU campus sustainability in all facets related to utilities, including energy and water conservation through the campus wide sustainable behaviors program, renewable energy development, waste tracking and minimization, and GHG quantification and management. Due to our areas of focus and dedicated staff, GNEI is uniquely positioned to provide quality professional project based internships for students nearing their graduation. These internships fulfill a mutual need by providing an opportunity for students to gain experience and at the same time fulfill GNEI’s research needs for furthering NAU campus sustainability.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
Since the creation of GNEI about a year and a half ago, we have mentored and supervised 17 interns with a range of interests. Twelve of the internships revolved around conducting research, assessment, or a feasibility study. Two internships were focused specifically on communications and outreach, and the remaining three interns assist GNEI with general program planning and implementation. Most of our interns are enrolled in either the Environmental Sciences or Environmental Studies degree programs here at NAU. Under both programs, students must complete 150 internship hours in order to graduate, and GNEI is unique in that it aims to serve these students by providing an on campus opportunity to fulfill this requirement. When internship opportunities are created, we consider the circumstances and requirements under the Environmental Sciences or Environmental Studies program to better accommodate student and departmental needs.

A letter of affirmation from an individual with relevant expertise:
STARS Letter of Affirmation - GNEI.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>No</td>
</tr>
<tr>
<td>Topic</td>
<td>Yes/No</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Air &amp; Climate</td>
<td>Yes</td>
</tr>
<tr>
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<tr>
<td>Investment</td>
<td>No</td>
</tr>
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</table>

Other topic(s) that the innovation relates to that are not listed above:

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The website URL where information about the innovation is available:

http://www2.nau.edu/green-p/index.php/2013/12/03/green-nau-energy-initiative-spring-2014-internships/
Innovation 3

Responsible Party

Ellen Vaughan
Manager
Office of Sustainability

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.
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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.
Title or keywords related to the innovative policy, practice, program, or outcome:
Biomass Feasibility Study

A brief description of the innovative policy, practice, program, or outcome:

CoCoSus (Innovation 1) helped to coordinate a $65,000+ biomass feasibility.
This is innovative because:
1) A huge collaborative internal effort acquired funding through multi-departmental collaboration. Funding was provided by: Ecological Restoration Institute, Enrollment Management and Student Affairs, Finance and Administration, Office of Research, Office of the Provost, Green Fund. Letters of support came from James Allen, Executive Director of the School of Forestry, Karin Wadsack, Project Manager at the Institute for Sustainable Energy Solutions (ISES), Jennus Burton, Vice President of Finance and Administration, Dr. William Grabe, Vice President for Research, David Bousquet, Vice President for Enrollment Management and Student Affairs, Laura Hueneke, Vice President for Academic Affairs, Diane Vosick, Director of Policy and Partnerships for the Ecological Restoration Institute.
2) One of the reasons NAU is interested in utilizing biomass is to assist in the regional Four Forest Restoration Initiative (4FRI) which is a collaborative effort to restore forest ecosystems on portions of four national forests - Coconino, Kaibab, Apache-Sitgreaves, and Tonto - along the Mogollon Rim in northern Arizona.

http://www.4fri.org/

3) The largest project being assessed is a 10MW biomass plant that would make NAU carbon neutral.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In 2013, funding for the project was collected; TSS an engineering firm was hired; TSS moved forward on multiple components of the study.

A letter of affirmation from an individual with relevant expertise:

STARS Biomass.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th>Category</th>
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Many of the movies covered topics listed in the sub-categories that we did not list specifically.

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**
Better World Film Series

**A brief description of the innovative policy, practice, program, or outcome:**
In 2013, NAU Office of Sustainability started the Better World Film Series. The series brings big name documentary films to campus at no cost to students or the public. The series showed our society’s greatest challenges and celebrate the triumph of the human spirit as we strive to create a more sustainable world.

2013 Films:
- Bag It
- Last Call at the Oasis
- End of the Line
- In Organic We Trust
- Revenge of the Electric Car
- The Big Fix
- A Chemical Reaction
- Your Environmental Road Trip
- Chasing Ice
- Trashed

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**
The attendance at the films averaged over 55 attendees including students and public. As the series progressed the attendance was highest at the final two films, Chasing Ice and Four Stories About Water, 120 and 80 attendees, respectively.

The experience provided education for many people that would not otherwise have been exposed to environmental material. The films provide a way for professors to promote student engagement, and offer curriculum or extra credit. The series encourages discussion about important contemporary subjects between, faculty, experts, students, and the public. The series offers a way for student clubs, organizations, or interest groups to get involved across campus through cooperation with the films.

Because of the popularity of the series, it will continue as an annual program administrated by the Office of Sustainability.

**A letter of affirmation from an individual with relevant expertise:**

*STARS BWFS_1.pdf*

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