



University of the Pacific

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

Date Submitted: March 20, 2015

STARS Version: 2.0

Table of Contents

Institutional Characteristics	3
Institutional Characteristics	3
Academics	11
Curriculum	11
Research	32
Engagement	40
Campus Engagement	40
Public Engagement	68
Operations	85
Air & Climate	85
Buildings	95
Dining Services	106
Energy	113
Grounds	121
Purchasing	129
Transportation	144
Waste	155
Water	168
Planning & Administration	178
Coordination, Planning & Governance	178
Diversity & Affordability	196
Health, Wellbeing & Work	211
Investment	222
Innovation	230
Innovation	230

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Numbers used for specific floor space were given by the Physical Plant Director as estimates.

Townhouse Apartments and Burn Tower use electric heat.

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

Endowment size:

386,440,031 *US/Canadian \$*

Total campus area:

175 *Acres*

IECC climate region:

Mixed-Dry

Locale:

Mid-size city

Gross floor area of building space:

2,058,970 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

111,000 *Square Feet*

Floor area of healthcare space:

34,300 *Square Feet*

Floor area of other energy intensive space:

21,000 *Square Feet*

Floor area of residential space:

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	4
Coal	0
Geothermal	5
Hydro	12
Natural gas	28
Nuclear	22
Solar photovoltaic	5
Wind	6
Other (please specify and explain below)	18

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

Numbers were taken from PG&E's 2013 Power Mix report due to Pacific's consumption of energy from PG&E.

Other is stated as: "*** Beginning in 2010, transactions not specifically traceable to specific generation sources are designated as "unspecified" in accordance with AB 162's revisions to Public Utilities Code section 398.2" Power Content Label

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	3.99

Fuel oil	0
Geothermal	0
Natural gas	96.01
Other (please specify and explain below)	0

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

T

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

8

Number of academic departments (or the equivalent):

26

Full-time equivalent enrollment:

2,483

Full-time equivalent of employees:

1,000

Full-time equivalent of distance education students:

246.50

Total number of undergraduate students:

3,877

Total number of graduate students:

727

Number of degree-seeking students:

5,235

Number of non-credit students:

0

Number of employees:

1,196

Number of residential students:

1,860

Number of residential employees:

3

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

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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*.

Submission Note:

Unit of analysis was the 2012-2014 academic years.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,947	274
Number of sustainability courses offered	31	2
Number of courses offered that include sustainability	591	14

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

27

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

46

Number of years covered by the data:

Two

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

[AY12-14 Courses - Sustainability Related and Focused, Grad and Undergrad 2015](#)

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

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Stockton-Campus/Education-and-Research.html>

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

The inventory was developed by in part by the Sustainability staff and part by the academic departments.
[STARS Reporting Tool](#) | [AASHE](#)

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?:

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

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

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

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

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

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

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

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

5,235

Total number of graduates from degree programs:

5,235

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

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

Education on the basic principles of sustainability is one of seven-university wide learning objectives. It is, therefore, a learning outcome for all the Pacific degree programs.

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

Pacific's university-wide sustainability learning objective has three parts:

- Identify the interconnectedness between humans and their natural environment;
- Evaluate the social, economic, and environmental consequences of individual and group actions; and
- Engage in responsible environmental action.

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/University-Wide-Learning-Objectives.html>

Undergraduate Program

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

The Department of Earth & Environmental Sciences takes a broad view of the Earth and offers courses that develop a scientific understanding of our planet, its history, natural systems, resources, and recent global change. Our students explore the origin of the Earth and solar system, the formation of continents and oceans, the evolution and extinction of life, the distribution and availability of natural resources, and the impact of humans on the environment.

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

<http://www.pacific.edu/Academics/Schools-and-Colleges/College-of-the-Pacific/Academics/Departments-and-Programs/Earth-and-Environmental-Sciences.html>

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

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

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

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

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

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

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

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

Yes

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

Minor in Sustainability

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

Sustainability requires that short and long-term social, economic, and environmental impacts of products and processes be considered. With globalization of the world's economies, continuing challenges with depletion of resources and increased global pollution, the well-being of society will require application of the principles of sustainability. The Minor in Sustainability is suggested for students who desire an understanding of sustainability or those who anticipate working for trans-national or development organizations. The interdisciplinary Minor in Sustainability is open to students of all majors.

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

<http://www.pacific.edu/Academics/Schools-and-Colleges/School-of-Engineering-and-Computer-Science/Academics-/Minors/Sustainability.html>

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

Shanna Eller
Sustainability Director
President's Division

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

No

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

N.A.

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

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

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

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

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

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

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

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

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

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

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

Yes

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

Food Studies

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

This multidisciplinary program is designed to train students to master skills necessary for success in food related professions. Courses range across many disciplines including Anthropology, History, Sociology, Literature and Law, and focus on developing mastery in research, writing and policy making methodologies. The successful student will gain expertise in multiple food policy implementation strategies for use by producers, consumers and law makers. Students will develop exceptional proficiency in evaluating the social, economic, aesthetic and political impact of food choices made by individuals and groups. These skills will equip them for careers in business including marketing, advertising, research and development, for positions in government agencies, NGOs, nonprofit and philanthropic organizations, for careers in food writing, social work, lobbying and for advanced work in academia.

Courses in the Food Studies program systematically examine the many complexities of the modern food system, the ethical, environmental and health impact of how we grow, process, distribute, and consume food. They explore the historical dimensions of how various cultures have obtained and processed food and beverages, why serious inequalities in access to food still prevail around the world and the role food industries have in shaping the way we eat.

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

<http://www.pacific.edu/Academics/Schools-and-Colleges/College-of-the-Pacific/Academics/Departments-and-Programs/Food-Studies.html>

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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.

Submission Note:

<http://www.pacific.edu/Academics/Majors-and-Programs/General-Education-Program.html>

- link to PACS I and II courses.

"---" 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:

- Ted and Chris Robb Garden: Volunteers, interns and research students work under the guidance of a Master Gardner and Biology Professor to prepare, maintain, manage and develop the garden. Length of program is dependent upon the student, but usually lasts for one semester or all year. Through the garden, each one learns of the social, environmental and economic struggles of today. Assisting in the production of small scale farming and producing organic food, each are faced with questions in regards to conventional trading system and agricultural system and its juxtaposition to USA citizens and their (lack of) connection to food.

- Pacific Seminar I and II are required for all incoming Freshman. Their first semester, they take a PACS I class in which students study through different lenses, including that of sustainability, "What is a Good Society?" This is followed by a PACS II course that varies in topics, but are all created on the foundation of answering this continued question and work to gain a deeper insight into the social, economic and environmental dimensions of today's current society and their link to sustainability that is needed in order to prosper. One course offered this past year was "What is Fair Trade?" in which students, many who had never heard the term, study the underlying issues of the conventional agricultural and trade system. Standard of living is brought to the forefront alongside the economic, social and environmental sustainability of the current market for small scale farmers and producers.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Robb-Garden.html>

Sustainability Literacy Assessment

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

45

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

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

1. When I buy something I consider where it was made, who made it, how it was made and/or what it is made of.
2. When I am ready to dispose of something, I consider if it can be recycled, composted, or donated for reuse.
3. I feel it's important to be directly, regularly involved in protecting and restoring the environment.
4. When I travel somewhere, I consider different options of transportation in terms of fuel consumption and carbon emissions.
5. I consider how my home behavior, like energy and water use, impacts the broader physical environment.

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

Beginning with Fall 2012, Pacific has conducted a survey on eight dimensions of wellness with all incoming freshmen. One of those dimensions is environmental wellness. The survey was developed by a cross section of departments with input from the Sustainability Director and Past Committee Chair.

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

The wellness survey is administered online and required of all incoming Pacific students before they attend one of three new student orientation sessions.

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

N.A.

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

<http://www.pacific.edu/pacwell>

Incentives for Developing Courses

Responsible Party

Christine Fluter-Brown

Associate Director of Research and Compliance
Research and Graduate Studies

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:

Faculty are encouraged to develop new courses that address topics and issues relevant to society. Sustainability is among these topics. Faculty development leave can focus on course development, and the university has internal grant mechanisms to support teaching through the Committee on Academic Planning and Development.

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

Training and stipend for developing online courses, internal grants (\$1500 individual, \$3000 joint proposals) to support teaching –related activities.

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

<http://www.pacific.edu/Academics/Research-and-Scholarship/Office-of-Sponsored-Programs/Internal-Funding.html>

Campus as a Living Laboratory

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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.

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

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

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

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

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

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

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

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

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

During the Fall 2014 semester, we carried out an experiment in interdisciplinary pedagogy and experiential learning. Our introductory classes, GEOS 43: Environmental Science for Informed Citizens and ANTH 53: Introduction to Cultural Anthropology, explored human-environment interactions through a case study of landscaping practices on Pacific's Stockton campus. We hope that the work these students produced will be useful in our efforts to reflect on our practices and relationships with our surroundings, and to find creative ways to align these practices with University values.

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:

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:

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

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

A 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:

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

A 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:

During the Fall 2014 semester, we carried out an experiment in interdisciplinary pedagogy and experiential learning. Our introductory classes, GEOS 43: Environmental Science for Informed Citizens and ANTH 53: Introduction to Cultural Anthropology, explored human-environment interactions through a case study of landscaping practices on Pacific's Stockton campus. We hope that the work these students produced will be useful in our efforts to reflect on our practices and relationships with our surroundings, and to find creative ways to align these practices with University values.

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:

On the Pacific campus, two undergraduate students have taken the initiative to make positive changes to the University's endowment investment policy. The group has researched positive sustainability investments and equity screening techniques to discover what other universities are currently doing in order to formulate and model the kind of policy Pacific's endowment could undertake. The group has looked at potential divestment policies (e.i. fossil fuels) as well. The students consulted a business professor to refine a list of questions to ask other universities to better understand the process of making changes to endowment investment policies and what is viable for Pacific's own endowment investment policy. Moving forward the students are looking to present the information and recommendation to the board of regents. The goal of the research and recommendation is to convince the board of regents to implement an equity screening process and policy that will minimize the negative social and environmental impact of the companies the endowment chooses to invest in.

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 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:

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

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.

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

40

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

467

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

23

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:

[SustainabilityResearch_Names and Departments 2014.xlsx](#)

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

See list attached.

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

Pacific works to maintain online description of research being conducted by all faculty members such that any member of the public can find that information online by academic department.

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

Computer Science

Elizabeth Basha

BIGDATA: Small: DA: DCM: Big Data Science in the California Delta: Closing the Information Gap Through Sensing, Storage, Prediction and Visualization

Biological Sciences

Richard Tenaza

Documentation and assessment of threats posed by the commercial trade in skulls of orangutans, Proboscis monkeys, langurs, and macaques in Bali, Indonesia

Biological Sciences

Ryan Hill

SPopulation genetics research, and development of a genetic management plan for the Callippe Silverspot butterfly

The website URL where information about sustainability research is available:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Stockton-Campus/Education-and-Research.html>

Support for Research

Responsible Party

Christine Fluter-Brown

Associate Director of Research and Compliance
Research and Graduate Studies

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.
-

Submission Note:

<http://www.pacific.edu/Academics/Research-and-Scholarship/Internal-Funding.html>

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

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

Yes

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

The University supports research on topics and issues relevant to society. Sustainability is among these topics. Internal grant mechanisms to support faculty/student research include: Scholastic/Artistic Activities Grants and Eberhardt Research Fellowships administered by the Faculty Research Committee; SEED grants administered by the Office of Research and graduate Studies; Pacific Fund Grants administered by each academic unit, and Sustainability Project Investment Fund grants administered by the Sustainability Committee. Additionally, students are eligible to compete for Undergraduate Research Fellowships that support research projects conducted during the summer.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Sustainability-Project-Investment-Fund.html>

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

Yes

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

The University supports research on topics and issues relevant to society. Sustainability is among these topics. Internal grant mechanisms to support faculty/student research include: Scholastic/Artistic Activities Grants and Eberhardt Research Fellowships administered by the Faculty Research Committee; SEED grants administered by the Office of Research and graduate Studies; Pacific Fund Grants administered by each academic unit, and Sustainability Project Investment Fund grants administered by the Sustainability Committee.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Sustainability-Project-Investment-Fund.html>

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:

All research is given favorable consideration in promotion and tenure decisions. Given the relatively small size of Pacific, many of the scholarly and artistic activities recognized in P&T decisions is in fact multi-disciplinary and take advantage of resources and expertise across the university. One of the many advantages of the small environment and the faculty collegiality is the ease with which these multidisciplinary partnerships can form.

Policies in the Faculty Handbook:
7.5.4.a Evaluation Criteria Defined

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Faculty-Handbook.html>

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:

STARS Reporting Tool | AASHE

The library creates specialized research guides and material selection support for sustainability related topics. One material guide developed this year focused on the environmental and social aspects of Fair Trade.

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

<http://www.pacific.edu/Subject-Guides-Results.html?cid=34217>

Responsible Party

Christine Fluter-Brown

Associate Director of Research and Compliance
Research and Graduate Studies

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:

47

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

0

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

We don't have a policy per se but we do include open access journals along with subscription databases as part of the university electronic collections

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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*.

Submission Note:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Pacific-Kitchen-Co-Op.html>

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved/Pacific-Green-Team.html>

"---" 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:

5,186

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

Garden Specialists

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

5,186

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

The Student Garden Specialists work under the guidance of the Administrative Director, to create a program that will include but not be limited to creating strategic partnerships with gardens, markets, farms, and programs that will promote knowledge and engagement in the Pacific Robb Garden and related efforts by the Pacific and broader community. Students also work inside the garden in all aspects: creating, planting, maintaining, harvesting and selling produce. Students also engage with the broader public through canvassing and tabling in the greater community.

With the expansion of the Robb Garden, the Garden Specialists have been managing an Adopt-A-Plot program that includes staff, faculty, students and community members as adopters. Garden Specialists work one-on-one with the adopters to have the program run smoothly.

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

Students must go through an interview process with three members of the Garden Advisory Committee.

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

Garden Specialists work one-on-one with the Administrative Director to complete the items necessary to keep the garden running smoothly.

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

Funding for Garden Specialists is provided by Student Life.

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

Green Team Volunteers

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

5,186

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

The Pacific Green Team was created in AY2014-15. Pacific Green Team is composed of a base of volunteer students who volunteer at different events to help education Pacific students, faculty, staff and guests in properly disposing their waste materials. The Pacific Green Team has been present at a variety of events, including but not limited to: Move In, Preview Day, and Hunger Banquet. At each event,

volunteer students complete a 30 minute training about the basics of how to be sustainable at events. This includes they themselves learning to properly sort their waste into: compost, recycling and landfill. At the events the Green Team interacts with individuals in a non-formal manner by crowd engagement or stationed at a receptacle station. Green Team volunteers educate all those they interact with.

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

Students sign up through an online fillable form to become part of the volunteer base.

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

Students work with the Sustainability Coordinator for 30 minutes to learn key terms, re-familiarize themselves with Pacific signage and learn the 411 to proper waste sorting.

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

AY14-15 Sustainability Project Investment Fund funded the Green Move In/Move Out which led to the creation of a Green Team volunteer base.

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

Kitchen Co-op Coordinators

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

5,186

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

The Kitchen Co-op is a fully equipped kitchen on-campus that is accessible to students, staff, faculty, and clubs. Upon paying a semester membership fee, members can request and schedule times to access the kitchen. The kitchen and dining area are fully stocked with dishware, serving ware, cooking and baking supplies. There is a large refrigerator and pantry space available so members can drop off any cold items and ingredients needed for their meal prep and not worry about carrying them around.

The Co-op will hold a variety of programs that are open to Co-op and non-Co-op members, that include but are not limited to: Sushi Making, Cookie Decorating class, Cooking with Caspero (the campus dietician), Dinner with VP Day, Cooking with Dr. Saviz (engineering professor) and more.

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

Students must go through an interview process with the Sustainability Director and Sustainability Coordinator.

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

Kitchen Co-op coordinators work directly with the Sustainability Director and Coordinator to manage and organize the Co-op while simultaneously working on the marketing aspects and enrolling new members.

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

The Kitchen Co-op came to fruition through a joint effort by Sustaining Pacific, Housing and Greek Life Office, and PacWell. The Co-op was awarded funding for two years by the Sustainability Project Investment Fund.

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

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

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

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

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

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

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

7,760

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific.html>

Student Orientation

Responsible Party

Lynn King

Assistant Vice President

Student Life

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.

Submission Note:

a) New Student, Transfer, and Family Orientation:

<http://www.pacific.edu/Campus-Life/Student-Services/Orientation.html>

b) Weekend of Wellness:

<http://www.pacific.edu/Campus-Life/Student-Services/Orientation/Weekend-of-Welcome---WOW.html>

"---" 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:

Yes, from the moment new students and their families arrive on campus they begin learning about Pacific's commitment to sustainability at both a) New Student, Transfer, and Family Orientations and through b) Weekend of Wellness, a mandatory extension of Orientation for all freshmen students.

a) New Student, Transfer, and Family Orientations:

- At check-in every new student receives a reusable backpack filled with all of their important orientation materials and parents/families receive a reusable bag that includes a reusable water bottle.
- Plastic water bottles and cups are not used during Orientation, instead students and their families all receive a Pacific Tigers reusable water bottle and water dispensers are stationed across campus.
- Vice President for Student Life introduces Pacific's commitment to sustainability via institutional learning outcomes during the opening Welcome session at each New Student Orientation;
- Each new student and family member receive a "TigerTracks to Success" guide that helps them discover ways to be sustainable at Pacific and beyond;
- A special sustainability information booth is featured during check in and our "InfoTracks" session, which is a fair for new students to learn about campus services and resources;
- Student Placement Testing has moved from paper testing to all online placement testing;
- A special breakout session called "Helping Pacific Become Sustainable" will be held at Orientation for new students;
- Extra recycling bins are set up across campus;
- The Academic Catalog is completely online, no paper copies are distributed;
- The Office of New Student & Family Programs uses all recycled paper for printing.

b) Weekend of Wellness Program:

Weekend of Welcome or "WOW" is Part II of the Freshman Orientation Experience! WOW is a unique first year experience designed to help new students "track their path to college success", and further orient them to Pacific, our resources, and campus culture. WOW occurs the weekend prior to the start of the fall semester. During WOW all new freshmen participate in a weekend of fun, engaging and informative activities and sessions all designed to prepare them for success at University of the Pacific. New students will learn about services and programs encompassing all of Pacific's 8 dimensions of wellness and how to access these programs.

WOW is a collaboration of faculty, staff, and student leaders who partner together to provide first year students with a supportive and encouraging environment. During this weekend new students will meet fellow students, faculty and staff, and come to think of University of the Pacific and Stockton as their new home.

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

<http://www.pacific.edu/Campus-Life/Student-Services/Orientation.html>

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

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

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

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

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

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

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

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

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

*Students for Environmental Action (SEA) is a group of students that want to make a difference on campus and within the community but also think globally by relating their actions to the bigger picture. SEA's purpose is to increase involvement, take action to improve sustainability, and to communicate environmental awareness. SEA participates in environmental cleanups and events, hiking trips, campus awareness and sustainability projects.

*Student body government (ASuop) Wellness Commissioner is responsible for representing the Associated Students in a variety of campus wide formats.

*The student Garden Club hosts garden workparties, field trips, and participates in the sale of garden produce at campus farmers' market days.

* Beginning in AY14-15, a Kitchen Co-op was funded by the Sustainability Project Investment Fund for a two year pilot, in which a fully equipped kitchen and dining area is open to students, staff and faculty to reserve through a membership program.

The website URL where information about student groups is available:

<http://Asuop.pacific.edu/>

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 Robb Garden advances a mission and campus-wide approach to sustainability. The garden makes inter-disciplinary and practical connections to academics. Through active participation in the Robb Garden, students, faculty, staff, and the greater Stockton community develop profound perceptions of the environment, society, and economy. The garden evaluates long and short-term implications for sustainability such as eating locally and nutritional benefits. Educational activities are curricular and co-curricular involving local organizations as well as Pacific's dining services.

AY14-15 the Robb Garden has taken on a Community garden aspect, allowing students, staff, faculty and community members to "adopt-a-bed" and grow their own personal garden during the winter season.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Robb-Garden.html>

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

Students at Pacific are supported in gaining sustainable business skills through the Council of Social Entrepreneurs, the Eberhardt Student Investment Fund, and the Robb Campus Garden.

The Council supports students in social entrepreneurship.

The Eberhardt Student Investment Fund gives students hands on investment experience.

The Robb Garden provides experience in running a farmers market stand on campus.

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

http://webburstmedia.com/testserver/?page_id=2

A brief description of the sustainable investment or finance initiatives:

Pacific's Eberhardt Student Investment Fund began in AY11-12 to research and develop possible socially-responsible investment practices.

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

<http://www.pacific.edu/Academics/Schools-and-Colleges/Eberhardt-School-of-Business/Academics/CIubs-and-Organizations/Student-Investment-Fund.html>

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

April is designated as Sustainability Month at Pacific. Events of different types are organized that month by faculty, staff, and students with a focus on one or more aspects of sustainability.

April 2014 events were:

- Art + Design for People and Planet Show, March 19 - April 3
- Friday Fair Trade Forums, April 4, 11, 18, 25
- Stockton Earth Day Festival, April 6
- California John Muir Day, April 21
- Spring Seed Swap, April 22
- Beehive Collective Storytelling, April 24
- Green Ball and Fashion Show, April 25
- Students for Environmental Action canvas bag painting on the Lawn, April 27

April 2015 events will be:

- Wild & Scenic Film Festival (on 2 of the 3 campuses)
- Beehive Collective Storytelling
- California John Muir Day, April 21
- Green Fashion Show, April 24
- Stockton Earth Day, April 26

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Sustainability-Month-2014.html>

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

*Sustaining Pacific teamed up with the Visual Arts Department and ASuop to create a sustainable art show where students, faculty, staff and community submitted pieces of art that illustrated sustainability as a whole and how humans interact with nature.

* Pacific's annual Eco Show features students modeling handmade, recycled clothing and jewelry made from unconventional materials like shopping bags, boxes, and aluminum cans. The event also features a Green Ball, come for the Fashion Show and stay to and have a ball with us! Free face painting, games and food. Prizes will be given for "Belle of the Ball" and much more!

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Sustainability-Month-2014.html>

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

a) Tiger Escapes: A one-day adventure program that includes both kayaking and hiking trips. Offers all Pacific community members a variety of both leisurely and adventurous day-trips capitalizing on Northern California's remarkable outdoor opportunities. Trips include Day at Santa Cruz Beach, Hike Marin Headlands, American River Innertube Float, horseback riding, Snowshoeing at Tahoe, Alcatraz Tour, and Oakland A's Baseball Game. The Tiger Escapes program was launched in Fall 2011. While the principles of "Leave No Trace" were incorporated in these trips, they were not an explicit focus of participants.

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

<http://www.pacific.edu/Campus-Life/Events-and-Activities/Athletics-and-Recreation/Baun-Fitness-Center.html>

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

There is one key first year experience at Pacific that communicate a small bundle of important themes.

Pacific Seminar One is a required course for all freshmen in their first term at Pacific. Through a shared syllabus and reader, students in their first year have the shared intellectual experience of focusing on five aspects of a good society, one of which is a concern for and understanding of sustainability.

The website URL where information about the theme is available:

<http://www.pacific.edu/Academics/Majors-and-Programs/General-Education-Program/Seminar-I.html>

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

*During each Freshman orientation, students are given a stainless steel canteen and information on how to create positive impacts for sustainable living activities, including but not limited to knowledge regarding water usage, contamination and the negative impacts of bottled water.

* Our food provider, Bon Appetit, provides educational information in regards to food and the choices of types of food and its impact.

*Garden Club works to put together field trips and programs open to all students to adventure into new and exciting concepts, projects and more regarding sustainability.

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

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

A brief description of sustainability-focused student employment opportunities:

Sustaining Pacific in AY13-14 hired three Garden Coordinators that worked directly with the Robb Garden and Sustaining Pacific to create different projects, programs and community involvement.

* Sustaining Pacific in AY14-15 hired three Garden Specialists and two Co-op coordinators to work directly with the Robb Garden and the Kitchen Co-op, respectively. The specialists and coordinators work on marketing, projects, programs and getting Pacific and Stockton community involved in both the Robb Garden and the Kitchen Co-op.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Robb-Garden/Garden-Staffers.html>

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

N.A.

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

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

*PacWell works in partnership across campus on programs that highlight emotional, environmental, financial, intellectual, occupational, physical, social and spiritual health development. Wellness Wednesdays and more events are targeted for all students, from freshmen to seniors, to assist in their holistic development.

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

<http://www.pacific.edu/pacwell>

Outreach Materials and Publications

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

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

A brief description of the central sustainability website:

The Sustaining Pacific website provides information about Pacific commitments and activities.

The website URL for the central sustainability website:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific.html>

A brief description of the sustainability newsletter:

Newsletter was discontinued in favor of using website and social media for current information.

The website URL for the sustainability newsletter:

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

Facebook and instagram.

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

<https://www.facebook.com/pages/Sustaining-Pacific-and-Student-Sustainability-Coalition/518879968128734>

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

Annual Pacific Undergraduate Research Conference.

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

[http://www.pacific.edu/Academics/Research-and-Scholarship/Undergraduate-Research/Pacific-Undergraduate-Research-and-Creativity-Conference-\(PURCC\).html](http://www.pacific.edu/Academics/Research-and-Scholarship/Undergraduate-Research/Pacific-Undergraduate-Research-and-Creativity-Conference-(PURCC).html)

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

Signage is featured in LEED certified new construction on campus, including the DeRosa University Center, the Chambers Technology Center; and the Vereschagin Alumni House.

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

<http://www.pacific.edu/About-Pacific/Newsroom/2011/May-August-2011/Chambers-Building-Gets-Gold-LEED.html>

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

Bon Appetit continually refreshes large format banners, large format digital display screens, and table top informational brochures highlighting sustainable practices.

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

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

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

Pacific has decided against such signage.

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

Pacific participates in and promotes the San Joaquin County Commute Connection Program.

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

<http://www.commuteconnection.com/default.htm>

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

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

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

This online guide for top ways to live sustainably at Pacific defines sustainable living as day to day practices that are friendly environmentally, socially, and economically. This guide identifies eight major areas of opportunity and provides links to helpful websites with related information.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Robb-Garden/FAQS-Contacts-and-Resources.html>

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

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

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

The Sustaining Pacific and Student Sustainability Coalition facebook page is a key tool we use for outreach.

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):

The University utilizes Instagram and Facebook to advertise the on goings in the Ted & Chris Robb Garden.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Robb-Garden.html>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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
-

Submission Note:

Pacific is currently working to make sustainability a consideration every day in every way. Given that focus, we have moved away from short term, competition type activities and are focusing on long arcing communications and permanent behavior change. Impacts of those changes we look to track in our operations metrics.

"---" 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):

Green Team - Move In/Move Out

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

Organized by Sustaining Pacific, a Green Team has been formed comprised of Pacific students that volunteer at a variety of events to help reduce the amount of waste heading to landfill. The Green Team allows for departments, clubs and organizations to choose 100% compostable event, knowing a Green Team member will be present at the event to help guide attendees on the right ways to dispose of materials.

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

The Green Team's first appearance at Move In helped to re-direct 1,000 pounds of cardboard from the trash. Since then, the Green Team helped reduce the amount of waste to landfill per person by 89% when comparing Preview Day 1 and Preview Day 2.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved.html>

The name of the campaign (2nd campaign):

Green Office Certification

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

Sustaining Pacific is working with 6 voluntary offices to have them become Green Office Certified. The certification process includes one-on-one consulting, an audit and ways to improve the different criteria listed in the Green Office Certification checklist.

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

Staff are learning new ways to make greener decisions in their purchasing , transportation, waste choices and more. From the staff learning and purchasing greener, knowledge and choices all transcend to the faculty and students.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved/Green-Office-Certification.html>

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

Employee Educators Program

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

1,196

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

Recycling Building Captain Program

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

1,196

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

Educators were selected through self-nomination, peer referral, or supervisor selection.

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

Training with multiple supporting materials and tools in a formal step-by-step program for rolling out new recycling systems in their buildings.

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

Training is run by sustainability staff and committee members and all materials and equipment are provided by the sustainability program.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved/Building-Recycling-Captains.html>

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

Green Office Certification Programs

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

1,196

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

Educators were selected through peer referral, electronic inquiry or self-nomination.

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

Training is done with supporting materials and a formal step-by step program for completing the Green Office Certification program before the office becomes certified.

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

Training is run by sustainability staff and all materials used by the program was developed by sustaining pacific.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved/Green-Office-Certification.html>

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

N/A

Number of employees served by all other programs:

STARS Reporting Tool | AASHE

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

NA

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

NA

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

NA

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

Employee Orientation

Responsible Party

Karen Mendoza
Assistant Director
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:

During new employee orientation, Pacific employees are provided with information specifically about:

- health and wellness benefits;
- programs in support of work-life balance; and
- programs supporting sustainable transportation choices.

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/Human-Resources.html>

Staff Professional Development

Responsible Party

Karen Mendoza
Assistant Director
Human Resources

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
-

Submission Note:

AY13-AY14 - Reviewed data compiled of courses offered by AT&T and deduced that about 60% of courses related to sustainability. Amount of attendees was counted and analyzed to reflect the amount of staff who participated in a course related to sustainability throughout the year. Low estimate was given until more analysis could be done to confirm the 60% data.

"---" 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 :

Elements of sustainability are addressed over the course of the year in multiple formats:

- wellness information is delivered by our counseling and health staff, human resources staff and programs, campus dietician and wellness director, sustainability staff and our recreation staff;
- transportation information is reinforced with regular reminders about ongoing local trans options programs, and annual bike to work week promotion;
- information for staff at all levels in meeting our institutional learning objective on sustainability and demonstrating mastery within staff performance is addressed by our Office of Assessment, Training and Technology; and

- educational activities on all aspects of sustainability are part of our April Sustainability Month.

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

35

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/Human-Resources.html>

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.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Shanna Eller
 Sustainability Director
 President's Division

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

Submission Note:

<http://www.pacific.edu/Community/Beyond-Our-Gates.html>

<http://www.pacific.edu/Community/Centers-Clinics-and-Institutes/Office-of-Economic-Development.html>

http://dental.pacific.edu/Dental_Services/Clinics/Stockton_-_Pacific_Dental_Care_Clinic.html

<http://www.pacific.edu/About-Pacific/Newsroom/2015/February-2015/Community-Re-Entry-Program.htm>

1

"---" 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:

Three major hubs on the Pacific Stockton campus for sustainability partnerships with the local community are:

- the Center for Community Involvement;
- Beyond our Gates and the Tomorrow Project; and
- The Office of Economic Development.

The Center for Community Involvement is a student-centered learning environment that provides quality, innovative programming by Pacific students for our Stockton community. This link between the campus and the Stockton community provides the spark for education, action and service.

The after-school, weekend and summer programs that comprise the Tomorrow Project build a network of sustained support to guide our young people toward high school graduation and to prepare them for enriched and enriching lives beyond.

The Office of Economic Development participates in and provides opportunities for University students, faculty and staff to participate in activities that will promote the region's growth and development. As there are many factors that contribute to a region's economic development, including business, government, education, cultural attractions, health care and the environment, the Office of Economic Development seeks to leverage a broad range of University expertise and resources in achieving its goals.

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):

Two entities the Pacific Stockton campus provides collaborative support for sustainability partnerships are:

- Stockton Earth Day;
- San Joaquin Council of Governments Advisory Board;
- Stockton Dental Clinic: The dental hygiene clinic on the campus of University of the Pacific in Stockton offers care provided by our dental hygiene students. These services include preventive care such as prophylaxis (cleanings), sealants and fluoride treatments, as well as X-rays, periodontal maintenance therapy and root planing (deep cleaning). Other services such as blood pressure screenings, oral cancer exams, tobacco cessation counseling and nutritional counseling are also available. All dental hygiene care is provided under the supervision of our expert faculty members. Every patient receives a full oral assessment (no fee is charged for this service) to determine their treatment needs.

This clinic began in 2003 but was relocated to San Francisco in June of 2014.

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 Pacific Stockton campus provides transformation support for sustainability partnerships are:

- 1) Community Re-Entry Program. The Re-Entry program has helped 380 mentally disabled individuals a month while educating and giving Pacific students practical knowledge and skills in how to serve this specific population. It is a joint program with the University and the San Joaquin County Office of Mental Health.

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

The website URL where information about sustainability partnerships is available:

<http://www.pacific.edu/Community/Center-for-Community-Involvement.html>

Inter-Campus Collaboration

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

AY14-15

"---" 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:

Pacific faculty, staff, and students engage in all traditional, academic and professional associative activities of publishing, research, and conferences through which they develop and disseminate information specific to their disciplines related to sustainability - from business and engineering to international development and pharmacy.

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:

Pacific faculty, staff, and students also collaborate with other universities through voluntary as well as professional associations, conferences, and planning activities including: AASHE; California Higher Education Sustainability Conference; the Green Sports Alliance; and the Fair Trade USA University Campaign.

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

In 2014, Pacific brought Carolyn Finney, Assistant Professor at UC Berkeley, to speak about the environmental justice movement and examine how race fits into it.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved/Sustainability-Month.html>

Continuing Education

Responsible Party

Barbara Shaw

Associate Provost

Center for Professional and Continuing Education

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.

Submission Note:

www.pacific.edu/cpce

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

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

Yes

Number of continuing education courses offered that address sustainability:

9

Total number of continuing education courses offered:

193

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

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

Lean Six Sigma
LEED AP+BD&C Building Design and Construction
LEED for Existing Buildings: Operations and Maintenance Exam Prep
LEED Green Associate Exam Prep
Corporate Social Responsibility
Measuring Sustainable Management Performance
Sustainable Management: Leadership Ethics
Triple Bottom Line Accounting

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

Yes

A brief description of the certificate program:

Sustainable Management Certificate: non-credit

“Sustainable management is managing a firm so that it generates profits for its owners, protects the environment, and improves the lives of the people with whom it interacts. The business case for sustainable management is that it can help a company’s long-run profitability and success. Courses include: Overview of Sustainable Management, Corporate Social Responsibility, Measuring Sustainable Management Performance, Sustainable Management: Leadership Ethics, and Triple Bottom Line Accounting.”

Program first offered: Fall, 2011

Year the certificate program was created:

2,011

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

<http://www.pacific.edu/Academics/Professional-and-Continuing-Education/Programs/Certificate-Programs/Sustainable-Management-Certificate.html>

Community Service

Responsible Party

Erin Rausch

Director

Center for Community Involvement

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:

1,054

Total number of students :

4,676

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:

60,400

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:

N.A.

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:

Incentive - Policy Statement on Employee Volunteer Community Service: "This policy works to provide eligible employees with paid time off to volunteer for community service. An employee is eligible to take the equivalent of two regularly scheduled workdays to a maximum of sixteen (16) hours per calendar year (January 1 through December 31) for community activities."

Initiatives - Annually, employees participate in the Rotary-Read-In, where professionals take one hour for one day to brighten the lives of a whole classroom by reading a book to a K-3 class at a local school. In 2014, an estimated 70 Pacific employees participated in this day.

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

<http://www.pacific.edu/CCI>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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?:

No

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:

As a private non-profit organization, there are significant restrictions on the kind and amount of lobbying that Pacific can do without jeopardizing our nonprofit status.

In order to ensure that we do not violate these restrictions, the institution undertakes no advocacy activities except very selectively on matters that have a direct impact on the viability of the institution (such as the current proposal for a 44% cut in Cal Grants to our students).

We allow and encourage the members of the Pacific community to be engaged in advocacy on matters of their choosing, but that is done in their capacity as individual community members, not as representatives of the University.

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

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

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

Trademark Licensing

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

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

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

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

No

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

No

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

No

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

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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 Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Scott Heaton

Director

Support Services

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO_{2e}) per gross square foot (0.002 MtCO_{2e} per gross square metre) of floor area.

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

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

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

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

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

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

Submission Note:

Data was taken from Sightlines FY09 and FY12 report.

2012 FTE of employees was calculated using data acquired from HR.

2009 FTE of employees was calculated by creating a discount % from two data sets received from HR. With that equation, we calculated the students and staff FTE.

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

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

Yes

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

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

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

Yes

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

For multiple years, Pacific has contracted with a private consultant specializing in estimating GHG emissions for universities.

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:

A data qualification process is conducted with the external consultant to validate data, application of data, and methodology for analysis as applicable to the specific parameters of our campus.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>3,640 Metric Tons of CO2 Equivalent</i>	<i>5,542 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>0.36 Metric Tons of CO2 Equivalent</i>	<i>0.30 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>8,000 Metric Tons of CO2 Equivalent</i>	<i>9,164 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

N.A.

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

N.A.

A brief description of the composting and carbon storage program:

N.A.

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

N.A.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,792	2,142
Number of residential employees	82	80
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	5,206.70	4,681.75
Full-time equivalent of employees	1,268.86	1,226.78
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

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

N.A.

Gross floor area of building space, performance year:

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	111,000 <i>Square Feet</i>
Healthcare space	34,300 <i>Square Feet</i>
Other energy intensive space	21,000 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	2,991.60 <i>Metric Tons of CO2 Equivalent</i>
Commuting	4,808.40 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	192 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	2,743.30 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	1,230 <i>Metric Tons of CO2 Equivalent</i>

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

Other categories included Transfer and Distribution Losses (6.41%) & Study Abroad air travel (3.84%)

A copy of the most recent GHG emissions inventory:

[PacificGGMAFY2012.pdf](#)

The website URL where the GHG emissions inventory is posted:

<http://www.pacific.edu/Documents/administration/sustainability/Go%20Green%20Sightlines%20report.pdf>

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

Pacific has worked to reduce our GHG emissions in a variety of ways, including but not limited to: promoting commute connection to encourage carpooling and green vehicles, bike to work week, transitioning to a dominant electric vehicle cart fleet, reduced KWH and THERMS usage across campus, a reduction in refrigerants and chemicals, an increase in the amount of recycled paper purchases, follow summer hours (reducing the amount of electricity used due to the reduction of the hours of operations), and currently looking at a flex work policy.

Outdoor Air Quality

Responsible Party

Scott Heaton
Director
Support 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_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

Data collected and composed from outside contractor did not include the specific amounts per category for air emissions. No available data for the specific air emissions.

<http://www.valleyair.org/Home.htm>

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

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

No

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

We use Commute Connection from the County. We also give priority parking to carpool and fuel efficient vehicles. We have installed over 250 bike rack spaces in the past seven years and avidly promote bike usage by providing two onsite shower facilities for bike commuters. We also annually promote bike to work week.

Besides this, we work to improve outdoor air quality by reducing the need for students, staff and faculty to go off campus for basic needs by providing the following onsite: an ATM, grocery store, postal service, printing shop, direct deposit and check cashing (for students and staff/faculty up to \$150), break rooms with sinks and microwaves, a bike repair station, and more.

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

No

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

The University contracted an outside organization to complete an analysis on GHG and other significant air emissions.

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

	Weight of Emissions
Nitrogen oxides (NO _x)	---
Sulfur oxides (SO _x)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O ₃)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

The University of the Pacific abides by the San Joaquin Air Pollution Control District (SJAPCD), which are some of the most stringent rules in the United States of America to limit air pollution.

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

available:

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Scott Heaton
Director
Support 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.

Submission Note:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Green-Building-Policy.html>

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

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

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

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

Pacific uses LEED certification for the three LEED certified buildings and has implemented a policy which requires for new buildings to meet Leadership in Energy and Environmental Design (LEED) "Silver"-level certification requirements. Pacific will also secure a cost estimate for LEED certification or equivalent of all renovation projects costing more than \$1 million.

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

2,029,722 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::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>60,000 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>34,000 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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

	Certified Floor Area

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

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

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

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

0 Square Feet

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

1,806,000 Square Feet

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

[Pacific Green Cleaning Policy Procedures and Products.pdf](#)

The date the guidelines or policies were formally adopted:

Jan. 1, 2010

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

All Stockton campus buildings must abide by the Green Building Policy adopted by Pacific, mentioned earlier.

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

Pacific's commitment to sustainable building operations is clearly communicated by Facilities Director with buy-in from all Support Services staff as well as the adoption of the Green Building Policy adopted in 2010 by 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://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Office-of-the-Vice-President/Sustainability.html>

Building Design and Construction

Responsible Party

Scott Heaton
Director
Support 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.

Submission Note:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Green-Building-Policy.html>

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

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

Yes or No

LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	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 of certified buildings and ratings:

DeRosa University Center - 60,000 square feet, LEED Silver
 Chambers Technology Center - 24,500 square feet, LEED Gold
 Vereschagin Alumni House - 9,500 square feet, LEED Gold

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

123,500 *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::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	60,000 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	34,000 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area

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

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

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

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

0 Square Feet

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

0 Square Feet

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

29,500 Square Feet

A copy of the guidelines or policies :

[Pacific Adopts Green Building Policy.pdf](#)

The date the guidelines or policies were adopted:

Jan. 1, 2010

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

Pacific uses LEED certification for the three LEED certified buildings and has implemented a policy which requires for new buildings to meet Leadership in Energy and Environmental Design (LEED) "Silver"-level certification requirements. Pacific will also secure a cost estimate for LEED certification or equivalent of all renovation projects costing more than \$1 million.

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

Pacific's commitment to sustainable building operations is clearly communicated by Facilities Director with buy-in from all Support Services staff as well as the adoption of the Green Building Policy adopted in 2010 by the University.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Stockton-Campus/Green-Building.html>

Responsible Party

Scott Heaton

Director

Support 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.

Submission Note:

Gross floor area reduced in amount due to the removal of A.A. Stagg Stadium in FY 2015.

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

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

2,018,731 *Square Feet*

Gross floor area of building space:

2,018,731 *Square Feet*

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

HVAC Air Filtration Program. Preventative maintenance involving air filter checking and or changing, with associated cleaning of filter racks or filter grills on either a monthly or quarterly basis. A complete Air Filter Inventory is maintained at Support Services HVAC Department. There are two HVAC service techs whose primary responsibility is to maintain air filter cleanliness. All occupied buildings office spaces and conference rooms have an Energy Management system that start their air handling equipment a minimum of 30 minutes before occupancy to pre-flush the building air with fresh filtered ventilation air. Dormitory air handling units operate 24/7 when occupied with students. All building air handling units employ a combination of measured or digitally controlled CO2 and temperature controlled ventilation damper systems providing fresh, filtered outside air. Any and all odor or smells are immediately addressed to determine the cause and then rectified. A work order is created by the Universities FAMIS service request system to track any concerns. The resources of an Industrial Hygienist are available if necessary to sample air or room surfaces.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific.html>

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Steve Jacobson

Associate Vice President

Housing and Greek Life

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

23

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:

Sample List:

Cage Free Eggs;

Hormone free chicken;

Gestation free bacon;

HGBT free milk;

seasonal fruit and vegetables;

Locally Sourced Food, i.e. produce, meat, honey - 150 Mile Radius;

Boggs Tract Community Farm - Variety of Produce & Eggs - Support of local urban agriculture;

Monterey Bay Approved Fish;

and gluten free.

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

Yes

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

22

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:

Local Fruits & Vegetables

Fair Trade Certified Product

Cage Free Eggs

Gluten free

Organic

Non-GMO

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

Bon Appetit has committed to Pacific to purchase 20% of food purchases from sustainable and local vendors, within 150 miles of campus. The Bon Appetit companywide initiatives are Farm to Fork and Fish to Fork. These programs encourages the purchasing of local produce and sustainable raised fish and states the company’s commitment to sustainable farming practices.

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

Weekly inventory with a breakdown of items sourced from our Farm to Fork and Fish to Fork vendors. Bon Appetit uses DDI - 7 days, to ensure the freshness and quality of food.

Total annual food and beverage expenditures:

3,500,000 US/Canadian \$

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

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

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No

Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

Bon Appetit has long been an industry leader introducing initiatives which promote sustainable practices. Farm to Fork, responsible disposables, sustainable seafood, RBGH Free, antibiotic free animal protein, reduction of food waste, our Eat Local Challenge, cage-free eggs, Low Carbon Diet, CIW Fair Food Agreement, and the Farmworker Inventory.

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

<http://www.cafefonappetit.com/our-approach/farm-to-fork>

Low Impact Dining

Responsible Party

Steve Jacobson
Associate Vice President
Housing and Greek Life

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.

Submission Note:

We have also started a new labeling program which highlights: farm to fork, locally crafted, organic, seafood watch, humane, well-being, in balance, vegetarian, vegan and made without gluten-containing ingredients.

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

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

18

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

Weekly inventory to track purchases. Support Bon Appetit's overall mission and vision to purchase cage free eggs, as well as gestation free pork and antibiotic free chicken and ground meat.

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

Yes

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

Yes

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

Yes

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

Our Healthy Destination Station located in the main dining hall has a vegan option daily at each service time.

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

Bon Appetit highlights the impact of the meat industry, especially that of dairy, in regards to water consumption, carbon dioxide emissions and health impacts. Bon Appetit promotes a Low Carbon Diet among it's many other initiatives.

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

<http://sustainableiningatpacific.com/wellbeing/forcollegestudents/vegetarianism.html>

Annual dining services expenditures on food:

3,580,000 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

644,000 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

257,000 US/Canadian \$

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Scott Heaton
Director
Support Services

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.

Submission Note:

http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved/Green-Office-Certification.html?utm_source=Link&utm_medium=GoRedirect&utm_campaign=greenoffice

Degree days calculated using

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

with the balance point of 68 degrees Fahrenheit.

Source site ratios used were taken from the suggested amount stated in the ? box.

Gross floor area decreased due to the removal of A.A. Stagg Stadium in FY2015.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	143,563 <i>MMBtu</i>	159,312 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	86,448 <i>MMBtu</i>	90,158 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,018,731 <i>Gross Square Feet</i>	2,029,722 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	111,000 <i>Square Feet</i>
Healthcare space	34,300 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	1,781
Cooling degree days	1,660

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	July 1, 2014	June 30, 2014
Baseline Year	July 1, 2011	June 30, 2011

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

NA

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

Web-based Energy Management Systems utilizing scheduled occupancy times and temperature controlled HVAC equipment, located in the HVAC/R office.

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

Outdoor architectural LED wall packs/cutoff fixtures / Indoor linear LED fixtures and retrofit LED can lights. Approximately 95% of all exterior lighting is LED. By August 2015 100% will be LED.

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

Single and dual technology motion sensors (ultrasonic, infrared)/ Energy management systems / Photo cell light sensors

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

N.A.

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

N.A.

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

N.A.

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

Pacific spent \$350,000 retrofitting lighting in 2014. We have also spent around \$300,000 last year on new more efficient HVAC equipment.

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

A compilation of state of the art Energy Management systems including Johnson controls, Alerton and Honeywell BacNet systems. All building equipment are off unless scheduled through the Campus scheduling format Astra, accessible to all departments on campus. Support Services office staff implement these schedules into the appropriate Energy Management System. EMS systems are also used to monitor and adjust HVAC system operation.

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

Pacific is working :

- opportunistically through opportunities presented by building renovations and remodels;
- to develop an energy use policy that would address buildings specific appliances in existing buildings not covered by our green purchasing directives; and
- through investments funded by our Sustainability Project Investment Fund.

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

Pacific is working to maintain the positive impact of its nationally recognized, classically beautiful landscaping with more native, drought resistant, low maintenance landscaping that still communicates the commitment to quality and aesthetics that our landscaping has traditionally had but which requires less inputs of all sorts for maintenance and growth.

In 2012, Pacific changed a small area of green scape to a John Muir Native area that has drought-resistant and native plants of California highlighted by John Muir. In 2014, Pacific received a generous gift from Bon Appetit to build a Native Garden next to the expanding Ted & Chris Robb Garden that will have a variety of native and low water plants. The Bon Appetit Native Garden will also have a water meter to measure water consumption.

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

N.A.

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

Sustaining Pacific has deployed a Green Office Certification program that works with offices and departments to make greener decisions with waste management, purchasing,energy, transportation, events and entertainment, break room/kitchen and sustainability initiatives.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Sustainable-Living.html>

Responsible Party

Scott Heaton
Director
Support Services

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

Submission Note:

Chambers Technology Center built in 2010 panels went on September 2010.

Total energy consumption performance year is from 2014 data.

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

Clean and renewable energy from the following sources::

	Performance Year
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	52.59 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
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	0 <i>MMBtu</i>

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)

0 *MMBtu*

Total energy consumption, performance year:

143,563 *MMBtu*

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

PV Panel Installation Chambers Technology Center built in 2010 panels went on September 2010.

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

N/A

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

N/A

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

N/A

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

<http://siteapp.fatspaniel.net/siteapp/simpleView.jsf?eid=625251>

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Scott Heaton

Director

Support Services

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • 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
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • 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::

	Area
Total campus area	<i>175 Acres</i>
Footprint of the institution's buildings	<i>50 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>100 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>1 Acres</i>

A copy of the IPM plan:

The IPM plan :

We follow the guidelines of the IPM program. However, we are not staffed properly to develop and maintain an actual written program. We are looking into a version similar to the IPM that is more realistic for my current staff level.

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

Every aspect in managing Pacific's landscape is designed to encompass sustainability. The University of the Pacific ground's department employs licensed and certified chemical applicators to ensure a safe environment for our students. We are focused on reducing landscape water usage through smart design known as xeriscaping. The campuses storm water run-off is closely monitored through the use of Bio filtering and other control measures required by (storm water pollution prevention plans) also known as SWPPP.

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

Pacific's ecologically diverse landscape creates a welcoming environment for students to enjoy. We have a comprehensive tree program that monitors the health of our campus trees to ensure longevity and optimal health. Inner campus landscapes are maintained by gardeners on a daily basis. Pacific is focusing on transforming low use turf area into sustainably designed native landscapes that require fewer resources. The Stockton campus honors John Muir by displaying some of the species discovered by Muir. You can see some of these species at the John Muir Botanical area located in the northern Quad courtyard. The Muir botanical area is a perfect display of Pacific's dedication to sustainability. Engineering students are currently working on an interactive smart phone application to help educate visitors on specific varieties planted in the botanical area.

Maintaining a healthy landscape is crucial when dealing with invasive species. We prefer to mechanically remove invasive species when possible. When the removal requires a more aggressive approach we will take care of the issue through the use of an EPA approved chemical treatment.

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

The Pacific Grounds Department recycles all landscape green waste materials. The green waste is collected at our Recycling Center. The waste is picked through our service provider. The provider delivers the green waste to their facility where it is mulched and reused.

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

The only organic soil on campus is at the Organic garden. Technically that soil is not certified organic. This is geared for larger schools with undeveloped or woodland acreage.

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

Before purchasing any products our department does extensive research looking to find the most environmentally friendly organic options. The Physical Plant purchases these organics despite the increase in costs. The plant has converted all of our gas powered carts to electric power. We went one step further and add solar panels to the carts to aid in the charging process. Our large mowers use organic hydraulic fluid. We use insecticides that are made from lemon oil extract. Our soil stimulants are organic as well. We use natural sea Kelp extract to rejuvenate the soils.

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

Before purchasing any products our department does extensive research looking to find the most environmentally friendly organic options. The Physical Plant purchases these organics despite the increase in costs. The plant has converted all of our gas powered carts to electric power. We went one step further and add solar panels to the carts to aid in the charging process. Our large mowers use organic hydraulic fluid. We use insecticides that are made from lemon oil extract. Our soil stimulants are organic as well. We use natural sea Kelp extract to rejuvenate the soils.

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

N.A.

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

N.A.

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

No

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

<http://www.epa.gov/opp00001/factsheets/ipm.htm>

Responsible Party

Scott Heaton
Director
Support Services

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 levees and inside the levees.

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

No

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

No

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

unknown – would need to consult various local, state and federal agencies

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

unknown – would need to consult various local, state and federal agencies

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

River Partners has planted native grasses inside a portion of the levee and regularly cares for these plantings. While Pacific does not own any undeveloped parcels or woodlands, it is our practice to prioritize an intensive amount of landscaping including trees, follow a policy of not removing trees, pursue increased amounts of native vegetation, and focus on maintaining redwoods and a variety of oak species on campus.

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

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.

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

Electronics Purchasing

Responsible Party

Ronda Marr

Purchasing Manager
Business and Finance

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.

Submission Note:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Campus-Operations/Green-Purchasing-Policy.html>

"---" 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 :

Pacific is committed to the use of sustainable practices in the conduct of Pacific operations. To this end, energy efficiency, as well as short-term and long-term cost, must be evaluated when purchasing energy consuming appliances/equipment. All appliances/equipment purchased by the Pacific must be ENERGY STAR, if such approval exists for the type of appliance/equipment being purchased.

The Environmental Protection Agency ENERGY STAR Program identified appliances and equipment that meet specific energy efficiency requirements (

<http://www.energystar.gov>

). These items include heating and cooling equipment, computers, computer peripherals, printers, copy machines, audiovisual equipment, projectors, televisions, washers, dryers, cooking appliances, and refrigerators.

EPEAT is a (Electronic Product Environmental Assessment Tool) system that helps purchasers evaluate, compare and select electronic products based on their environmental attributes (

<http://www.epeat.net>

). The system currently covers desktop and laptop computers, thin clients, workstations and computer monitors

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

Pacific's IT department has identified a set of recommended computers for purchase by any unit. All currently recommended units are EPEAT Gold.

Does the institution wish to pursue 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::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	0 US/Canadian \$

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

0 US/Canadian \$

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is [STARS Reporting Tool | AASHE](#)

available:

<http://oitfaq.pacific.edu/index.php?action=article&id=760>

Cleaning Products Purchasing

Responsible Party

Ronda Marr
Purchasing Manager
Business and Finance

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

Submission Note:

\$40,000 per year is currently spent on cleaning products, narrowly defined as chemicals, soaps, and similar. Beyond that narrowly defined set of purchases, Pacific also makes substantial purchases of other custodial supplies such as paper products and plastic waste can liners. To purchase that broader group of custodial supplies, Pacific currently spends just under \$181,000 per year.

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:

Biodegradable Products

Pacific is committed to reducing risks to health, safety, and the environment by using biodegradable purchasing practices, including, but not limited to:

- a. Refraining from procurement of cleaning or disinfecting products (i.e. for janitorial or automotive use) containing carcinogens, mutagens, or teratogens. Chemicals to avoid are listed by the U.S. EPA or the National Institute for Occupational Safety and Health.
- b. Phase out of chlorofluorocarbon-containing refrigerants, solvents and similar products.
- c. Procurement of readily biodegradable surfactants and detergents that do not contain phosphates.

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

Pacific's commitment to sustainable operations is clearly stated on its website, clearly communicated by the Facilities Director to all facilities staff, and clearly communicated by the Custodial Manager to all custodial staff.

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:

121,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

181,000 US/Canadian \$

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

Yes

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

Biodegradable Products

Pacific is committed to reducing risks to health, safety, and the environment by using biodegradable purchasing practices, including, but not limited to:

- a. Refraining from procurement of cleaning or disinfecting products (i.e. for janitorial or automotive use) containing carcinogens, mutagens, or teratogens. Chemicals to avoid are listed by the U.S. EPA or the National Institute for Occupational Safety and Health.
- b. Phase out of chlorofluorocarbon-containing refrigerants, solvents and similar products.
- c. Procurement of readily biodegradable surfactants and detergents that do not contain phosphates

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:

Biodegradable Products

Pacific is committed to reducing risks to health, safety, and the environment by using biodegradable purchasing practices, including, but not limited to:

- a. Refraining from procurement of cleaning or disinfecting products (i.e. for janitorial or automotive use) containing carcinogens, mutagens, or teratogens. Chemicals to avoid are listed by the U.S. EPA or the National Institute for Occupational Safety and Health.
- b. Phase out of chlorofluorocarbon-containing refrigerants, solvents and similar products.
- c. Procurement of readily biodegradable surfactants and detergents that do not contain phosphates

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Green-Purchasing-Policy.html>

Office Paper Purchasing

Responsible Party

Ronda Marr
Purchasing Manager
Business and Finance

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.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

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

The paper purchasing policy, directive or guidelines:

Paper

Pacific sustainable paper use guidelines are consistent with the Pacific's policy on sustainability and will help us achieve our broader sustainability goals.

Pacific is phasing out the use of virgin paper and conforms to a minimum standards of 30% post consumer waste (PCW) recycled content paper for all paper used in copiers and printers.

Pacific encourages offices and departments to adopt a higher standard (50%, 75%, 100%) post-consumer recycled content paper where appropriate.

To reduce paper usage, Pacific encourages departments to:

- a. Scan documents when practicable
- b. To fully utilize double sided printing capacity in printers and copiers

Pacific also commits to developing a mechanism to report on paper usage by category (e.g., virgin, 30% PCW, etc.) and by department

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

The Green Purchasing Policy that became effective on January 1, 2011 committed Pacific to developing a mechanism to report on office paper usage by percent of recycled content and by university department.

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

Yes

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

	Expenditure Per Level
10-29 percent	3,208 <i>US/Canadian \$</i>
30-49 percent	65,717 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	6,882 <i>US/Canadian \$</i>

Total expenditures on office paper :

85,086 *US/Canadian \$*

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Controllers-Office/Policies-and-Procedures/Business-Policies-and-Procedures-Index-page/Purchasing-Policy>

Inclusive and Local Purchasing

Responsible Party

Ronda Marr

Purchasing Manager
Business and Finance

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:

Pacific recognizes as "small business concerns" (SBCs) the following current list of federally designated business concerns:

- small businesses, as defined by SBA size standards for each industry;
- small disadvantaged businesses, which must be federally certified ;
- woman-owned small businesses, meeting the SBA standards and which "self-certify" as to ownership;
- HUBzone businesses, located in census tracts of low income/high unemployment, and which must be federally certified;
- historically Black Colleges and Universities and Minority Institutions;
- veteran-owned small businesses, which self-certify as to ownership; and
- service disabled veteran small businesses, which self-certify as to ownership.

Using the definition above, Pacific encourages participation in all of its contracts by small business concerns and aspires to have 15% of all purchases made through small business concerns, regardless of source of funds.

The Purchasing Policy adopted January 1, 2011 requires that Pacific staff involved with purchasing opportunities increase their outreach to small business concerns, with special effort targeted for underrepresented businesses to include:

- including in solicitations a provision encouraging participation by certified firms and other small businesses;
- providing SBCs and other small businesses that express an interest in participating with adequate and timely information about plans, specifications, and requirements of the solicitation;
- participating in trade shows, conferences, educational seminars, and training sessions in order to broaden communication between Pacific and potential SBCS;
- utilize the services of available minority community organizations, minority contractor groups, local minority assistance offices and organizations that provide assistance in the recruitment of SBC and other small businesses whenever feasible; and
- include in its competitive solicitations the statement “Non-Discrimination: Contractors, Bidders and Proposers shall not create barriers to open and fair opportunities for all businesses including SBCs to participate in contracts and to obtain or compete for contracts and subcontracts as sources of supplies, equipment, construction and services. In considering offers from, and doing business with, subcontractors and suppliers, the Contractor shall not discriminate on the basis of race, color, creed, religion, sex, age, nationality, marital status, or the presence of any mental or physical disability in an otherwise qualified disabled person.”

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

Yes

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

8.22

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Controllers-Office/Policies-and-Procedures/Business-Policies-and-Procedures-Index-page/Purchasing-Policy>

Life Cycle Cost Analysis

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Ronda Marr

Purchasing Manager
Business and Finance

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.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

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

[Standard Services Agreement.Pacific.2014.pdf](#)

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

* In the contract with Bon Appetit, our campus food provider, there are stipulations for the adherence to minimum environmental standards.

9. Contractor's Representations and Warranties.

(a) Authorization. Contractor represents and warrants that Contractor has full power and authority to enter into this Agreement and to carry out the Services contemplated by this Agreement, and that the execution, delivery, and performance of this Agreement have been duly authorized by all requisite corporate action on the part of Contractor.

(b) Compliance with Laws. Contractor represents and warrants that Contractor will comply with all laws applicable to the performance of its obligations under this Agreement and to the provision of the Services.

(c) No Violations. Contractor represents and warrants that Contractor's execution, delivery, and performance of this Agreement will not constitute: (i) a violation of any judgment, order, or decree binding on Contractor; (ii) a breach under any contract by which Contractor is bound; or (iii) an event that would, with notice or lapse of time, or both, constitute such a breach.

(d) Performance Warranty. Contractor represents and warrants that the Services will be performed with the degree of skill and care that is required by current, good, and sound professional procedures and practices, and in conformance with generally accepted professional procedures and industry standards prevailing at the time the Services are performed, and that all Services meet the specifications set forth in the Scope of Work. Contractor further represents and warrants that Contractor and all personnel used to perform the Services, including permitted subcontractors, possess the knowledge, skill, and experience necessary to perform the Services.

(e) Licenses and Permits. Contractor represents and warrants that Contractor has, and shall maintain in effect for the duration of this Agreement, all licenses, permits, qualifications, and approvals of whatsoever nature which are legally required for Contractor to render the Services. Contractor shall also ensure that all permitted subcontractors are similarly licensed and qualified.

(f) Intellectual Property. Contractor represents and warrants that no Work Product prepared or produced by Contractor pursuant to this Agreement, nor the use of any such Work Product by University, will infringe or constitute an infringement of any intellectual property right of any third party, that no third party shall have any proprietary rights in any Work Product, and that Contractor has the authority to deliver title free and clear of all liens or encumbrances to all such Work Product to University. Contractor also represents and warrants that unless otherwise specifically stated in the Scope of Work, no proprietary information of Contractor or any permitted subcontractor will be included in any Work Product and that to the extent Work Product includes any permitted third party proprietary information, including that of Contractor, delivery of the Services shall include a perpetual, non-exclusive, world-wide, royalty free license to use such proprietary information for the purposes for which it was provided.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Controllers-Office/Forms-Policies-and-Procedures.html>

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.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Scott Heaton
Director
Support 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.

Submission Note:

1/2 of our carts have solar panels. 42 of 84 electric carts have solar panels.

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

Total number of vehicles in the institution's fleet :

96

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
100 percent electric	87
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

To encourage use of alternative transportation methods racks which can accommodate over 200 bikes, have been installed on the campus in the past two years. To reduce energy consumption, solar panels have been installed on 43 electric carts approximately one-half of the electric carts operated by Support Services. A policy was established that said employees could only use a gas-powered truck or van to travel across campus when it was absolutely necessary, such as to transport bulky equipment that could not fit on a cart.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Sustainable-Living/Transportation.html>

Student Commute Modal Split

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

Student transportation modes estimated based on campus residency combined with conservative estimates about use of public bus service and private shuttle service from housing facility that caters to Pacific students. All on-campus residents assumed to use more sustainable commute options.

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Sustainable-Living/Transportation.html>

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

Total percentage of students that use more sustainable commuting options:

43

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	57
Walk, bicycle, or use other non-motorized means	36
Vanpool or carpool	2
Take a campus shuttle or public transportation	5

Use a motorcycle, scooter or moped

0

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

Currently we are not gathering data about student commute. See notes below on estimates.

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

<http://www.commuterconnection.com/default.htm>

Employee Commute Modal Split

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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.

Submission Note:

Estimates built off of Sightlines FY10 Pacific Transportation Survey. No study of transportation patterns has been completed since this date.

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

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

20

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	83
Walk, bicycle, or use other non-motorized means	12
Vanpool or carpool	4
Take a campus shuttle or public transportation	1

Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	---

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

Estimates built off of Sightlines FY10 Pacific Transportation Survey. No study of transportation patterns has been completed since this date.

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

<http://www.commuterconnection.com/default.htm>

Support for Sustainable Transportation

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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?:

No

A brief description of the facilities for bicycle commuters:

Pacific has increased its amount of outdoor bike racks and staff have access to shower facilities in the Main Gym.

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

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

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

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

Yes

A brief description of the bicycle sharing program:

Through our Pacific Recreation Center students can share bikes for their personal use.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Mass transit passes may be purchased pre-tax using Pacific's transportation management accounts.

Campus shuttles are available for students to travel across campus in the evening, rather than using personal vehicles.

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

No

A brief description of the GRT program:

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:

San Joaquin County Commute Connection has a database of over 8,000 commuters who are interested in sharing the ride to work.

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:

In January 2012, Pacific kicked off a partnership with Zipcar. The Zipcar program at Pacific has two vehicles available 24 hours a day, seven days a week to all students, faculty, and staff ages 18 and older.

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

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

While not a global program, individual work groups and departments offer telecommuting options to staff. Many faculty also exercise telecommuting.

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:

While not a global program, individual work groups and departments do have condensed work weeks. Many OIT staff, for example, have condensed work weeks.

Pacific overall, also operates "Summer Hours", with longer days Monday through Thursday and reduced hours on Fridays. Summer hours positively impact cooling requirements in summer months.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

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

N.A.

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

No

A brief description of other sustainable transportation initiatives and programs:

* Physical plant uses mainly electric and solar carts for their transportation.

* Pacific offers a student shuttle service on campus for any student who needs a ride across campus.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Sustainable-Living.html>

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Scott Heaton
Director
Support Services

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:

Information reported as baseline was from 2006, the closest year to that requested for which data was known.

Information reported for performance year was from 2013.

On campus residents number reported is for Fall 2006, the closest term to the 2005 number requested.

Performance year amount donated was an estimated number provided by the Director of Physical Plant.

On campus residents number reported for performance year is for Spring 2013.

Full and part time faculty numbers are from Fall 2006 and Fall 2013.

FTE enrollment was taken from IR database.

FTE of employees for 2006 was estimated based on previous numbers and calculations.

FTE for 2013 was estimated using an equation based on two data sets provided by HR.

Trash picked up by garbage company now and is no longer weighed. No Data

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,559.37 Tons	1,770.81 Tons
Materials composted	390.04 Tons	297.55 Tons
Materials reused, donated or re-sold	100 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	681.17 Tons	978.51 Tons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,884	2,020
Number of residential employees	82	83
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	5,069.89	4,616.48
Full-time equivalent of employees	1,333.32	1,200
Full-time equivalent of distance education students	0	0

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

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

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

Information reported as baseline was from FY-06, the closest year to that requested by AASHE STARS 1.2 for which data was known.

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

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

- * Pacific implemented recycling across campus to divert the amount of waste to landfills.
- * Bon Appetit, our food provider, charges .25 cents each time a student wants their food to-go and does not use a reusable eco-clam.
- * Mail Services collects ink cartridges, batteries, electronics, boxes, bubble wrap and other random materials for re-use and recycling;
- *The Robb Garden will collect coffee grounds from our on campus coffee house for use as fertilizer in the garden.

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

Pacific operates a surplus program for furnishings. Materials not redistributed through surplus are donated to Habitat for Humanity or other local charitable non-profits.

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

The general catalog is made available electronically on the Pacific website. Only a limited number of hard copies are printed for internal use.

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

Prints and copies are charged per sheet. Printing paper must be 30% recycled to be purchased. Personal printers are discouraged.

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

Flyers are distributed to the residential communities identifying how residents can reduce their amount of waste upon move-out. Housing and Greek Life works with Salvation Army to have donation receptacles located at key locations around campus so residents could repurpose items they no longer needed during move-out.

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

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

Sustaining Pacific (Sustainability program on campus) worked with Admissions to make the second Preview Day 100% compostable. In doing so, Sustaining Pacific completed two waste audits: one of the first Preview Day that did not include compostable materials. The second audit took place after the 100% compostable Preview Day in which there was an 82% per person decrease in landfill bound materials, including catering services. Data reports that there was a 97% reduction in landfill bound materials if catering services were not included.

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:

Our kitchen waste, 100%, goes to the compostable bin and is picked up by waste management

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

Compost bins are located in the DeRosa University Center Marketplace and Laire (the two main locations to eat on campus) for students to dispose of any post-consumer food waste, soiled napkins and compostable materials.

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):

Bon Appetit and the University of the Pacific sell a subscription to an "Eco-clam" container and Calaveras Coffee Mug to faculty, staff and students. After an individual purchases an Eco container and uses it, they may bring it back and exchange it for a clean one. If they do not need a container when they return it, they will receive a wooden nickel that can be used to obtain an Eco container or mug in the future.

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):

Pacific provides all reusable service ware for dine in meals unless otherwise stated by the student for a to-go container. If the student does not have a subscription to a reusable eco-clam (or does not want to purchase it for \$5.00), then they can purchase a compostable container for .25 cents per occasion.

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:

The Calaveras Coffee shop offers a ten cent discount on beverages for customers who provide a reusable mug.

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

* Bon Appetit has a designated area for composting.

* There are clearly identified containers in the dining hall for compostable materials, recycling and landfill. In the last year, we implemented shadow boxes which highlight the most commonly used materials in our dining hall and where they should be allocated to: landfill, recycling or compost.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Stockton-Campus/Recycling-and-Solid-Waste.html>

Waste Diversion

Responsible Party

Scott Heaton
Director
Support Services

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:

Diverted number reported above is for FY'12 and does not include the weight of furniture donated to Habitat for Humanity. Donations to Habitat for Humanity began in FY'12 and as of 07/01/12 have included:

- 320 dressers
- 65 desks
- 92 chairs
- 9 armoires
- 160 beds
- 2-door industrial refrigerator
- 3-door industrial refrigerator
- 5-refrigerator small and standard size
- 2 Lathe
- 42 file cabinet various drawers
- 12 Table
- 3 microwaves
- 1 stool
- Box fan
- 6 Sofa & 1 loveseat
- 34 Steel cabinet
- TV Stand
- 14 Partitions
- 8 Shelves
- 7 various pictures
- 12 cork boards, peg boards, white boards various
- 2 projectors
- 5 Projector/TV Stand
- Office Supplies

Utility closet
Computer Tower
Exercise bike and equipment
10 Lights
2 Compressors
6 Umbrella's
1 Dishwasher
16 Window Screens
Swamp Cooler
3 Sink counters

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

Materials diverted from the solid waste landfill or incinerator:

1,524.56 Tons

Materials disposed in a solid waste landfill or incinerator :

926.41 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:

Pacific has installed recycling bins co-located with landfill bins in all offices, lobbies, classrooms and every residence hall room across campus in the last three academic years. This has dramatically decreased the amount of materials heading to the landfill.

Online guide for recycling and re-use of less common materials.

Recycling systems exist on campus for: cardboard, tires, batteries, chemical containers, planter pots, oils and auto fluids, metals, wood, concrete, soil, green waste, sprinklers, paper, ink cartridges, food, cooking oil, light bulbs, mixed recycling, and ewaste.

Purchased two shipping containers to store donations for Habitat for Humanity.

AY14-15 saw the creation of a Green Team, which made its first appearance at Move In, helping to divert thousands of pounds of cardboard from the landfill.

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

Bon Appetit makes weekly donations to the Gospel Center Rescue Mission and the local St. Mary's Church. The campus garden also makes donations to St. Mary's and Boggs Tract Community Center program at intervals.

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

Bon Appetit collects all food waste from the prepping areas and collects them into 35 gal trash cans. The cans are dumped into 35 gal food waste totes for collection.

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

Bon Appetit has food collection bins in designated dining areas. The food waste is collected and taken to the food totes for pick up.

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

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

Motor oil	Yes
Tires	Yes

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

Mailing items such as bubble wrap, peanuts and inflated plastic bags.

Construction and Demolition Waste Diversion

Responsible Party

Scott Heaton
Director
Support 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.

Submission Note:

Field House 97% recycled; O.I.T 84.15% recycled

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

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

364.07 Tons

Construction and demolition materials landfilled or incinerated :

176.48 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Per California law we must divert 65% of all demolition waste. We recycle/reuse/divert at least 65% of all construction and remodeling waste.

Hazardous Waste Management

Responsible Party

Roberta Martoza

Director

Enterprise Risk Management

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:

As a University we have cultivated and continue to maintain basic principles of using the least amount of materials to obtain necessary results.

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

Pacific has a robust training system in place to educate any and all of our personnel, volunteers, faculty and staff in the safe use and disposal of special, universal, and non-regulated chemicals.

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

None.

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

While a campus-wide inventory system has not been used as a tool, Pacific's Risk Management Department encourages use of excess lab chemicals internally and has facilitated the process of safe transfer of these chemicals.

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

Yes

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

Yes

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

Materials are collected by IT technicians assigned to each department and then evaluated for reuse or recycling.

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

Pacific has managed carefully to ensure electronics materials are handled through best practices. We have an approved third party vendor pick-up and recycle, reuse, and/or refurbish all electronic waste generated by the institution. Vendor provides us certificates of recycling after items have been processed.

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Budget-and-Risk-Management/Risk-Management.html>

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.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Scott Heaton
Director
Support Services

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

On campus residents number reported is for Fall 2011 for baseline.

On campus residents number reported for performance year is for 2014.

FTE employees for 2014 and 2011 was calculated using two data sets provided by HR and establishing an equation that would provide the closest answer.

2014 FTE enrollment was calculated by using a mathematical equation based on data sets from different years.

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

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

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	154,270,301 <i>Gallons</i>	155,163,000 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	29,770,400 <i>Gallons</i>	57,596,000 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,758	2,104
Number of residential employees	83	86
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	5,126.77	5,185.72
Full-time equivalent of employees	1,311.69	1,323.06
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,029,722 <i>Square Feet</i>	2,029,722 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	58 <i>Acres</i>	58 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2011	Dec. 31, 2011

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

Water recycled/reused on campus, performance year:

0 Gallons

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

0 Gallons

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

Calaveras River for lawn/sprinkler irrigation and reflecting ponds.

80% of the grounds are irrigated with non potable water.

Pacific has installed a water recycling system for the green house system that is projected to save about 106,000 gallons a year.

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

Pacific has five buildings serviced by California Water service Co. with building level water consumption meters. They are:

- President's Residence
- Pacific House
- Anderson
- Manor House
- McConchie Hall

The rest of the campus is serviced by California Water Service Co. with campus level water consumption meters.

Their locations are:

- Pacific Ave. @ Knoles Way
- Pacific Ave. @ Brookside Road
- Pershing Ave. @ Larry Heller Drive

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

All new buildings and \$1 million or more renovations must meet LEED Silver certification. Our location in California has Pacific very aware in regards to reducing water consumption.

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

Residence Hall remodels have included water efficient fixtures. Shower heads have changed from 2 gallon to 1.5 gallons and faucets from 2.2 gallons to 1 gallon. Whole residence halls are being converted to this building by building.

Pacific has done a variety of measures, including installing 1500 new water efficient spray heads that claim to save an average of 30% compared to standard spray heads. We have also began installing ACC controllers that allows us to run multiple stations at once and purchased an underground wire locator to speed up locating broken wires.

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

Every aspect in managing Pacific's landscape is designed to encompass sustainability. The University of the Pacific ground's department employs licensed and certified chemical applicators to ensure a safe environment for our students. We are focused on reducing landscape water usage through smart design known as xeriscaping. The campuses storm water run-off is closely monitored through the use of Bio filtering and other control measures required by (storm water pollution prevention plans) also known as SWPPP.

We have converted the following locations from irrigation systems to drip and bubblers emitters to reduce water use: John Muir botanical area, UC east entrance, President's house front yard, Organic Ted and Chris Robb Garden, East entrance to Weber Hall, Chapel rose garden, Pacific entrance rose garden, First Lady rose garden, Larry Heller rose garden, Pool rose garden, Physical plant rose gardens, Sigma Chi planters, Chamber Technology Center planters, Jeannette Powell Art Courtyard trees, WPC courtyard pots, and School of education east side pots.

We have also expanded our non-potable water system from 58% to 80%.

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

We have been monitoring the irrigation through a central control system for 5 years. We have six Evapotranspiration sensors/monitors. The Hunter IMMS system controls all irrigation clocks from a PC, allowing for remote access to change the amount of watering, immediately stop watering due to environmental conditions and more.

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

All new buildings have water efficient fixtures. Water efficient landscaping is increasingly used on campus. We follow the very stringent California codes. We have also put in our first Rainwater Harvesting system on our green house that will save thousands of gallons of water.

We have added bark to areas on campus to retain water, upgraded our onsite irrigation levee pump system, raised the height of our grass to three inches to reduce water consumption, installed six bio-swales for water retention,

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Stockton-Campus/Water-Use.html>

Responsible Party

Scott Heaton
Director
Support Services

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:

1. Grassy swales
2. Vegetated swales
3. Rock wells

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

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

California code is extremely stringent on these issues and we exceed code rules in managing storm water and run off.

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

Greenhouse Water Usage

Current greenhouse water usage is as follows:

The water system that is in the greenhouse is a homemade watering tree, with 6 half round shrub nozzles installed on the tree. There are two trees one for each room. The values below are for both rooms.

$\frac{1}{2}$ round shrub nozzle = 1.3 gpm

$1.3 \text{ gpm} \times 12 \text{ nozzles} = 15.6 \text{ gpm}$

$15.6 \text{ gpm} \times 10 \text{ min. watering cycle} = 156 \text{ gallons of water per cycle.}$

$156 \text{ gallons} \times 3 \text{ cycles a day} = 468 \text{ gallons per day.}$

$468 \text{ gallons per day} \times 7 \text{ days a week} = 3,276 \text{ gallons per week.}$

$3,276 \text{ gallons per week} \times 52 \text{ weeks per year} = 170,352 \text{ gallons a year.}$

If we were to install a water recovery system at the green house we would greatly reduce the water consumption. The values below show how much water could be recovered.

Water recovered from greenhouse coolers = .75 gpm

$.75 \text{ gpm} \times 60 \text{ min} = 45 \text{ gallons per hour.}$

$45 \text{ gallons} \times 6 \text{ hr. average run time} = 270 \text{ gallons per day.}$

$270 \text{ gallons} \times 7 \text{ days a week} = 1,890 \text{ gallons per week.}$

$1,890 \text{ per week} \times 52 \text{ weeks} = 98,280 \text{ per year of recovered water.}$

The average rainfall in Stockton is 14.06 inches per year.

The average size roof collects 600 gallons of water for every inch of rain. When you think about it the greenhouse is not much smaller than your average home. So with the information we should be able to recover 8,436 gallons of water from rain.

$14.06 \text{ inches per year} \times 600 \text{ gallons an inch} = 8,436 \text{ gallons per year of recovered rain water.}$

8,436 gallons per year of recovered rain water. + 98,280 gallons per year of recovered cooler water = 106,716 gallons per year of recovered water.

170,352 gallons per year of current usage.

-106,716 gallons per year of recovered water.

63,636 gallons per year of new current usage. That would be an almost 63% reduction in water usage

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:

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

Chambers Technology Center pathways are permeable.

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:

Pacific currently has seven retention ponds located in various locations on campus.

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

We have six vegetated swales, DeRosa Center East and West, Biology Bldg, Janssen Lagario Gym, McCaffrey Center and two at the Alumni House.

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

We use bark, wattle, jule netting, vegetation, filter screens and sand bags.

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Support-Services--Physical-Plant/Grounds-Department.html>

Wastewater Management

Responsible Party

Scott Heaton
Director
Support Services

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*.

Submission Note:

Waste water not metered.

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

Total wastewater discharged:

0 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

<http://www.stocktongov.com/government/departments/municipalUtilities/utilPlantTreat.html>

Planning & Administration

Coordination, Planning & Governance

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

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

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

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

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

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

Yes

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

The Sustainability Committee meets on a monthly basis to discuss current issues and projects for Stockton Campus. AY14-15 included the development of bringing the topic of Social Responsibility Investment to Pacific.

The committee is also responsible for the Sustainability Project Investment Fund in which \$150,000 is awarded to different sustainability projects for all three campuses. A minimum of 50% of the SPIF funds shall be used to support projects with either a) a payback period of no more than 6 years or b) a minimum 17% return on investment for the portion of the project supported through the SPIF. The payback period can be calculated using data measured from existing or comparable projects or using engineering estimates to determine cost savings.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Sustainability Committee is an administrative standing committee with faculty membership and charged to advise the President on the development of sustainability strategies and policies across the University.

The Sustainability Committee will:

- advise on establishing and integrating sustainability strategies across the institution;
- recommend policy, institutional goals and resource allocation;
- monitor related indicators and progress through assessment and benchmarking activities; and
- encourage the alignment and expansion of education practices, teaching and learning, scholarship, and co-curricular activities.

The Committee membership consists of:

At least two faculty members nominated by the Academic Council, two student nominated by ASUOP, a representative of each of the divisions, a representative from the Sacramento and San Francisco campuses (may overlap above positions), and the Sustainability Officer (ex officio, voting), not to exceed 12 members. Student members serve one-year terms; all other members serve three-year staggered terms. All members and the Chair are appointed by the President.

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

AY2014-15

Laura Rademacher, Geological Sciences, Chair

Shanna Eller, Sustainability Director

Eve Cuny, Arthur A. Dugoni School of Dentistry

Rebekah Grodsky, McGeorge School of Law

Scott Heaton, Physical Plant

Lynn King, Student Life

Suzanne Galal, School of Pharmacy

Cathy Dodson, Division of Development

Lucy Kramer, Student Representative

Brandon Chan, Student Representative

Kendra Bruno, Sustainability Coordinator

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Sustainability-Committee.html>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE)

employee?:

Yes

A brief description of each sustainability office:

The "office" is composed of:

- 1.00 FTE Sustainability Director;
- 0.50 FTE Sustainability Coordinator;
- 0.20 FTE Graphic Designer; and
- 7 x 0.20 FTE student sustainability interns.

2 x 0.20 FTE student sustainability interns also work on the Sacramento campus, but STARS is being completed for only the Stockton campus.

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

2.70

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Contact-Us.html>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Shanna Eller, Sustainability Director; Kendra Bruno, Sustainability Coordinator

A brief description of each sustainability officer position:

August 2011 - Pacific hired its first full-time Sustainability Director, Dr. Shanna Eller, to advance sustainability issues on all three campuses. Eller works with all three campuses to advance sustainability issues. She collaborates with Pacific's Sustainability Committee and university administrators to monitor program effectiveness, serve as representative and liaison with various on-campus organizations and community organizations, and publicize Pacific's programs and initiatives.

June 2013 - Kendra Bruno joined the team as Sustainability Coordinator. The Coordinator focuses in particular on operational and co-curricular areas.

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

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Contact-Us.html>

Sustainability Planning

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	No	No
Public Engagement	No	No
Air and Climate	No	No
Buildings	No	No
Dining Services/Food	No	No
Energy	No	No
Grounds	No	No
Purchasing	No	No
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	No	No
Health, Wellbeing and Work	No	No
Investment	No	No

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

Pacific has a university-wide institutional learning objective (ILO) focused on sustainability that is intended to apply to all academic programs and administrative units. Systems and metrics for measuring success in meeting the sustainability ILO, however, are determined and implemented at the unit level in a decentralized manner. No specific thresholds are set for achievement of the ILO at the department, school, or university level.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

No written plans, with or without metrics; are know to the Sustainability staff.

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

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

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

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

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

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

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

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

The institution's definition of sustainability:

Sustainability at Pacific is defined by Sustainability Staff as considering the social and environmental as well as the economic impacts of all our choices at the individual as well as organizational level and in the long as well as short term.

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 university's 2015-20 academic plan, currently in final review, articulates a small set of strategic academic directions that Pacific will pursue to meet new and emerging societal needs. Two of those four strategic directions contribute to building a sustainable future:

- healthcare (with a recognition of needs at the level of community vs. individual health); and
- stewardship of water and the natural environment.

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Academic-Planning/Academic-Planning-Process.html>

Governance

Responsible Party

Shanna Eller
Sustainability Director
President's Division

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

Submission Note:

<http://pacific.orgsync.com/org/asuop>

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Staff-Advisory-Council.html>

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Shared-Governance.html>

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Shared-Governance/Standing-Committees.html>

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Through both direct participation in university committees and electing students representatives.

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:

Student body president serves as a participate observer on the University’s Board of Regents.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students serve on committees that make recommendations concerning each of the areas indicated.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff Advisory Council Representatives are elected by their peers and serve constituent groups within their divisions, both exempt and non-exempt staff in grades 1-11, with each representative serving no more than 40 staff members. Representatives serve 2-year terms, and terms are staggered so that only half the council rotates off in a given year. The role of the representative is to communicate with the constituent group regarding staff issues and SAC activities carried out on their behalf, as well as to represent constituent concerns at SAC meetings.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Two students from student government (ASUP), two alumni, and two faculty members from Academic Council serve as liaisons with the Pacific Board of Regents, but are not members.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The university’s Staff Advisory Council, comprised of staff members elected by their peers, has opportunities to make recommendations concerning each of the indicated areas. One example has been participation in discussions about flex policies.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Adjunct faculty do not have voting opportunities on the majority of the faculty governance bodies - the primary vehicles being Academic Council, the Institutional Priorities Committee, the Strategic Planning Committee, and the Academic Facilities Improvement Committee.

The University of the Pacific Academic Council recommends policy concerning curricular, faculty and other academic issues. Faculty representatives are elected by the faculty in each school or college for three-year terms. All three campuses are represented on the Council. The number of faculty representatives from each unit is determined by the number of full-time faculty in the unit.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Two students from student government (ASUP), two alumni, and two faculty members from Academic Council serve as liaisons with the Pacific Board of Regents, but are not members.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Organizational Mission, Vision - Strategic Planning Committee guided development of Pacific's new strategic plan in AY12-13 and Academic Planning and Alignment Process in AY13-14.

Establishing new policies, programs, or initiatives - Institutional Priorities Committee guided allocation of new Strategic Investment Funds in support of new academic programs in AY14-15.

Strategic and long-term planning - Academic Affairs guided development of Pacific's new academic plan in AY14-15.

Existing or prospective physical resources - Facilities Improvement Committee guided decisions regarding new capital improvement plans for athletics, conservatory, housing, and business school facilities in AY13-14 and AY14-15.

Budgeting, staffing and financial planning - Institutional Priorities sets budget for every fiscal year.

The website URL where information about the institution's governance structure is available:

<http://pacific.orgsync.com/org/asuop>

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Patrick Day
Vice President
Student Life

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

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

The University Diversity Committee (UDC) is responsible for assisting in the development of programs, projects and policies which will enhance diversity with emphasis on issues related to, but not limited to, ethnicity, gender, sexual orientation and disability at University of the Pacific. The UDC will serve as a centralized group in support of the University's diversity aspiration to "value each member of the Pacific community. We celebrate the richness that our diversity of backgrounds brings to the learning environment, to academic inquiry, and to achieving excellence in our educational mission." (Pacific 2020). In addition, there is a half-time Assistant Provost for Diversity and a Director of Multicultural Affairs focusing on Diversity issues.

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

1

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

<http://www.pacific.edu/Campus-Life>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Offered on a volunteer basis to employees roughly twice per year.

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

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About-Assessment-Training-and-Technology/Staff-Learning-and-Development.html>

Assessing Diversity and Equity

Responsible Party

Patrick Day
Vice President
Student Life

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) :

Surveys are completed online by each student, staff member, and faculty member. The surveys will close at the end of the semester, at which point we will analyze the results. The student and staff surveys are conducted by Noel-Levitz, and the faculty survey is being conducted by COACHE. The most recent survey date for faculty was by HERI in 2011. Students are surveyed annually.

Has the institution assessed student diversity and educational equity?:

Yes

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

President Eibeck created a Task Force (chaired by then-president of Student Life Elizabeth Griego) to examine issues of diversity on campus. The Task Force report was completed in 2012. Many of the suggestions outlined in that report have been enacted (such as the

creation of the Bias Response Team, and the creation of the Women's Resource Center Director), and others are slated to be enacted. The Task Force report is still a reference for Pacific.

Has the institution assessed employee diversity and employment equity?:

Yes

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

The Assistant Provost for Diversity is monitoring applicant pools for tenure-track faculty positions on the Stockton campus (via PeopleAdmin, the software HR has purchased for the University). Applicant pools are checked versus the demographic data of recent PhDs in each position's discipline. The report should be completed and shared with the University community before the end of the semester.

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):

The committee recently (February 2015) organized several "World Café" conversations among the faculty to gain their input. All faculty were invited to participate.

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

Support for Underrepresented Groups

Responsible Party

Patrick Day

Vice President

Student Life

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.

Submission Note:

Multicultural Affairs:

<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/Multicultural-Affairs.html>

Educational Equity Programs:

<http://www.pacific.edu/EEP>

Disabilities:

<http://www.pacific.edu/Campus-Life/Student-Services/Disabilities-and-Testing-services.html>

STEPS:

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Division-of-Student-Life/Signature-Programs.html>

Faculty:

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/About-the-Office-of-the-Provost/Diversity-and-Inclusive-Excellence/Diversity-Fellows-Program.html>

<http://www.pacific.edu/success>

<http://www.pacific.edu/Academics/Services-and-Resources/Educational-Equity-Programs/Community-I>

"---" 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:

There are several initiatives in multiple places throughout Pacific. Within the Student Life Division, programs that relate to students include: Office of Multicultural Affairs, TRiO Student Support Services – called the SUCCESS Program at Pacific, the Community Involvement Program, Pacific Promise Scholars, Office of Services for Students with Disabilities and the STEPs (Students Emerging As Pacificans) Programs.

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

<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion.html>

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

Yes

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

The Bias Response Team (BRT) serves as a safe and confidential resource for members of the University community to raise immediate concerns regarding specific incidents of bias or acts of harassment and discrimination that impact the Pacific community.

The BRT contributes to advancing the diversity and inclusiveness of the Pacific community as well as enhancing the learning environment by ensuring that all members have a means to share incidents that negatively affect their sense of belonging and their ability to be successful

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

<http://www.pacific.edu/Campus-Life/Safety-and-Conduct/Bias-and-Discriminatory-Harassment-Policies-and-Protocols/Bias-Response-Team.html>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

Pacific faculty and staff provide significant mentoring and advising for all students in undergraduate and graduate programs. Students regularly meet with their faculty advisor during their entire academic career, but can also easily access other faculty or staff for guidance. Faculty and staff willingly provide mentoring on independent study or research projects, advise students on graduate opportunities, and write letters of recommendation for scholarships and fellowships and in support of graduate school applications. Additionally, students regularly have opportunities to present research at professional conferences such as the American Geophysical Union Conference, the California Water Environmental Association Conference, and the Society of Women Engineers' Annual Conference, among others.

To gain experience in teaching, graduate and undergraduate students are hired to serve as peer tutors or to help in lab courses. Undergraduate students are also regularly invited to organize or assist with outreach programs that introduce K-12 students to engineering and computer science. Pacific students often lead the program or workshop, with the faculty available to provide mentoring and guidance, if needed.

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

Affordability and Access

Responsible Party

Patrick Day

Vice President

Student Life

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
-

Submission Note:

College Awareness and Financial Aid Workshop:

<http://www.pacific.edu/About-Pacific/Newsroom/2011/January-2011/Pacific-to-Hold-Financial-Aid-Workshops-for-Underrepresented-Students.html>

The Summer Success and Leadership Academy:

<http://www.pacific.edu/Campus-Life/Diversity-and-Inclusion/Summer-Success-and-Leadership-Academy.html>

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:

Community Involvement Program (CIP) was established in 1969 by a group of students, community members, faculty, and staff who wanted to provide educational opportunities to the local community and diversify the University of the Pacific campus. The program serves the educational needs of low-income, first-generation students by providing access to college and support services while students pursue higher education. Since the inception of this scholarship program, there have been over 1,000 CIP alumni. As part of the recruitment efforts, two signature events are held each year as a way of "PARTNERING TO PROVIDE EDUCATIONAL ACCESS". Our High School Counselor Information Session held in the fall and the Delta College Counselor Information Session in the spring on the Pacific campus. They provide an opportunity for local counselors to learn about the CIP application process which in turn, will assist them in advising and providing resources to potential students. An exciting part of these programs is the opportunity for counselors to hear about the experiences of current students in the program on a student panel. Counselors are engaged with administrators and staff from the Offices of Admission, Financial Aid, and the Educational Equity Programs at Pacific. For more information visit Community Involvement Program site.

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

No specific programs.

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

The Summer Success and Leadership Academy (SSLA) consists of 50 participants that represent the City of Stockton. To apply, students must be entering 9th, 10th, 11th or 12th grade (unfortunately, graduating seniors are not eligible to apply.) This is a free, residential program hosted on the University of the Pacific's campus, where participants will be provided mentors who are college-students, workshops about academic success, social justice, leadership and the college admissions and financial aid process. Many of the workshops used different media forms to discuss issues all across urban America. The program also has a Distinguished Speaker series where many community members and leaders spoke with the participants.

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

Community Involvement Program (CIP) was established in 1969 by a group of students, community members, faculty, and staff who wanted to provide educational opportunities to the local community and diversify the University of the Pacific campus. The program serves the educational needs of low-income, first-generation students by providing access to college and support services while students pursue higher education. Since the inception of this scholarship program, there have been over 1,000 CIP alumni. As part of the recruitment efforts, two signature events are held each year as a way of "PARTNERING TO PROVIDE EDUCATIONAL ACCESS". Our High School Counselor Information Session held in the fall and the Delta College Counselor Information Session in the spring on the Pacific campus. They provide an opportunity for local counselors to learn about the CIP application process which in turn, will assist them in advising and providing resources to potential students. An exciting part of these programs is the opportunity for counselors to

hear about the experiences of current students in the program on a student panel. Counselors are engaged with administrators and staff from the Offices of Admission, Financial Aid, and the Educational Equity Programs at Pacific. For more information visit Community Involvement Program site.

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

The Summer Success and Leadership Academy (SSLA) consists of 50 participants that represent the City of Stockton. To apply, students must be entering 9th, 10th, 11th or 12th grade (unfortunately, graduating seniors are not eligible to apply.) This is a free, residential program hosted on the University of the Pacific's campus, where participants will be provided mentors who are college-students, workshops about academic success, social justice, leadership and the college admissions and financial aid process. Many of the workshops used different media forms to discuss issues all across urban America. The program also has a Distinguished Speaker series where many community members and leaders spoke with the participants.

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

Community Involvement Program (CIP) was established in 1969 by a group of students, community members, faculty, and staff who wanted to provide educational opportunities to the local community and diversify the University of the Pacific campus. The program serves the educational needs of low-income, first-generation students by providing access to college and support services while students pursue higher education. Since the inception of this scholarship program, there have been over 1,000 CIP alumni. As part of the recruitment efforts, two signature events are held each year as a way of "PARTNERING TO PROVIDE EDUCATIONAL ACCESS". Our High School Counselor Information Session held in the fall and the Delta College Counselor Information Session in the spring on the Pacific campus. They provide an opportunity for local counselors to learn about the CIP application process which in turn, will assist them in advising and providing resources to potential students. An exciting part of these programs is the opportunity for counselors to hear about the experiences of current students in the program on a student panel. Counselors are engaged with administrators and staff from the Offices of Admission, Financial Aid, and the Educational Equity Programs at Pacific. For more information visit Community Involvement Program site.

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

none specific

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

The African-American Financial Aid workshop was a session on financial aid, college and university admissions processes, campus life and college preparation, as well as information for parents.

Financial Aid Workshops are also available in Spanish.

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

The College Awareness and Financial Aid Workshop is organized by Pacific and the San Joaquin Hispanic Chamber of Commerce, the event is from 8 a.m. to 12:30 p.m. at the A.G. Spanos Center on Pacific's Stockton campus. It is free and open to the public. The half-day workshop is designed to encourage students to continue their education and assist them in finding ways to pay for college. "This event will allow parents and students to learn about all of the resources available to make their college dreams become reality," said Inés Ruiz-Huston, Latino community outreach coordinator at Pacific and co-chair of the event. "With the current fiscal crisis, it is more important than ever to provide students and parents with more opportunities to receive educational information." The workshop will include both English and Spanish sessions on financial aid, college preparation, high school graduation requirements and numerous other topics. College officials also will help high school seniors apply for federal financial aid online during the event. The sessions will be tailored toward each grade level between sixth and 12th grade. Sessions will cover how to prepare for college, financial aid for legal and undocumented students, and college life, among other topics. Childcare will also be provided during the event.

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

No

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

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

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

Our Students of Distinction program provides a free overnight campus experience for students from underrepresented ethnic and cultural groups. The students are able to come and spend the night at Pacific to get a feel for the campus before our admitted student event, Profile Day.

The Pacific PROMISE Scholars Program students who are former foster care and other disconnected students without a traditional family support system. It develops a foundation for a successful college experience by providing advocacy, assistance, and support services for those students who enroll at University of the Pacific.

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

No

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

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---

<p>The percentage of student financial need met, on average</p>	<p>---</p>
<p>The percentage of students graduating with no interest-bearing student loan debt</p>	<p>---</p>

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:

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

<http://www.pacific.edu/About-Pacific/Newsroom/2011/January-2011/Pacific-to-Hold-Financial-Aid-Workshops-for-Underrepresented-Students.html>

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.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Zachary Spurlin

HRIS/Compensation Analyst

Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

1,598

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

1,598

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

0

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:

All non-student positions are paid above minimum wage. Current policy is any worker that works for 9 month at 20 or more hours per week become benefit eligible. 12-13 holiday/seasonal days with vacation earned at 1 sick day per month of working or .04615 per hour of service. Vacation is earned at different rates from 10-20 days per year depending on exempt/non-exempt and years of service.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

1,598

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

All positions are compared against local salaries and we currently use 3 salary surveys to determine competitive market salaries for industry specific positions. Pacific utilizes WMG, CUPA, and AICCU salary surveys to assess compensation striving to meet median

salaries for all positions.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Lowest paid employee rate is 31.88% above California state minimum wage. All employees that work at least 20 hours per week for positions that are 9 months or longer are considered benefit eligible and are able to take part in the University benefit plans. The University currently provides affordable coverage and minimum essential coverage as stipulated in the Affordable Care Act.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Part-time employees that work between 20-30 hours per week are benefit eligible and are provided the same benefits as a full-time employee. The hourly wages for part-time employees are the same as the full-time employee.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Lowest paid temporary staff are paid at the California state minimum wage rate and are not offered benefits unless they qualify through the Affordable Care Act requirements.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Lowest paid faculty are provided pay at the local competitive rate with various state universities and junior colleges.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Lowest paid student employees are paid at the California state minimum wage and are not benefit eligible unless they meet the Affordable Care Act requirements.

The local legal minimum hourly wage for regular employees:

9 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.pacific.edu/Documents/hr/acrobat/5.22.13%20Staff%20Handbook%202013%20new.pdf>

Assessing Employee Satisfaction

Responsible Party

Karen Mendoza
Assistant Director
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.

Submission Note:

current 2015 Campus Climate Survey underway

"---" 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:

10.22

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Periodic University-wide surveys to provide staff the opportunity to express their opinions and perceptions regarding the workplace to include career growth, institutional communications, supervisor/manager relationships, performance management and benefits.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Support internal promotions/position classifications; succession planning; enhanced/transparent communications; opportunities for professional training and development.

The year the employee satisfaction and engagement evaluation was last administered:

2,011

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Staff-Advisory-Council/Archive/Staff-Survey.html>

Wellness Program

Responsible Party

Karen Mendoza
Assistant Director
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
-

Submission Note:

<https://www.guidanceresources.com/groWeb/login/login.xhtml>

<http://www.pacific.edu/healthservices>

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

All Pacific medical plans have wellness elements which are augmented with on campus programming and co-curricular activities, events and education coordinated by the campus wellness coalition.

Counseling, Health and Nutrition services are available to all students who have paid the access fee. Additionally there are several outreach events throughout the year that focus on each of the 8 dimensions of wellness.

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

<http://www.pacific.edu/Documents/hr/acrobat/RevisedStaffHandbook2009b.pdf>

Workplace Health and Safety

Responsible Party

Cari Keller

Human Resource Analyst

Human Resources

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::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	25	24
Full-time equivalent of employees	4,036	4,116

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the workplace health and safety baseline was adopted:

The current program was adopted in 2012 as the baseline because this is when the current supervisor was hired for EH&S. As the current health & safety initiatives are slightly different than the past iterations, 2012 is the appropriate baseline.

A brief description of the institution's workplace health and safety initiatives:

Our health & safety initiatives follow that standard four tenants of a robust program; management commitment/employee involvement, worksite analysis, hazard prevention & control, safety and health training. We have implemented a clear and effective communication plan and are actively engaged in safety.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Budget-and-Risk-Management/Risk-Management.html>

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.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Jol Manilay

Associate Director
Treasury and Investment

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

N.A.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

N.A.

Examples of CIR actions during the previous three years:

N.A.

The website URL where information about the CIR is available:

Responsible Party

Jol Manilay

Associate Director

Treasury and Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

Submission Note:

Endowment total was taken from the period ending June 30, 2014.

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

Total value of the investment pool:

386,440,031 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

While Pacific is not able to track its specific investments given its commingled investment funds, those funds have substantial representation of businesses in sustainable industries with expemplary sustainability performances given the attractiveness of those business in the current investment market.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

N.A.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Jol Manilay
Associate Director
Treasury and Investment

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

5

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/About/Treasury-Management/Treasury-and-Investments/Investments.html>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

Pacific Kitchen Co-op

A brief description of the innovative policy, practice, program, or outcome :

The Pacific Kitchen Co-op was established through the award of Sustainability Project Investment Fund (SPIF) monies. A collaboration between Student Life, Sustaining Pacific and Pacific Wellness, the Kitchen Co-op provides a space on campus where students, staff and faculty can cook, host meetings, have events, and more while enjoying delicious home cooked meals. The Co-op also hosts a variety of different cooking classes that members and non-members can attend. Some class examples are: cookie decorating, chile-lentil tacos and avocado cream sauce, macaroon making, sushi workshop, spices 101 and more. The Co-op has provided a space for those without a kitchen, those who would like to learn more about cooking, an escape from roommates, cooking classes and more.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Co-op has grown to have over 25 members in the first six weeks of its opening. It has hosted four classes, with over 50 guests in total enjoying the Co-op Classes.

A letter of affirmation from an individual with relevant expertise:

[University of the Pacific AASHE STARS and SIERRA Innovation Letter March 20, 2](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	Yes

Energy	---
Grounds	No
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://go.pacific.edu/kitchen>

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

Pacific Green Team

A brief description of the innovative policy, practice, program, or outcome:

The Pacific Green Team was established after the success and impact the Green Move In had on Pacific's campus. The Green Team is compiled of volunteer students who are contacted for events in which the Green Team is requested or needed. The students sign up at the beginning and intermittently through the semester to become part of the base of the Green Team. Typical volunteer work duties include: orientation, set up, station information, guiding guests/community, auditing and more.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Green Team has been present at a variety of events, including Preview Day and Hunger Banquet. Both events, the Green Team was able to reduce the amount of waste heading to landfill and instead divert it to compost. With the Green Team, almost every waste station had a member present to help inform and educate guests and Pacific community on their choices and impacts.

A letter of affirmation from an individual with relevant expertise:

[University of the Pacific AASHE STARS and SIERRA Innovation Letter March 20, 2](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	Yes
Buildings	No
Dining Services	Yes
Energy	No

Grounds	---
Purchasing	---
Transportation	No
Waste	Yes
Water	---
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	---
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Get-Involved/Pacific-Green-Team.html>

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

A Thoughtful Thanksgiving

A brief description of the innovative policy, practice, program, or outcome:

A Thoughtful Thanksgiving was an event in our main dining hall and gathering space where organic, fair trade, environmentally conscious, socially equitable products were featured by knowledgeable students and staff. Students, staff, faculty and the greater community were invited to learn about these products, had a chance to win a bundle of said products and engage in enlightening conversations as to what it means to be thoughtful when purchasing goods. All attendees also were able to engage with a local organic community farm, a local fair trade/organic retail store, try some kale salad made by Pacific's dietician, eat vegan soup made by our food provider, Bon Appetit and enter to win different fair trade and organic prizes in a raffle.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Pacific students, faculty and staff came up to those involved for weeks after talking about the event and how it impacted them. The event was also highlighted at a few meetings relaying its impact and the information it provided to those who interacted with it.

A letter of affirmation from an individual with relevant expertise:

[University of the Pacific AASHE STARS and SIERRA Innovation Letter March 20, 2](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	Yes

Energy	No
Grounds	No
Purchasing	Yes
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	No
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.pacific.edu/About-Pacific/Sustaining-Pacific/Commitment-to-Sustainability/Sustainable-Living.html>

Responsible Party

Shanna Eller
Sustainability Director
President's Division

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:

Green Move In

A brief description of the innovative policy, practice, program, or outcome:

During Pacific's 2014 move in, a Green Team was established to help reduce the amount of waste produced during a time famous for generating waste. The Green Team worked all four days of the Move In and established designated sites for recycling, especially cardboard. Each day the team stood at different points to engage with students and parents alike to help them to properly dispose of their waste.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The Green Move In program was able to divert hundreds of pounds of cardboard and other recyclable goods from the landfill. Instead of landfill yard longs being filled with cardboard, the cardboard was diverted.

A letter of affirmation from an individual with relevant expertise:

[University of the Pacific AASHE STARS and SIERRA Innovation Letter March 20, 2](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	---
Energy	---

Grounds	Yes
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://go.pacific.edu/Sustainability>