



# Bastyr University

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

# Education & Research

## Co-Curricular Education

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.

<b>Credit</b>
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

# Student Sustainability Educators Program

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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

## Total number of degree-seeking students enrolled at the institution :

967

## Program name (1st program) :

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## Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program) :

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

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

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

---

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

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**The website URL for 1st Program :**

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**Program name (2nd program) :**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :**

---

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

---

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

---

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

---

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

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**The website URL for 2nd program :**

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**Program name (3rd program) :**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :**

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

---

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

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

---

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

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**The website URL for 3rd program :**

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**Program name (All other programs) :**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :**

---

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

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**The website URL for all other programs :**

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

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

**Does the institution hold a campaign that meets the criteria for this credit? :**

No

**The name of the campaign(s) :**

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**A brief description of the campaign(s) :**

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

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

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# Sustainability in New Student Orientation

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

## Does the institution include sustainability prominently in new student orientation? :

Yes

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

New students learn about the university's whole-food, responsibly sourced dining commons; carpooling and vanpooling incentives; recycling and water-saving efforts; and its commitment to sustainability.

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

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# Sustainability Outreach and Publications

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - 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 strategies employed
  - A sustainability walking map or tour
  - A guide for commuters about how to use alternative methods of transportation
  - 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
- 

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

**Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts? :**

No

**A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts :**

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**The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :**

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**Does the institution have a sustainability newsletter? :**

No

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

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

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**Does the institution have a vehicle to publish and disseminate student research on sustainability? :**

No

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

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

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**Does the institution have building signage that highlights green building features? :**

Yes

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

Signage explains and highlights our all-compostable dining napkins, dishware, and utensils; our campus-wide composting and recycling programs; and our water-less urinals and low-flow faucets.

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

---

**Does the institution have food service area signage and/or brochures that include information about sustainable food systems? :**

Yes

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

Signage explains and highlights our all-compostable dining napkins, dishware, and utensils. The whole-food (preservative free) food in our dining commons features a full ingredient list by each dish.

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

<http://www.bastyr.edu/student-life/current-students/dining-commons#About>

**Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed? :**

No

**A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :**

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**The website URL for signage on the grounds about sustainable grounds-keeping strategies employed :**

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**Does the institution have a sustainability walking map or tour? :**

Yes

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

Signage invites visitors to explore our organic medicinal and food garden. Campus admissions tours highlight sustainability features.

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

<http://www.bastyr.edu/admissions/request-information/visit-campus>

**Does the institution have a guide for commuters about how to use alternative methods of transportation? :**

Yes

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

Guide includes bus, shuttle van, and carpool information.

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

<http://www.bastyr.edu/about/kenmore-campus/map-directions>

**Does the institution have a guide for green living and incorporating sustainability into the residential experience? :**

Yes

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

All campus residences are LEED Platinum certified buildings, in which students are encouraged by building design to conserve energy and water.

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

---

**Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)? :**

No

**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 :**

No student newspaper.

**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 :**

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**Does the institution produce another sustainability publication or outreach material not covered above? (1st material)**

:

Yes

**A brief description of this material :**

Natural Directors and Bastyr News, our recruiting e-newsletters, feature sustainability-related topics.

**The website URL for this material :**

<http://www.bastyr.edu/newsletters>

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

**material) :**

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

---

**A brief description of this material :**

---

**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

**Does the institution have an active student group focused on sustainability? :**

Yes

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

Earth BEAT (Bastyr Environmental Action Team) promotes environmental awareness, action and education at Bastyr University and the surrounding community.

**List up to 4 notable recent activities or accomplishments of student group(s) :**

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**List other student groups that address sustainability :**

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**The website URL where information about student group(s) is available :**

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

### **Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience? :**

Yes

### **A brief description of the garden :**

The Bastyr University Medicinal Herb Garden plays a central role in the education of our students. Botanical medicine students study and cultivate a variety of medicinal plants throughout their life cycle. Many of these plants are harvested at their seasonal peak for creating medicinal tinctures and salves. Nutrition classes use the cultivated culinary herbs and organic vegetables in the University's whole-food kitchen lab.

During harvest season, Bastyr's renowned whole-food dining commons features fresh produce from the Bastyr garden. The garden is designed, cultivated and managed by students under the guidance of the garden manager, a 2005 graduate of Bastyr's herbal sciences program.

### **The website URL where information about the garden is available :**

<http://www.bastyr.edu/public/herb-garden-reflexology-path>

# Model Room in a Residence Hall

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**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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

**Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles? :**

No

**A brief description of the model room :**

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**The website URL where information about the model room in the residence hall is available :**

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## Themed Housing

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**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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

**Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply? :**

No

**A brief description of the themed housing, including name(s) and descriptions of theme(s) :**

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**The website URL where information about the themed housing is available :**

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**The total number of residents in themed housing. :**

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**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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

**Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills? :**

No

**A brief description of the enterprise :**

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**The website URL where information about the sustainable enterprise is available :**

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# Sustainability Events

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**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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

**Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience? :**

No

**A brief description of the event(s) :**

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

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# Outdoors Program

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :**

Yes

**A brief description of the program :**

The student Nature Club advances nature-based medical cures. Wilderness-focused classes and botanical medicine classes include wilderness components and teach Leave No Trace principles.

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

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## Themed Semester or Year

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**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

**Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :**

No

**A brief description of the themed semester, year, or first-year experience :**

---

**The sustainability-related book that was chosen, if applicable :**

---

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

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# Curriculum

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

<b>Credit</b>
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

# Sustainability Course Identification

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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## Criteria

### Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

### Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

### Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

**Has the institution developed a definition of sustainability in the curriculum? :**

No

**A copy of the institution's definition of sustainability in the curriculum? :**

---

**Has the institution identified its sustainability-focused and sustainability-related course offerings? :**

Yes

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

All health classes emphasize a holistic approach to human and environmental health.

**Does the institution make its sustainability course inventory publicly available online? :**

Yes

**The website URL where the sustainability course inventory is posted :**

<http://www.bastyr.edu/academics/university-course-catalog>

# Sustainability-Focused Courses

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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## Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---

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

## The number of sustainability-focused courses offered :

31

## The total number of courses offered :

200

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

Permaculture

Medicinal and Edible Plants in the Landscape

Soil Ecology

Horticultural Business Practices

Permaculture 2

Medicinal and Edible Plants in the Landscape 2

Organic Greenhouse and Nursery Mgmt

Horticultural Research and Grant Writing

Permaculture 3

Medicinal and Edible Plants in the Landscape 3

Intro to Biodynamic Agriculture

Mycology

Holistic Landscape Design Practicum

Biointensive IPM & Plant Health

Organic Seed Production

Permaculture in a Global Context

[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

Cascade Herb Experience  
Island Herb Experience  
Herbal Medicine in Italy  
Organic Gardening  
Clinical Pharmacognosy  
Flower Essences  
Herbs and Ayurvedic Medicine  
Herbal Medicine throughout Oregon  
Plants in Ceremony  
Clinical Formulations and Applications of Botanical Medicine  
Herbal Medicine Making for All  
Plant Identification and Medicinal Field Botany  
Foundations of Aromatic Medicine  
Introduction to Gemmotherapy  
Botanical Studies in Costa Rica

**The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :**

<http://www.bastyr.edu/academics/university-course-catalog>

**A copy of the sustainability course inventory :**

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# Sustainability-Related Courses

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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## Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

---

### Submission Note:

All nutrition and culinary courses use the lens of whole-food nutrition, which emphasizes organic, unprocessed ingredients.

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

### The number of sustainability-related courses offered :

30

### The total number of courses offered :

200

### Number of years covered by the data :

One

### A list of sustainability-related courses offered :

Organic Chemistry for Life Sciences Lec/Lab  
Anatomy & Physiology 1 Lec/Lab  
Interdisciplinary Experiences in Natural Health Arts & Sciences 1  
Whole Foods Production 1  
Cultural Perspectives on Food  
Anatomy & Physiology 2 Lec/Lab  
Biochemistry for Life Sciences  
Interdisciplinary Experiences in Natural Health Arts & Sciences 2  
Nutrition Throughout Life (hybrid online course)  
Introduction to Food Science  
Culinary Skills 1: Soups & Seasonings with Intuition  
Anatomy & Physiology 3 Lec/Lab  
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

Biochemistry for Life Sciences  
Experimental Foods Lec  
Experimental Foods Lab  
Culinary Skills 2: Suppers & Desserts with Originality  
Advanced Nutrition Principles 1  
Therapeutic Cooking 1: Maintaining Health  
Quantity Food Production  
Culinary Practicum  
Therapeutic Cooking 2: Illness & Recovery  
Cooking Demonstration  
Introduction to Research Methods (hybrid online course)  
Advanced Nutrition Principles 2  
Nutritional Analysis & Assessment  
Writing about Food & Health  
The Business of Cooking  
Nutrition Physical Activity & Disease  
Culinary Skills 3: Appetizers & Entrees with Beauty  
Ecological Aspects of Nutrition

**The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :**

<http://www.bastyr.edu/academics/university-course-catalog>

**A copy of the sustainability course inventory :**

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# Sustainability Courses by Department

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

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

**The number of departments that offer at least one sustainability-related or -focused course :**

5

**The total number of departments that offer courses :**

12

**A list of departments that offer sustainability courses :**

Naturopathic Medicine

Graduate and Community Medicine

Botanical Medicine

Nutrition and Exercise Science

Research Institute

**The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available :**

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**A copy of the sustainability course inventory :**

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# Sustainability Learning Outcomes

## Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

---

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

**The number of graduates covered by the sustainability learning outcomes :**

---

**Total number of graduates :**

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**A list of degree programs that have sustainability learning outcomes :**

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**The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :**

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**A copy of the sustainability course inventory :**

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**A list or sample of the sustainability learning outcomes associated with the degree programs :**

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# Undergraduate Program in Sustainability

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

---

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

## Does the institution offer an undergraduate degree program that meets the criteria for this credit? :

Yes

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

BS in Nutrition and Culinary Arts

## The website URL for the program (1st program) :

<http://www.bastyr.edu/academics/areas-study/study-nutrition/bachelor-science-nutrition-culinary-art>

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

BS in Herbal Sciences

## The website URL for the program (2nd program) :

<http://www.bastyr.edu/academics/areas-study/bs-major-herbal-sciences>

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

---

## The website URL for the program (3rd program) :

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

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# Graduate Program in Sustainability

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

---

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

## Does the institution offer a graduate degree program that meets the criteria for this credit? :

Yes

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

Doctor of Naturopathic Medicine

## The website URL for the program (1st program) :

<http://www.bastyr.edu/academics/areas-study/study-naturopathic-medicine>

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

Master of Science in Nutrition

## The website URL for the program (2nd program) :

<http://www.bastyr.edu/academics/areas-study/study-nutrition/ms-nutrition-research-track>

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

Master of Science in Nutrition & Clinical Health Psychology

## The website URL for the program (3rd program) :

<http://www.bastyr.edu/academics/areas-study/study-nutrition/ms-nutrition-clinical-psychology>

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

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# Sustainability Immersive Experience

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

---

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

## Does the institution offer a program that meets the criteria for this credit? :

Yes

## A brief description of the sustainability-focused immersive experience(s) offered by the institution :

Botanical Studies in Costa Rica: Over 10 days, students explore botanical medicine in jungle canopies, rivers, mountains and ocean beaches. The group visits herbal farms, preservation gardens, jungle wilderness and sustainable communities. Students meet with long-time folk herbalists and world-renowned modern permaculturists, learning about herbal medicine, Latin American culture and holistic land stewardship.

Cascade Herb Experience: Students spend a weekend learning to identify native plants in the Cascade mountains near Twisp, Washington. They also learn from a local herbal wildcrafter how to harvest native medicinal plants sustainably and how to make medicine from them.

Herbal Medicine Throughout Oregon: Students spend seven days camping, hiking and touring herb farms and herbal production companies. The focus is on developing a deeper understanding of herbal medicine through the Oregon herbal community. Students car pool to the cities of Williams, Eugene and Sandy and set up base camps, then head out to day trips to woods, fields, farms and production facilities.

## The website URL where information about the immersive experience is available :

---



# Sustainability Literacy Assessment

## Criteria

### Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

### Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

---

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

**Has the institution conducted a sustainability literacy assessment? :**

No

**Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort? :**

No

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

---

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

---

**A brief description of how the assessment was developed :**

---

**A brief description of how the assessment was administered :**

---

**A brief summary of results from the assessment :**

---

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

---

# Incentives for Developing Sustainability Courses

## 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 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 a program that meets the criteria outlined above? :**

---

**A brief description of the program(s) :**

---

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

---

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

---

# Research

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

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

## Criteria

### Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

### Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

**Has the institution developed a definition of sustainability research? :**

No

**A copy of the institution's definition of sustainability research :**

---

**Has the institution identified its sustainability research activities and initiatives? :**

No

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

---

**Does the institution make its sustainability research inventory publicly available online? :**

No

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :**

---

# Faculty Engaged in Sustainability Research

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

### **The number of faculty members engaged in sustainability research :**

10

### **The total number of faculty members engaged in research :**

30

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

Ryan Bradley, Naturopathic Medicine

Erica Oberg, Naturopathic Medicine

Jason Allen, Naturopathic Medicine

All nutrition and botanical medicine researchers

### **The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :**

---

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

---

### **Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :**

Bastyr is getting a campus sauna for a first-of-its-kind study to find out how heat treatments can help cleanse the body of toxic chemicals.

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

<http://www.bastyr.edu/blogs/participate-study>

# Departments Engaged in Sustainability Research

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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## Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

---

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

## The total number of academic departments that conduct research :

11

## The number of academic departments in which at least one faculty member engages in sustainability research :

5

## A list of academic departments in which at least one faculty member engages in sustainability research :

Naturopathic Medicine

Nutrition

Botanical Medicine

Graduate and Community Medicine

Clinical Sciences

## The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

---

## A copy of the sustainability research inventory that includes the departments engaged in sustainability research :

---

# Sustainability Research Incentives

## Criteria

### Part 1

Institution has 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.

### Part 2

Institution has 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.

---

---" 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? :**

No

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

---

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

---

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

No

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

---

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

---

# Interdisciplinary Research in Tenure and Promotion

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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## Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

---

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

## Does the institution's treatment of interdisciplinary research meet the criteria for this credit? :

Yes

## A brief description or a copy of the institution's policy regarding interdisciplinary research :

The University's holistic approach to health makes interdisciplinary collaboration and research essential for the success of both faculty and students.

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

---

# Operations

## 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.

---

**From the institution:**

Campus of 52 acres. One main building of 190,000 sq. ft. and 11 resident halls in a student village housing development totally 51,000 sq. ft.

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

# Building Operations and Maintenance

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

---

## Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

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

## **Total building space that meets "Eligible Buildings Criteria" :**

190000 *Square Feet*

## **Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M :**

190000 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Silver certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Gold certified :**

0 *Square Feet*

## **Building space that is LEED for Existing Buildings: O&M Platinum certified :**

STARS Reporting Tool | AASHE | Sierra Magazine

0 Square Feet

**The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :**

<http://Bastyr.edu/>

**An electronic copy of the guidelines or policies :**

---

**The date(s) the policies or guidelines were adopted :**

not complete

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

Use certified cleaning and operation protocols as stated in the certification manuals in LEED for Homes.

**The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :**

---

**The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :**

All buildings on Campus use same certified practises for cleaning and operations.

# Building Design and Construction

---

## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

---

## Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
  - Energy consumption
  - Usage of environmentally preferable materials
  - Indoor environmental quality
  - Water consumption
- 

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

## **New building space that meets "Eligible Buildings Criteria" :**

51000 *Square Feet*

## **New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :**

0 *Square Feet*

## **New building space that is LEED Certified :**

0 *Square Feet*

## **New building space that is LEED Silver certified :**

0 *Square Feet*

## **New building space that is LEED Gold certified :**

0 *Square Feet*

**New building space that is LEED Platinum certified :**

51000 *Square Feet*

**The website URL where a copy of the institution's guidelines or policies for green building is available :**

<http://Bastyr.edu/>

**An electronic copy of the guidelines or policies :**

---

**The date(s) the policies or guidelines were adopted :**

July 2010

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

All work done per original guidelines established during certification process. Monthly , qtrly and annual required pm specs.

**The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :**

Each student Hall was certified under LEED for Homes at Platinum Level. 11 LEED Platinum buildings on one site.

**The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :**

---

# Indoor Air Quality

---

## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

---

## Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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

## Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

239000 *Square Feet*

## Total occupied building space :

241000 *Square Feet*

## A brief description of the institution's indoor air quality plan, policy, and/or practices :

all mechanical supply air filtered with MERV 11 filters. Qtrly pm change out in place, no ac required for buildings. All windows are operable sash.

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

<http://Bastyr.edu/>

# Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

---

## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

---

## Criteria

### Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

### Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

---

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

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

<http://Bastyr.edu/>

## Does the inventory include all Scope 1 and 2 emissions? :

Yes

## Does the inventory include emissions from air travel? :

Yes

## Does the inventory include emissions from commuting? :

Yes

## Does the inventory include embodied emissions from food purchases? :

No

## Does the inventory include embodied emissions from other purchased products? :

No

**Does the inventory include emissions from solid waste disposal? :**

Yes

**Does the inventory include another Scope 3 emissions source not covered above? :**

No

**If yes, please specify :**

---

**Does the inventory include a second Scope 3 emissions source not covered above? :**

---

**If yes, please specify :**

---

**Does the inventory include a third Scope 3 emissions source not covered above? :**

---

**If yes, please specify :**

---

**Does the inventory include a fourth Scope 3 emissions source not covered above? :**

---

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

## Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

---

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

## Air Travel Emissions

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

**Does the institution have policies and/or programs in place to reduce emissions from air travel? :**

No

**A brief description of the policies and/or programs :**

---

**The website URL where information about the policies and/or programs is available :**

---

## Local Offsets Program

---

**Responsible Party**

**Gary Nevuis**  
Facilities Manager  
Facilities

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

**Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :**

Yes

**A brief description of the program :**

Bastyr University has eleven residential buildings of which has a carbon balance program with Puget Sound Energy.

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

<http://pse.com/savingsandenergycenter/CarbonBalance>

# Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

---

## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

---

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

## Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100) :

90

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

The Bastyr Dining Commons uses the University's whole-food approach to nutrition, emphasizing unprocessed and minimally processed foods with a focus on plant-based foods. Ingredients come from local, organic sources. Meat is minimal and responsibly sourced. The dining commons is an extension of the University's philosophy that food is an integral part of health.

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

<http://www.bastyr.edu/student-life/current-students/dining-commons#About>

**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

---

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

**Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?**

:

No

**A brief description of the trayless dining program :**

Food is purchased a la carte or by weight to encourage sustainable and healthy portion sizes.

**List the year the program was started :**

---

**The overall percentage of meals served on campus that are trayless :**

---

**The percentage of meal plan meals served on campus that are trayless :**

---

**The percentage of retail facility meals served on campus that are trayless :**

---

**The percentage of conference meals served on campus that are trayless :**

---

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

---

**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

---

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

**Does the institution offer diverse, complete-protein vegan dining options during every meal? :**

Yes

**A brief description of the vegan dining program :**

Each meal includes vegan entrees, soups and baked goods along with an extensive salad bar. Protein sources such as legumes, tofu, seitan and nuts are featured at every meal.

**The website URL where information about the program, policy, or practice is available :**

<http://www.bastyr.edu/student-life/current-students/dining-commons>

# Trans-Fats

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations? :**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice :**

We use no trans fats and minimize fried foods.

**The website URL where information about the program, policy, or practice is available :**

<http://www.bastyr.edu/student-life/current-students/dining-commons>

# Guidelines for Franchisees

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

**Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :**

Yes

**A brief description of the guidelines for franchisees :**

We purchase responsibly sourced coffee and chocolate and use no franchises on campus.

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

<http://www.bastyr.edu/student-life/current-students/dining-commons>

# Pre-Consumer Food Waste Composting

---

## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

### **Does the institution have a pre-consumer food waste composting program? :**

Yes

### **A brief description of the pre-consumer food waste composting program :**

Compost bins are prominent in the cafeteria and around campus. All disposable dishware is fully compostable.

### **The overall percentage of meals for which pre-consumer scraps are composted :**

100

### **The percentage of meal plan meals for which pre-consumer scraps are composted :**

100

### **The percentage of retail facility meals for which pre-consumer scraps are composted :**

100

### **The percentage of conference meals for which pre-consumer scraps are composted :**

100

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

<http://www.bastyr.edu/student-life/current-students/dining-commons>

# PostConsumer Food Waste Composting

---

## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

---

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

### **Does the institution have a postconsumer food waste composting program? :**

Yes

### **A brief description of the postconsumer food waste composting program :**

Compost bins are prominent in the cafeteria and around campus. All disposable dishware is fully compostable.

### **The percentage of overall meals for which postconsumer composting is available :**

100

### **The percentage of meal plan meals for which postconsumer composting is available :**

100

### **The percentage of retail facilities for which postconsumer composting is available :**

100

### **The percentage of conference meals for which postconsumer composting is available :**

100

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

<http://www.bastyr.edu/student-life/current-students/dining-commons>

# Food Donation

---

**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

---

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

**Does the institution donate leftover or surplus food? :**

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**A brief description of the food donation program :**

---

**The website URL where information about the food donation program is available :**

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## Recycled Content Napkins

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### Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

### Does the institution use recycled content napkins in its dining service operations? :

Yes

### A brief description of the purchasing behavior :

We purchase only napkins with recycled content.

### The website URL where information about the purchasing is available :

<http://www.bastyr.edu/student-life/current-students/dining-commons>

## Reusable Container Discounts

---

**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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

**Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations? :**

No

**A brief description of the reusable mug program :**

---

**Amount of the discount offered for using reusable mugs :**

---

**Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers) :**

---

**The website URL where information about the reusable mug discount program is available :**

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## Reusable To-Go Containers

---

**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

---

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

**Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse? :**

No

**A brief description of the reusable to-go container program :**

---

**The website URL where information about the reusable to-go container program is available :**

---

# 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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

## Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

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

# Clean and Renewable Energy

## 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.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

# Timers for Temperature Control

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

## Lighting Sensors

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

## LED Lighting

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

# Vending Machine Sensors

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

## Energy Management System

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

# Energy Metering

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

# Grounds

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

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

## Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
- 2) Monitor and identify pests
- 3) Prevention
- 4) Control

---

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

## Native Plants

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

# Wildlife Habitat

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

# Tree Campus USA

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

## Snow and Ice Removal

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

## Landscape Waste Composting

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

# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

# Cleaning Products Purchasing

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products? :**

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted :**

<http://info.waxie.com/green/waxie-gps>

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

) GCA Services Group (janitorial contractor) has been directed by Gary Nevuis, Facilities Manager, Bastyr University to purchase products that confirm to a rigorous regimen of standards that reflect the Platinum Leeds Standards certification and the culture of Bastyr University. Gary Nevuis of the Bastyr Facilities Department audits all supply purchases introduced into the buildings by GCA Services. Product changes must be approved by the facilities department. New products are presented to the facilities department for review, and then discussed in committee by department heads from Facilities, Conference Services, Security & Transportation, and the Director of Facilities for approval.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)? :**

Yes

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

46800 *US/Canadian \$*

**Total expenditures on cleaning products :**

46800 *US/Canadian \$*

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

[Stars Reporting OP-11 CLEANING.doc](#)

# Office Paper Purchasing

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

### Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

**Does the institution have an institution-wide stated preference to purchase recycled content office paper? :**

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted :**

<http://bastyr.edu/>

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

Office Depot® Brand 30% Recycled EnviroCopy® FSC Certified Paper, 8 1/2" x 11", 20 Lb, 104 (Euro)/92 (U.S.) Brightness, 500 Sheets Per Ream, Case Of 10 ReamsItem # 940650 /www.officedepot.com

Bastyr has tried to use 100% recycle and it jammed up many printers. Using the 30% recycled works best.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)? :**

Yes

**Expenditures on 10-29 percent recycled-content office paper :**

0 US/Canadian \$

**Expenditures on 30-49 percent recycled-content office paper :**

[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

15000 *US/Canadian \$*

**Expenditures on 50-69 percent recycled-content office paper :**

0 *US/Canadian \$*

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2) :**

0 *US/Canadian \$*

**Expenditures on 90-100 percent recycled-content office paper :**

0 *US/Canadian \$*

**Total expenditures on office paper :**

15000 *US/Canadian \$*

# Vendor Code of Conduct

## Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

## Historically Underutilized Businesses

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

## Local Businesses

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

# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

### **Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

### **Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet :**

0

### **Plug-in hybrid vehicles in the institution's fleet :**

0

### **100 percent electric vehicles in the institution's fleet :**

1

### **Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :**

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

**Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :**

0

**Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :**

0

**Total number of vehicles in the institution's fleet, including all of the above :**

3

## Student Commute Modal Split

### Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

## Employee Commute Modal Split

### Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

## Bicycle Sharing

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

## Facilities for Bicyclists

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

## Bicycle and Pedestrian Plan

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

## Mass Transit Programs

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

# Condensed Work Week

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

# Telecommuting

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

# Carpool/Vanpool Matching

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

# Cash-out of Parking

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

# Carpool Discount

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

## Local Housing

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

## Prohibiting Idling

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

# Car Sharing

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

# Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

### Weight of materials recycled, 2005 baseline year :

123 Tons

### Weight of materials composted, 2005 baseline year :

0 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

250 Tons

### Weight of materials recycled, performance year :

174 Tons

### Weight of materials composted, performance year :

101 Tons

### Weight of materials disposed as garbage, performance year :

156 Tons

### List the start and end dates of the waste reduction performance year :

June 2011, May 2012

### On-campus residents, 2005 :

[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

**Non-residential/commuter full-time students, faculty, and staff members, 2005 :**

1225

**Non-residential/commuter part-time students, faculty, and staff members, 2005 :**

0

**On-campus residents, performance year :**

80

**Non-residential/commuter full-time students, faculty, and staff members, performance year :**

1350

**Non-residential/commuter part-time students, faculty, and staff members, performance year :**

0

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :**

June 2011, May 2012

**Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :**

No

**A brief description of the plan of action to achieve waste reduction goals :**

Introducing Cedar Grove compost program, education of program to staff & students.

**The website URL where information about the institution's waste reduction initiatives is available :**

<http://Bastyr.edu/>

# Waste Diversion

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

## Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

10 Tons

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

0 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate :

State of Washington WAC 173-303-573 WASTE LAMPS.

Recycle and proper disposal of Electronic computers and monitors, Scrap Metals, Batteries (all Types), printer toner cartridges, re-purpose usable desk and office items.

Being good stewards of environment. Practice the University's teachings of Body, Mind, Soul.

## Construction and Demolition Waste Diversion

### Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

# Electronic Waste Recycling Program

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

### *Part 1*

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

---

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

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

Proper training to staff in handling and storage is reviewed annually. Training information is from Washington State L&I department.

**A brief description of the electronic waste recycling program for institution-generated materials :**

Since 2003 Bastyr has been ensuring that All e-waste is handled and disposed of properly. All items are on record with Ecolight Northwest LLC, for batteries, tubes/lamps, and ballasts. Annual we donate our computers and monitors to programs that try to refurbish and or re-cycle components in proper recycling procedures.

**A brief description of the electronic waste recycling program for student-generated materials :**

E-Cycle Recycle station are in place for students/staff for batteries and CFL lamps.

**The website URL where information about the e-waste recycling program is available :**

<http://Bastyr.edu/>

# Hazardous Waste Management

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

---

## Criteria

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.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :**

Yes

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

Lab materials, ie: chemicals used in lab and Bio-Hazard material have programs and procedures on storage and disposal. The safty is managed by Department manager that is trained to store, supply and handle and regulates the proper pick up of materials.

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

Chemicals and Bio-Hazardous materials are pick-up by a regulated disposal company.

**The website URL where information about hazardous materials management is available :**

<http://bastyr.edu/>

## Materials Exchange

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

## Limiting Printing

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

## Materials Online

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

# Chemical Reuse Inventory

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

## Move-In Waste Reduction

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**Responsible Party**

**Gary Nevuis**  
Facilities Manager  
Facilities

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

**Does the institution have a program to reduce residence hall move-in waste? :**

Yes

**A brief description of the program :**

We specifically designed the furniture in the rooms so that students can store boxes under their beds, as well as over the wardrobe. In addition, there is a room in one of the residence halls where students may store boxes to be used again at move-out. For those items that are not to be saved, the campus has an extensive recycling program, with recycling drop off by student housing for both cardboard and Styrofoam.

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

<http://bastyr.edu/>

## Move-Out Waste Reduction

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### Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

---

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

### Does the institution have a program to reduce residence hall move-out waste? :

Yes

### A brief description of the program :

Students who are only leaving for the summer and will move back in the fall may store things either in their room, or in a room in the residence hall. In this way, students do not have to box up items and use packing material.

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

<http://bastyr.edu/>

# Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

Gary Nevuis  
Facilities Manager  
Facilities

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## Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

## Water consumption, 2005 baseline year :

3585164 Gallons

## Water consumption, performance year :

2308320 Gallons

## List the start and end dates of the water consumption performance year :

Jan 2011 Dec 2011

## On-campus residents, 2005 :

40

## Non-residential/commuter full-time students, faculty, and staff members, 2005 :

1225

## Non-residential/commuter part-time students, faculty, and staff members, 2005 :

0

## On-campus residents, performance year :

100

## Non-residential/commuter full-time students, faculty, and staff members, performance year :

1350

## Non-residential/commuter part-time students, faculty, and staff members, performance year :

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :**

Jan 2011 dec 2011

**Indication of whether institution has a stated commitment to water use reduction goals :**

---

**A brief description of the plan of action to achieve water use reduction goals :**

Installing water urinals. Replace leaking valves, pipes and fixtures. Replace/repair leaking non functioning steam valves. Install an Electronic system to turn "down" boiler system when demand is not required thus reducing Boiler's cycle times.

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

<http://bastyr.edu/>

# Stormwater Management

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

### *Part 1*

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :**

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

No

**A brief description of the institution's stormwater management initiatives :**

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

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**Does the institution have a living or vegetated roof? :**

Yes

**A brief description of the institution's living or vegetated roof :**

FOUR OF THE ELEVEN VILLAGE HALLS HAVE GREEN ROOFS.

**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

Parking lots are graveled in several areas. entrance path ways into woods are gravels than turn to natures gound for the path.

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

BASTRY HAS A BIO-SWALES THUS GOES INTO A UNDERGROUND VAULT THAN WATER IS RELEAST BACK INTO WATERLAND AREAS. Water is collected from storm drains and introduced into wet lands,

**Does the institution have stone swales? :**

No

**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

There is an open surface area that all the collected water goes thru swales whis are planted with vegetation and trees breaking down soilds in collected water. Then water goes thru several bio-filters (clean and maintaned every year) collecting materials and than into holding vault.

**Does the institution employ any other technologies or strategies for stormwater management? :**

No

**A brief description of other technologies or strategies for stormwater management employed :**

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## Waterless Urinals

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### Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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

### Does the institution use at least one waterless urinal? :

Yes

### A brief description of the technology employed :

Urinal has a filter that collects solids. When filter is full than it is replaced. Bastyr has 14 waterless urinals.

### The website URL where information about the technology is available :

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

## Building Water Metering

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

# Non-Potable Water Usage

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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

### **Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

Yes

### **A brief description of the source of non-potable water and how it is used :**

Bastyr has a 12/365 water steam which is collected and pumped into a 100,000 gallon water tower (built 1929). This is used for all sprinklers system on campus.

### **The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

100

### **The percentage of building space using water from recovered, reclaimed or untreated sources :**

0

### **The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

5

### **The website URL where information about the program, policy, or practice is available :**

<http://bastyr.edu/>

## Xeriscaping

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

# Weather-Informed Irrigation

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

# Planning, Administration & Engagement

## Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

**Does the institution have a sustainability committee? :**

No

**The charter or mission statement of the committee or a brief description of the committee's purview and activities :**

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**Members of the committee, including affiliations :**

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

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**Does the institution have a sustainability office? :**

No

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

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**The number of people employed in the sustainability office :**

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

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**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Gary Nevius

**Sustainability coordinator's position title :**

Facilities and Capital Projects Manager

**A brief description of the sustainability coordinator's position :**

Manages facilities and capital projects, including sustainability initiatives.

**The website URL where information about the sustainability coordinator is available :**

---

# Strategic Plan

## Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

**Year the strategic plan or equivalent was completed or adopted :**

---

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

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**A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :**

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

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**A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :**

---

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

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**A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability :**

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**The website URL where information about the strategic plan is available :**

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# Physical Campus Plan

## Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

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

# Sustainability Plan

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

---

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

**Does the institution have a sustainability plan that meets the criteria for this credit? :**

No

**A brief description of how multiple stakeholder groups were involved in developing the plan :**

---

**A brief description of the plan's measurable goals :**

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**A brief description of how progress in meeting the plan's goals is measured :**

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**The website URL where more information about the sustainability plan is available :**

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**The year the plan was developed or last updated :**

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# Climate Action Plan

## Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

---

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

## Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

---

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

## Does the institution have a diversity and equity committee? :

Yes

## The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Bastyr Diversity Committee promotes diversity in staffing, student life and student retention through educational events, campus dialogues and student-led projects.

## Members of the committee, including job titles and affiliations :

Daniel C. Rosen, PhD - Health Psychology Faculty

## The website URL where information about the diversity and equity committee is available :

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## Does the institution have a diversity and equity office? :

No

## A brief description of the diversity office :

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## The number of people employed in the diversity office :

---

## The website URL where information about the diversity and equity office is available :

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**Does the institution have a diversity and equity coordinator? :**

No

**Diversity coordinator's name :**

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**Diversity coordinator's position title :**

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**A brief description of the diversity coordinator's position :**

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**The website URL where information about the diversity and equity coordinator is available :**

---

# Measuring Campus Diversity Culture

## Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

---

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

# Support Programs for Underrepresented Groups

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

## **Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :**

Bastyr's Queer Health Club provides a safe space and voice for equality for the Bastyr University Lesbian, Gay, Bisexual, Transgendered, Queer and Allies. It seeks to foster a community that supports the health and well-being of our students and the greater LGBTQ population.

Women for Empowerment Through the Arts (WETA) celebrates women and their changing role in our society and attempt to educate others about cultures still unable to feel the freedom of gender equality.

Other students groups provide similar support for underrepresented groups.

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :**

Bastyr's Queer Health Club provides a safe space and voice for equality for the Bastyr University Lesbian, Gay, Bisexual, Transgendered, Queer and Allies. It seeks to foster a community that supports the health and well-being of our students and the greater LGBTQ population.

Women for Empowerment Through the Arts (WETA) celebrates women and their changing role in our society and attempt to educate others about cultures still unable to feel the freedom of gender equality.

## **A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :**

Bastyr's Queer Health Club provides a safe space and voice for equality for the Bastyr University Lesbian, Gay, Bisexual, Transgendered, Queer and Allies. It seeks to foster a community that supports the health and well-being of our students and the greater LGBTQ population.

**The website URL where more information about the programs in each of the three categories is available :**

---

## Support Programs for Future Faculty

### 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 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.

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

# Affordability and Access Programs

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

:

Yes

**A brief description of the institution's participation in federal TRIO programs :**

---

**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :**

The University provides need-based financial aid for low-income students.

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

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**A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :**

---

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

---

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

---

**A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :**

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**A brief description of the institution's other admissions policies and programs :**

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**A brief description of the institution's other financial aid policies or programs :**

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**A brief description of the institution's other policies and programs not covered above :**

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**The website URL where information about programs in each of the areas listed above is available :**

<http://www.bastyr.edu/admissions/financial-aid>

## Gender Neutral Housing

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

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :**

No

**A brief description of the program, policy, or practice :**

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**The website URL where information about the program, policy, or practice is available :**

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## Employee Training Opportunities

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

## Student Training Opportunities

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

# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

## Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

---

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

## Employee Satisfaction Evaluation

### Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

---

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

# Staff Professional Development in Sustainability

## 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

---

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

# Sustainability in New Employee Orientation

## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

---

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

# Employee Sustainability Educators Program

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

# Childcare

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

## Employee Wellness Program

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

## Socially Responsible Retirement Plan

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

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

## Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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 committee on investor responsibility or similar body that 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 :**

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**Members of the CIR, including affiliations :**

---

**Recent examples (within the past 3 years) of CIR actions :**

---

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

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# Shareholder Advocacy

## Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

---

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

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :**

---

**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :**

---

**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

---

**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

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**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :**

---

# Positive Sustainability Investments

## Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

---

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

**Total value of the investment pool :**

---

**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

---

**Value of holdings in businesses selected for exemplary sustainability performances :**

---

**Value of holdings in sustainability investment funds, such as a renewable energy investment fund :**

---

**Value of holdings in community development financial institutions (CDFIs) :**

---

**Value of holdings in socially responsible mutual funds with positive screens :**

---

**A brief description of the companies, funds, and/or institutions referenced above :**

---

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

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## Student-Managed Sustainable Investment Fund

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

## Sustainable Investment Policy

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

## Investment Disclosure

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

# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

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## Criteria

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

---

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

The EnviroStars Program of King County, Washington as a service of the Local Hazardous Waste Management

The mission of EnviroStars is to provide assistance and incentives for smaller businesses to reduce hazardous materials and waste, in order to protect public health, municipal systems, and the environment.

Bastyr was one of the first University's to be an EnviroStar participate. Currently we are a Five Start awarded.

Compostable program, Bastyr is very focused and very acknowledged by community for using this program. Bastyr was one of the leaders for using paper hand towels to be

[composted.cedar-grove.com](http://composted.cedar-grove.com)

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

<http://envirostars.org/>

# Inter-Campus Collaboration on Sustainability

## Criteria

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

---

"---" 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? :**

---

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

---

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

---

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

---

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

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# Sustainability in Continuing Education

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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## Criteria

### *Part 1*

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

---

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

**Does the institution offer continuing education courses that are focused on or related to sustainability? :**

Yes

**Number of sustainability continuing education courses offered :**

5

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

50

**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

Yes

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

The first permaculture program of its kind in the nation, the Certificate in Holistic Landscape Design is a valuable training opportunity for those who want to build upon their knowledge of medicinal and edible plants and apply that expertise to the development of sustainable landscapes.

Grounded in the philosophy of working with nature rather than against it, the landscape design program engages students through a hands on curriculum. Permaculture courses such as Soil Ecology, Biodynamic Agriculture, and Medicinal and Edible Plants in the Landscape support the core objectives of graduating students who:

**Year the certificate program was created :**

2010

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

<http://www.bastyr.edu/academics/areas-study/certificate-holistic-landscape-design>

# Community Service Participation

## Criteria

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

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

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

# Community Service Hours

## Criteria

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

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

---

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

# Sustainability Policy Advocacy

## Criteria

Institution advocates for federal, state, 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 was marked as **Not Pursuing** so Reporting Fields will not be displayed.

# Trademark Licensing

## Criteria

### *Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

### *Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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

# Graduation Pledge

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## Responsible Party

**Gary Nevuis**  
Facilities Manager  
Facilities

---

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

**Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :**

Yes

**A brief description of the graduation pledge program :**

there are two departments that take an oath.

Acupuncture & Oriental Medicine Oath

NATUROPATHIC PHYSICIAN'S OATH

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

<http://www.bastyr.edu/>

# Community Service on Transcripts

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

## Farmers' Market

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**Responsible Party**

**Jonathan Hiskes**

Senior Marketing Communications Coordinator  
Marketing & Media

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

**Does the institution host a farmers' market for the community? :**

Yes

**A brief description of the farmers' market :**

Regular markets of campus-grown produce are held during the growing season.

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

---

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

## Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 2

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
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- 8) 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.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 3

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
- 7) 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.
- 8) 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.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

---

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

## Innovation 4

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) 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.
- 6) 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.
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- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

# New Student Orientation

## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

---

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

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

---

**Provide a brief description of the presentations, speakers or skits :**

---

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

---

**Provide a brief description of the presentations :**

---

**Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :**

---

**Provide a brief description of the activities :**

---

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

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**Provide a brief description of the efforts :**

---

**Does the institution incorporate sustainability into new student orientation in other ways? :**

---

**Provide a brief description :**

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# Food Education

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution provides education about eco-positive food and gardening techniques.

---

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

**Are students educated in an academic class about how to make eco-positive food choices? :**

Yes

**Provide a brief description :**

Nearly all students take nutrition courses that emphasize unprocessed organic foods.

**Are students educated in dining facilities about how to make eco-positive food choices? :**

Yes

**Provide a brief description :**

---

**Are students educated during orientation about how to make eco-positive food choices? :**

---

**Provide a brief description :**

---

**Are students educated in other venues about how to make eco-positive food choices? :**

---

**Provide a brief description :**

---

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

Yes

**Provide a brief description of the program :**

Botanical sciences program.

# Food and Beverage Purchases

## Criteria

Institution provides details of its food and beverage purchases.

---

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

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

---

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

## Vegetarian-Fed Food Purchases

### Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

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

## Hormone-Free Food Purchases

### Criteria

Institution provides details of its hormone-free animal product purchases.

---

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

## Seafood Purchases

### Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

---

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

# Dishware

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

---

## Criteria

Institution provides details of the dishware its provides at its dining services locations.

---

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

**Does the institution offer reusable dishware at its dining services locations? :**

Yes

**Does the institution offer plastic dishware at its dining services locations? :**

No

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

Yes

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

Yes

**Does the institution offer other types of dishware at its dining services locations? :**

No

**Provide a brief description. :**

---

# Energy Initiatives

## Criteria

Institution provides details about its energy initiatives.

---

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

# Energy Use by Type

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution reports its energy use by type.

---

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

**The percentage of total electricity use from coal. :**

36

**The percentage of total electricity use from wind. :**

---

**The percentage of total electricity use from biomass. :**

---

**The percentage of total electricity use from natural gas. :**

29

**The percentage of total electricity use from solar PV. :**

---

**The percentage of total electricity use from geothermal. :**

---

**The percentage of total electricity use from nuclear. :**

1

**The percentage of total electricity use from hydro. :**

33

**The percentage of total electricity use from other. :**

1

**Provide a brief description. :**

Data from Puget Sound Energy overall supply mix

**The percentage of total energy used for heating buildings from coal. :**

---

**The percentage of total energy used for heating buildings from biomass. :**

---

**The percentage of total energy used for heating buildings from electricity. :**

---

**The percentage of total energy used for heating buildings from natural gas. :**

---

**The percentage of total energy used for heating buildings from geothermal. :**

---

**The percentage of total energy used for heating buildings from fuel oil. :**

---

**The percentage of total energy used for heating buildings from other. :**

---

**Provide a brief description. :**

---

**If cogeneration, please explain. :**

---

# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

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

# Bike Sharing

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## Responsible Party

**Jonathan Hiskes**

Senior Marketing Communications Coordinator

Marketing & Media

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## Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

**The number of bicycles available through bike sharing programs :**

15

# Water Initiatives

## Criteria

Institution provides details about its water initiatives.

---

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

# Endowment

## Criteria

Institution provides details about its endowment.

---

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

# Sustainability Staffing

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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