



Northern Arizona University

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

Date Submitted: March 20, 2012

STARS Version: 1.2

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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.

Credit
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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- 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.

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

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

24724

Program name (1st program) :

EcoRA

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

7100

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

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

The 2011 - 2012 academic year will be the pilot of the program. Returning Resident Assistants (RAs) were invited to apply to be an EcoRA. The position provides experienced RAs with an opportunity to expand their leadership role within their community and have new learning experiences to keep them challenged and engaged in their role. Interested RAs were asked to complete an application and submit

it to the coordinator of the program for review and approval. Applicants were also required to have the approval of their supervisor. Program participants were selected based on the quality of their application and their indicated level of interest in being part of the program. Existing knowledge about environmental issues and sustainability was preferred, but not required.

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

During Fall 2011 RA training, the EcoRAs will participate in a special track to prepare them for incorporating the role of being a peer educator for living sustainably in the residence halls into their regular RA responsibilities. The training will begin to cover the topics they will focus on throughout the year: recycling and waste; energy use and conservation; water use and conservation; consumption; food systems, and climate change. EcoRAs will be provided with a resource manual with a chapter on each topic with information that covers local, national and global aspects of the relevant issues. Training topics will also include programming brainstorming, effective communication and publicity, and peer educator skills. Training will continue throughout the year with monthly meetings. The goals of training and meetings will be to assist students in designing and implementing monthly educational campaigns that are fun, engaging, and informative.

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

A Graduate Assistant for the Residence Life department applied for a NAU Hooper Sustainability grant to fund the pilot of the project. She will advise the students on a voluntary basis as part of her grant program implementation, and the grant itself will provide the majority of the funding for material items needed for the the first year of the program. The Residence Life Department will also provide ongoing financial support for the program as needed. The RAs selected to be EcoRAs are already paid employees of the Residence Life Department.

The website URL for 1st Program :

Program name (2nd program) :

NAU Peer Jack mentors

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

1200

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) :

JOB DESCRIPTION

Peer mentoring requires being a knowledgeable and experienced guide and a role model. As a peer mentor you will work with out-of-state students and aid them in making a successful transition to NAU. This includes assistance with and support in navigating a new environment, both socially and academically. Mentors are responsible for helping students achieve their goals by providing structure, support, feedback, and referrals. Mentors will meet with students every other week and be responsible for communicating using other methods (e.g. email, Facebook, phone calls, texting, etc.) during off weeks. Mentors will also be required to attend one on one or group

events with mentees (see time breakdown below) Mentors will maintain student files and provide information to supervisors for review.

MENTOR QUALIFICATIONS

1. Currently enrolled at NAU
2. Attended NAU for at least two semesters (sophomores and above eligible)
3. Work-study or student-wage eligible
4. Cumulative GPA of 3.0 or higher
5. Must work up to 9 hours per week
6. Preference given to students who attended NAU for the freshman year
7. Submit all required application information (see attached application form)
8. All are welcome to apply but out-of-state students are preferred
9. Mentoring experience is desired
10. Commitment to complete required training

MENTOR TRAITS

1. Willingness to undergo ongoing training
2. Organized, dependable, and possess excellent communication and interpersonal skills
3. Strong leadership skills and enthusiasm for helping others
4. Outgoing personality and an interest in sharing personal/professional experiences
5. Ability to establish a supportive, not dependent relationship
6. Positive attitude and knowledge of NAU support services/programs
7. Acceptance of evaluation by students and supervisors

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

REQUIRED TRAINING

Level 1 Training is REQUIRED for all new mentors during the first semester hired. Level 1 Mentor Certification is available upon completion of training. Level 2 (Advanced Mentor) and Level 3 (Master Mentor) Training are optional for returning mentors. Additional REQUIRED meetings may be held during the semester. These may be staff meetings and/or other trainings as deemed necessary.

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

The Peer Jacks program is supported by 3 full time Program Coordinators. The program is also heavily financed directly from the Office of the President.

NAU's Office of Sustainability will directly support this program and coordination of the mentors by attending monthly mentor meetings and delivering monthly sustainability initiative reports to the mentors so that they can then distribute that information to the mentees.

The website URL for 2nd program :

<http://home.nau.edu/edsup/slc/peer/>

Program name (3rd program) :

Community Based Action Research Teams (cbARTS)

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

500

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) :

In its inaugural year, Seven Community-Based Action Research Teams (ARTs) brought first year students together with graduate students, faculty, and community partners to work on issues of sustainability and democratic community organizing. These new engaged learning teams are the creation of a partnership between the Program in Community, Culture & Environment's Sustainable Environments and Engaged Democracy (SEED) Freshman Learning Community and the Master of Arts in Sustainable Communities (SUS).

The graduate students from the MA Sustainable Communities program are hired on as Graduate Assistants (G.A.s) and act as facilitators or student educators for each Action Research Team. These graduate students are selected based upon their backgrounds in subject matter and their community building and educating experience.

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

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

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

After operating for 2 full years, the Action Research Team program has been proven to increase student engagement (inside and outside of the classroom), student participation, and student retention. Due to the tremendous success of the program, NAU Administration has chosen to financially support the program through Presidential innovation funding. The Action Research Teams will grow across campus in the coming year and expand throughout various colleges and departments. Each college or department will bring in additional financial support and staffing support.

The website URL for 3rd program :

<http://green.nau.edu/community.html>

Program name (All other programs) :

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) :

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining
Dining Services

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
-

Submission Note:

Residence Hall Energy Competition also in progress at the time of this reporting. Measurable results not available prior to report submission.

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

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

Yes

The name of the campaign(s) :

Reusable bag campaign

A brief description of the campaign(s) :

In August 2010, Dining Services purchased a reusable shopping bag for every on-campus resident and gave them out on move-in day along with education on the importance of not using plastic bags on campus.

During the Welcome week events, Dining Services had a "bag monster" at their booth who gave out information on the environmental issues associated with plastic bag use. There was a quiz that students could take about plastic bags as well and when they got the answer correct, they were given a free reusable bag.

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

The outcome of this campaign was that Dining services was able to phase out ALL plastic bags in dining, including in franchise/retail locations, over the course of the fall semester. Students must either bring their own bag or purchase a reusable bag on campus now.

The result is a savings of more than 30,000 plastic bags on campus.

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

Sustainability in New Student Orientation

Responsible Party

Bryan McLaren

NAU Sustainability Coordinator

Office of Sustainability

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.

"---" 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 :

Freshman and transfer students will take part in new student orientation in the month of June at Northern Arizona University. The Office of Sustainability collaborates with NAU's orientation team to infuse sustainability into the orientation informational expo, new student assemblies, and orientation handouts. New student orientation stresses the importance of meeting the university's goals, including goal #3: to create a vibrant and sustainable community.

One new student orientation assembly in particular focuses on the university's sustainability efforts. Every new student (both freshman and transfers) attend an hour assembly put on by the NAU Bookstore, NAU Office of Sustainability, and NAU reads program. At this assembly, the NAU Bookstore focuses on minimizing waste and consumption. Reusable bags and bottles are highlighted, the textbook rental program is emphasized, and the ability to shop electronically for e-books and other no impact products is advertised.

The Office of Sustainability's sustainability coordinator explains to the students and their families the university's commitment to carbon neutrality and goal to become carbon neutral by 2020. "True Blue on our way to Green" is shown, a video explaining the multitude of sustainability initiatives, programs, and projects taking place on campus of which new students can take advantage.

The NAU reads program introduces the new freshman year book. This year the program chose Colin Beavan's No Impact man, which outlines the lifestyle of one man and his family as they attempt to live an entire year with zero environmental impact. New freshman will read this book and participate in NAU's No Impact Week challenge, an initiative that works with the author's team to educate students about the impacts they make while on campus.

In addition, all student orientation participants receive a reusable backpack and aluminum water bottle at check in. This is to discourage the purchase of bottled water and use of plastic bags on campus during their orientation session. Students are then informed of bottle refill locations on campus including water bottle-specific stations in the Residence Halls and the reverse osmosis fill station in the University Union.

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

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

<http://green.nau.edu/multimedia.html>

Sustainability Outreach and Publications

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - 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? :

Yes

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

In addition to the University's Office of Sustainability website which focuses primarily on campus initiatives to reach carbon neutrality, NAU also saw the need for a central location for all things sustainability. The GreenNAU website was developed in 2009 to house information, multimedia, and links related to sustainability at NAU.

Sections of the website include: Events, CLimate Action 2020, For Students, Community Engagement, Media and Contact Info, NAU Greenfund, and The Environmental Caucus. Within these sections, you can find information on upcoming sustainability courses, our green building program, our partnerships with the community, and much more.

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

<http://green.nau.edu/>

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

Faculty, staff and students have two newsletters that they may subscribe to and get monthly sustainability news. The first is a formal newsletter called "Student Connections". This newsletter offers information on environmental jobs, internships, and opportunities available to students interested in gaining experience and knowledge in this area.

The second outlet for monthly information is the Environmental Caucus monthly announcements. The Environmental Caucus facilitates creative and strategic communication across campus to advance the institutional commitment to sustainability and to promote education, research, and collaboration on the environment. The scope and responsibilities of the caucus are defined by participants, with an overarching goal to add value to existing programs and to bring benefits to NAU's many environmental programs and activities. Typically meetings consist of 40+ campus community members, however, more than 400 people subscribe to the Caucus listserv. The Listserv is a great way for the campus community (faculty, staff, and students) to learn about the latest sustainability happenings. They receive both announcements as well as notes from the monthly meeting through the listserv. (

<http://www.envcaucus.nau.edu/>

)

The website URL for the sustainability newsletter :

http://green.nau.edu/students/docs/Student_Connections_Nov2010.pdf

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

Yes

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

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

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

Undergraduate awardees are required to present at NAU's Undergraduate Symposium and are encouraged to participate in other presentations at other venues as well as a way of disseminating student research on campus. Each awardee submits a brief progress report

(due after the first six months) and a Final Project Report as well.

In addition, the NAU Greenfund is a student fee for environmental sustainability projects on campus specifically. These projects may be in the form of student research projects which are publicized on the NAU Greenfund website (

<http://www.green.nau.edu/greenfund.html>

)

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

<http://www.research.nau.edu/undergraduate/hooper.aspx>

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

Yes

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

In the University's LEED Platinum building - the Applied Research and Development Building - there are large signs on the columns throughout the length of the lobby indicating important sustainability features. In the LEED Gold Franke College of Business, there is an educational kiosk as well as screens and some educational signage. The LEED Gold Engineering building has brochures available for people to do self-guided tours of the building highlighting the sustainability features of the facility.

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

<http://www.green.nau.edu/buildings.html>

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 :

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

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

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

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

systems :

http://home.nau.edu/dining/social_responsibility.asp

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

Yes

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

NAU has initiated a research study on sustainable grounds-keeping strategies, specifically looking at toxin-free landscaping. The project was funded by the NAU Green Fund and includes educational components to teach community members about the research project using signage and web materials.

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

<http://northernarizonanews.com/blog/2011/04/05/nau-green-fund-studies-sustainable-landscaping/>

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

Yes

A brief description of the sustainability walking map or tour :

Green buildings on campus are marked by a green leaf to indicate where our sustainable buildings are located.

The website URL of the sustainability walking map or tour :

http://home.nau.edu/maps/parking_map_2010.pdf

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

No

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

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

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 :

The NAU Green Practices Guide is available through the GreenNAU website. It contains colorful flyers with tips on green campus living, sustainable food options, and green office practices.

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

<http://www.environment.nau.edu/CampusSustainability/GreenPracticeGuide.pdf>

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)? :

Yes

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

The InsideNAU weekly publication as well as the InsideNAU television show regularly cover stories on sustainability initiatives at NAU. For Earthday last April, the InsideNAU publication did an entire issue devoted to sustainability. These stories can be found in the archives at (

http://www4.nau.edu/insidenau/archives/2010/4_22_10_Earth_Day.html

). InsideNAU television clips can be found on the GreenNAU website (

<http://green.nau.edu/media.html>

)

The Lumberjack student newspaper and the PLAID student blog also covers campus sustainability stories regularly. The turnover in staff at these publications prevents a regular columnist from being assigned but we have something nearly every month in these publications related to sustainability. An example of a recent story can be found at the link below.

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

<http://jackcentral.com/news/2010/11/caucus-held-for-sustainability-plan/>

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

:

Yes

A brief description of this material :

In the summer of 2010, the Office of Sustainability created two sets of educational magnets. The first set of magnets had ten tips for students living in the Residence Halls related to sustainability. These magnets were distributed to every Residence Hall room on campus. The other set were five general tips for the campus community related to energy, recycling, and transportation. All of the tips were aimed at bringing the campus community on board with the Climate Action 2020 goal of carbon neutrality in the next decade. These magnets were put on refrigerators and steel case bookcases throughout academic and administrative buildings on campus.

The website URL for this material :

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

Yes

A brief description of this material :

The University is undergoing a major recycling education campaign funded by the President's Innovation fund. This campaign combines an educational website with recycling labels and posters in all academic/admin. buildings on campus.

The website URL for this material :

<http://recycling.nau.edu/>

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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 :

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

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

"---" 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 :

There are many student clubs/organizations dedicated to sustainability and they all come together in the Student Environmental Caucus. Some of the groups that participate in the Caucus include: The Campus Climate Challenge, The Society for Environmental Communicators, Students for Sustainable Living and Urban Gardening, NetImpact (Business students for sustainability), and the GreenFund (

<https://home.nau.edu/studentlife/orgs/environmentalcaucus.asp>

)

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

List other student groups that address sustainability :

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

http://green.nau.edu/students/organizations_clubs.html

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

"---" 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 Students for Sustainable Living and Urban Gardening (SSLUG) have a garden on South Campus between the SBS and SBS West buildings where they grow a variety of vegetables. This is also where they use the compost they create from pre-consumer vegetable waste collected from the South Dining Hall.

Funding from the NAU Green Fund has been used to hire a Campus Organic Gardener (COG). The COG works up to 20 hours a week to support the SsLUG organization and the expansion of on-campus, organic gardens that will be accessible to students.

The website URL where information about the garden is available :

<http://home.nau.edu/studentlife/orgs/sslug.asp>

Model Room in a Residence Hall

Responsible Party

Cindy Anderson

Senior Associate Director: Residence Life
Residence Life

"---" 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 :

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

Responsible Party

Cindy Anderson

Senior Associate Director: Residence Life

Residence Life

"---" 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? :

Yes

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

Learning Community (LC) Peer Mentors are chosen through an application and interview process coordinated by Residence Life staff. These students mentor first year students who self-select to be part of one of our sustainability-related Learning Communities: Eco-House (Sustainability) and SEED (Sustainable Environments and Engaged Democracy).

The Peer Mentors for the LCs are trained in a similar manner to our Resident Assistants. After being selected, they enroll in a for-credit pre-service mentoring class during the spring semester. They also participate in a multiple day training prior to the start of the fall semester.

Each Learning Community is assigned a faculty or staff mentor to help guide the Community Mentor in providing programming relevant to the community's topic of focus. The Community Mentor has regular meetings during the academic year with both their supervisor and the Faculty/Staff Liaison.

The Eco House LC is a residential and academic community that focuses on making positive environmental change through environmental research and education, community engagement, and personal change. The 20 Eco House residents examine their personal impact on the environment and use this knowledge to promote environmentally sustainable living within the university and Flagstaff community. This LC is ideal for students who are considering majoring in environmental science, environmental studies, biology, forestry, geology, and related fields. Eco House students also take a class together that has an environmental focus.

Sustainable Environments and Engaged Democracy (SEED) is a freshman residential and academic community that fosters awareness of and engagement with challenging ecological and social issues of our day. SEED enables students to learn and work with people of diverse backgrounds in order to foster creative and beneficial change in the world. This LC is ideal for students who are considering majoring in environmental studies, politics, anthropology, sociology, ethnic studies, education, women studies, and related fields. This LC also has a paired course that the community members take together.

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

<http://home.nau.edu/reslife/lc/>

The total number of residents in themed housing. :

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

"---" 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? :

Yes

A brief description of the enterprise :

A student action research team is in the process of designing a sustainability cafe that will be housed in the new Health and Learning Center (LEED Gold projected) opening in Fall 2011.

The sustainability cafe will be both a model of sustainability in terms of the food served as well as the cultural outlet it provides. Performers, poets, artists, and musicians will be encouraged to use the sustainability cafe as a cultural "hub" on campus. The students are also exploring having a local artist create furniture for the cafe made from food service wooden pallets that would otherwise be landfill waste.

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

<http://home.nau.edu/studentlife/orgs/sustainablecafe.asp>

Sustainability Events

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

"---" 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? :

Yes

A brief description of the event(s) :

Earthday and Campus Sustainability Day are both held annually on campus. Both include activities such as speakers, sustainable chef demos, and often music attractions.

In addition, the Provost of the University holds a lecture series each year and it is typical that at least one of her speakers is a sustainability-related speaker. This past year, the Provost brought Van Jones to campus to speak on the Green Collar Economy. (

<http://www2.nau.edu/community/node/189>

)

This upcoming year we will be hosting a No Impact Week based off of Colin Beavan's book, "No Impact Man." We will be bringing Colin to NAU as a speaker for this week.

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

http://www4.nau.edu/insidenau/archives/2010/4_22_10_Earth_Day.html

Outdoors Program

Responsible Party

Matthew Hartman

Program Coordinator: NAU Outdoors
NAU Outdoors

"---" 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 mission on the NAU Outdoors program is to facilitate experiential opportunities where students have the ability to learn the values of trusting one's self, intrapersonal communication, diversity, health, leadership, and the importance of creating life-long friendships while exploring and preserving our natural environment.

NAU Outdoors consists of a collection of programs designed to assist NAU students and others to explore Arizona and the surrounding area. Programs include Trips and Classes, San Juan River Program, NAU Challenge Course, Gear Rental, Rescue Medicine and the NAU Disc Golf Course.

The website URL where information about the program is available :

<http://home.nau.edu/outdoors/>

Themed Semester or Year

Responsible Party

Rebecca Campbell

Director: Academic Transition Programs
Academic Transitions Program

"---" 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? :

Yes

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

The first-year experience kicks off each year with the Flagstaff Reads program. Flagstaff Reads is a city-wide program that aims to engage the students of Northern Arizona University and the community of Flagstaff in a common book experience that encourages dialogue and community involvement.

No Impact Man: The Adventures of a Guilty Liberal Who Attempts to Save the Planet by Colin Beavan is the chosen book for Fall 2011.

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

No Impact Man: The Adventures of a Guilty Liberal Who Attempts to Save the Planet by Colin Beavan

The website URL where information about the theme is available :

http://www2.nau.edu/flagreads-p/wordpress/?page_id=2

Curriculum

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

Credit
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

Responsible Party

Shelley Silbert

Chair Environmental Caucus

VP for Research Office

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.

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

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

Yes

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

Environmental Sustainability:

Students will appreciate what it means to use natural resources in ethical and responsible ways that maintain a sustainable environment.

This includes, for

example, the following issues:

- a. how culture determines how we construct the appropriate use of environmental resources.
 - b. the connection between responsible engagement with the environment and global citizenship.
 - c. the scientific basis of environmental sustainability.
 - d. the vocabulary and concepts around environmental sustainability (e.g., finite and renewable resources, environmental footprint, global commons, peak oil).
 - e. the role of human interactions with the environment and its relation to the root causes of many global problems.
- (

http://www4.nau.edu/gli/files/global_learning_legislation.pdf

)

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 :

The Environmental Caucus, the Office of Sustainability and the Merriam Powell Center for Environmental Research work throughout the year to identify and post sustainability-focused and related courses for the upcoming semester. For instance, on Campus Sustainability Day, the Office of Sustainability held a Sustainability Course expo where faculty could present their sustainability courses to students. This was a good way for us to get the most current syllabi for courses offered in the spring.

In addition, the GreenNAU website run by the Environmental Caucus has a location for sustainability course listings. Faculty may update and submit new courses at any time to the Environmental Caucus intern who runs the website.

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

Yes

The website URL where the sustainability course inventory is posted :

http://green.nau.edu/students/courses_programs.html

Sustainability-Focused Courses

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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 :

161

The total number of courses offered :

4298

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

ANT 365 CULTURAL RESOURCE MANAGEMENT (3)
ANT 370 HUMAN ECOLOGY (3)
ANT 501 FOOD AND CULTURE (3)
AHBY 380 CITIES, SUBURBS AND COUNTRYSIDE (3)
AIS 290 FOUNDATIONS OF INDIGENOUS ENVIRONMENTAL JUSTICE: LAW, POLICY AND MOVEMENTS (3)
AIS 450 INDIAN HEALTH: ISSUES IN HEALTH CARE, PROMOTION AND POLICY (3)
BBA 300 PRINCIPLES OF MANAGEMENT IN A GLOBAL ECONOMY (3)
BBA 310 PRINCIPLES OF MARKETING IN A GLOBAL ECONOMY (3)
BBA 380 MANAGEMENT FOR ENVIRONMENTAL SUSTAINABILITY AND DURABLE COMPETITIVE ADVANTAGE (3)
BBA 471C BUSINESS ETHICS (3)
BIO 575 PLANT PATHOLOGY (3)
BIO 673 PHYSIOLOGICAL ECOLOGY (4)
BIO 345 SUSTAINABLE BOTANY (4)
BIO 409 SOIL AND GROUNDWATER BIOREMEDIATION (3)
BIO 409H BIOREMEDIATION - HONORS (3)
BIO 426C PLANTS AND CLIMATE (3)

BIO 441 CONSERVATION BIOLOGY (3)
BIO 477 FISH MANAGEMENT (3)
BIO 478 WILDLIFE MANAGEMENT (3)
BIO 479 ECOSYSTEMS AND CLIMATE CHANGE (3)
CHM 520 SOURCES, FATE AND TRANSPORT OF ENVIRONMENTAL POLLUTANTS (3)
CENE 150 INTRODUCTION TO ENVIRONMENTAL ENGINEERING (3)
CENE 150L INTRODUCTION TO ENVIRONMENTAL ENGINEERING COMPUTATIONS LAB (1)
CENE 280 ENVIRONMENTAL ENGINEERING FUNDAMENTALS (3)
CENE 330 AIR QUALITY ENGINEERING (3)
CENE 331 SANITARY ENGINEERING (3)
CENE 332 SOLID AND HAZARDOUS WASTE MANAGEMENT (3)
CENE 410 UNIT OPERATIONS IN ENVIRONMENTAL ENGINEERING (3)
CENE 440 ENVIRONMENTAL PROTECTION: TODAY AND TOMORROW (3)
CENE 441 ENVIRONMENTAL PROTECTION CASE STUDY (1)
CENE 540 ENVIRONMENTAL PROTECTION: TODAY AND TOMORROW (3)
CENE 543 URBAN TRANSPORTATION PLANNING (3)
COM 150 ENVIRONMENTAL COMMUNICATION (3)
CST 217 ARGUMENTATION AND DEBATE (3)
CST 370 RHETORICS OF NATURE AND ENVIRONMENTALISM (3)
CDSY 240 INTRODUCTION TO COMMUNITY DEVELOPMENT AND SUSTAINABILITY (3)
CDSY 320 COMMUNITY AND SOCIAL CHANGE (3)
CDSY 360 TECHNOLOGIES OF SUSTAINABILITY (3)
CDSY 370 ECONOMICS OF SUSTAINABILITY (3)
CDSY 380 COMMUNITY PROGRAM PLANNING AND EVALUATION (3)
CDSY 430 POWER, POLITICS AND THE PRESS (3)
CDSY 440 CURRENT ISSUES IN SUSTAINABILITY (3)
CCJ 312 ENVIRONMENTAL CRIME (3)
ECO 324 ENVIRONMENTAL ECONOMICS (3)
ECO 328 THE POLITICAL ECONOMY OF ENERGY (3)
ECO 424 NATURAL RESOURCES AND CLIMATE CHANGE (3)
ENG 495 GLOBAL ENV&CLIMATIC (3)
EGR 190 ENERGY, ECOLOGY, AND YOU (3)
EGR 501 TOPICS IN SUSTAINABLE SYSTEMS (3)
ENV 101 INTRODUCTION TO ENVIRONMENTAL SCIENCE (3)
ENV 101H INTRODUCTION TO ENVIRONMENTAL SCIENCE - HONORS (3)
ENV 101L INTRODUCTION TO ENVIRONMENTAL SCIENCE LAB (1)
ENV 110 EXTREME WEATHER (3)
ENV 115 CLIMATE CHANGE (3)
ENV 115H CLIMATE CHANGE - HONORS (3)
ENV 181 ENVIRONMENTAL SUSTAINABILITY (3)
ENV 182 ECO HOUSE SEMINAR (1-3)
ENV 199 SPECIAL TOPICS (1-3)
ENV 230 FOUNDATIONS OF ENVIRONMENTAL SCIENCE: HUMANS AND THE ENVIRONMENT (4)
ENV 280 PHYSICAL AND CHEMICAL PROCESSES IN THE ATMOSPHERE AND HYDROSPHERE (4)
ENV 299 SPECIAL TOPICS (1-3)
ENV 299H SPECIAL TOPICS - HONORS (1-3)
ENV 301W TOPICS IN ENVIRONMENTAL STUDIES (3)
ENV 326 ECOLOGY (3)

ENV 326L ENVIRONMENTAL ECOLOGY LAB (1)
 ENV 332 SOLID AND HAZARDOUS WASTE MANAGEMENT (3)
 ENV 375 ENVIRONMENTAL SCIENCES OF THE SAN JUAN RIVER BASIN (3)
 ENV 385W ENERGY, RESOURCES AND POLICY (4)
 ENV 409 SOIL AND GROUNDWATER BIOREMEDIATION (3)
 ENV 410 METEOROLOGY (4)
 ENV 430 ENVIRONMENTAL CHEMISTRY (3)
 ENV 440 CONSERVATION BIOLOGY (3)
 ENV 450 HISTORICAL ECOLOGY: RECONSTRUCTING PAST ECOSYSTEMS (3)
 ENV 471 MICROBIAL ECOLOGY (3)
 ENV 490C SENIOR SEMINAR IN ENVIRONMENTAL SCIENCES (3)
 ENV 495 GLOBAL ENVIRONMENTAL AND CLIMATE CHANGE (3)
 ENV 499 CONTEMPORARY DEVELOPMENTS (1-3)
 ENV 540 CONSERVATION BIOLOGY (3)
 ENV 540L CONSERVATION BIOLOGY LAB (1)
 ENV 544 LANDSCAPE ECOLOGY (3)
 ENV 550 HISTORICAL ECOLOGY: RECONSTRUCTING PAST ECOSYSTEMS (3)
 ENV 555 THE ENVIRONMENTAL SCIENCE-POLICY INTERFACE (3)
 ENV 580 ATMOSPHERIC CHANGE (3)
 ENV 591 THE SCIENCE AND MANAGEMENT OF GREENHOUSE GASES (3)
 ENV 595 GLOBAL ENVIRONMENTAL AND CLIMATE CHANGE (3)
 ENV 596 QUATERNARY CLIMATE CHANGE (3)
 ENV 599 CONTEMPORARY DEVELOPMENTS (1-3)
 ENVY 105 ENVIRONMENTAL BIOLOGY (4)
 FS 111 SCIENCE FIRST YEAR SEMINAR (3)
 FS 111H SCIENCE FIRST YEAR SEMINAR (3)
 FS 121 AESTHETIC & HUMANISTIC INQUIRY FIRST YEAR SEMINAR (3)
 FS 121H AESTHETIC & HUMANISTIC INQUIRY FIRST YEAR SEMINAR (3)
 FS 131 CULTURAL UNDERSTANDING FIRST YEAR SEMINAR (3)
 FS 131H CULTURAL UNDERSTANDING FIRST YEAR SEMINAR (3)
 FS 141 SOCIAL & POLITICAL WORLDS FIRST YEAR SEMINAR (3)
 FS 141H SOCIAL & POLITICAL WORLDS FIRST YEAR SEMINAR (3)
 FS 199 SPECIAL TOPICS (1-3)
 FOR 207 PROJECT WET (1)
 FOR 204 PROJECT WILD (1)
 FOR 205 PROJECT WILD AQUATIC (1)
 FOR 222 ENVIRONMENTAL CONSERVATION (3)
 FOR 340 ENVIRONMENTAL HYDROLOGY (3)
 FOR 340H ENVIRONMENTAL HYDROLOGY-HONORS (3)
 FOR 360 NATURAL RESOURCES POLICY (3)
 FOR 430 LEADERSHIP AND THE ENVIRONMENT (3)
 FOR 441 SUSTAINABLE FORESTRY IN TROPICAL ECOSYSTEMS: INTERNATIONAL FIELD EXPERIENCE (3)
 FOR 479 ECOSYSTEMS AND CLIMATE CHANGE (3)
 FOR 505 FORESTRY SEMINAR SERIES (1)
 GSP 120 BUILDING THE HUMAN ENVIRONMENT (3)
 GSP 201 COMMUNITIES, PLANNING AND CHANGE (3)
 GSP 514 PLANNING SUSTAINABLE COMMUNITIES (3)
 GLG 110 ENVIRONMENTAL GEOLOGY (3)

GLG 110L ENVIRONMENTAL GEOLOGY LAB (1)
 GLG 112 GEOLOGIC DISASTERS (3)
 GLG 112H GEOLOGIC DISASTERS - HONORS (3)
 GLG 112L GEOLOGIC DISASTERS LAB (1)
 GLG 115 CLIMATE CHANGE (3)
 HIS 405 TOPICS IN U.S. ENVIRONMENTAL HISTORY (3)
 HIS 568 READINGS IN ENVIRONMENT AND ECONOMY (3)
 HIS 668 RESEARCH IN ENVIRONMENT AND ECONOMY (3)
 HUM 175 ENVIRONMENTAL HUMANITIES (3)
 HUM 175H ENVIRONMENTAL HUMANITIES-HONORS (3)
 JLS 335W ENVIRONMENTAL REPORTING TOPICS (3)
 ME 535 WIND ENERGY ENGINEERING (3)
 ME 451 RENEWABLE ENERGY (3)
 ME 454 FINITE ELEMENT ANALYSIS (3)
 PRM 531 RECREATION ECOLOGY AND PHYSICAL IMPACT ANALYSIS (3)
 PRM 211 LEAVE NO TRACE (1)
 PRM 300 ECOTOURISM (3)
 PRM 401 NATURAL RESOURCES PROTECTION (3)
 PRM 411 LEAVE-NO-TRACE MASTER EDUCATOR CERTIFICATION (3)
 PRM 446 PROTECTED AREA MANAGEMENT (3)
 PHI 331 ENVIRONMENTAL ETHICS (3)
 PHI 331H ENVIRONMENTAL ETHICS - HONORS (3)
 GSP 276 PLANNING FOR SUSTAINABLE TOURISM (3)
 GSP 276 PLANNING FOR SUSTAINABLE TOURISM (3)
 GSP 402 ENVIRONMENTAL IMPACT STATEMENTS (3)
 POS 658 TOPICS IN ENVIRONMENTAL POLITICS (3)
 POS 683 TOPICS IN INTERNATIONAL POLICY STUDIES (3)
 POS 344 ENVIRONMENTAL MOVEMENTS (3)
 POS 347 ENVIRONMENTAL POLITICS OF THE COLORADO PLATEAU (3)
 POS 345 ENVIRONMENTAL LAW (3)
 POS 359 ENVIRONMENTAL POLICY (3)
 POS 456 TOPICS IN GLOBAL ENVIRONMENTAL POLITICS (3)
 PSY 411 CONSERVATION PSYCHOLOGY: PSYCHOLOGY FOR A SUSTAINABLE FUTURE (3)
 SCM 526 ECOSYSTEMS AND ENVIRONMENTS (1)
 SBS 101 THE GLOBAL VILLAGE (3)
 SOC 633 ENVIRONMENTAL SOCIOLOGY (3)
 SOC 319 POPULATION AND ENVIRONMENT (3)
 SOC 319W POPULATION AND ENVIRONMENT (3)
 SOC 333 ENVIRONMENT AND SOCIETY (3)
 SOC 444 ENVIRONMENT AND SOCIAL CHANGE (3)
 SUS 587 PROFESSIONAL DEVELOPMENT SEMINAR (1-3)
 SUS 588 PROSPECTUS DEVELOPMENT (1)
 SUS 599 CONTEMPORARY DEVELOPMENTS (1-3)
 SUS 601 VISIONS OF GOOD AND SUSTAINABLE SOCIETIES: SELF, OTHER AND COMMUNITY (3)
 SUS 602 VISIONS OF GOOD AND SUSTAINABLE SOCIETIES: COMMUNITY, TECHNOLOGY AND VALUES (3)
 SUS 608 FIELDWORK EXPERIENCE (1-12)
 SUS 689 FINAL INTEGRATIVE PROJECT (1-9)
 SUS 695 ELEMENTS OF SUSTAINABLE COMMUNITIES: THEORY AND PRACTICE (3)

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

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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*.

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

The number of sustainability-related courses offered :

503

The total number of courses offered :

4298

Number of years covered by the data :

One

A list of sustainability-related courses offered :

ACC 205 LEGAL, ETHICAL, GLOBAL, AND REGULATORY ENVIRONMENT OF BUSINESS (3)
ACC 205H LEGAL, ETHICAL, GLOBAL, AND REGULATORY ENVIRONMENT OF BUSINESS (3)
ADM 515 PRINCIPLES OF LEADERSHIP (3)
ADM 520 SELF AND LEADERSHIP (3)
ADM 525 LEADERSHIP SKILL DEVELOPMENT (3)
ADM 645 LEADERSHIP PROBLEM SOLVING (3)
ADM 650 LEADERSHIP AND HUMAN CAPITAL (3)
ADM 655 LEADING DIVERSE ORGANIZATIONAL CULTURES (3)
ADM 675 LEADING CHANGE (3)
AS 201L AEROSPACE STUDIES LEADERSHIP LAB (1)
AS 250 AIR FORCE PHYSICAL TRAINING COURSE (1)
AS 301 LEADERSHIP STUDIES I (3)
AS 301L AEROSPACE STUDIES LEADERSHIP LAB (1)
AS 102L AEROSPACE STUDIES LEADERSHIP LAB (1)
AS 302 LEADERSHIP STUDIES II (3)
AS 302L AEROSPACE STUDIES LEADERSHIP LAB (1)
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

AS 389 COOPERATIVE EDUCATION (1-12)

AS 401L AEROSPACE STUDIES LEADERSHIP LAB (1)

AS 402L AEROSPACE STUDIES LEADERSHIP LAB (1)

ANT 101 HUMANKIND EMERGING (3)

ANT 101H HUMANKIND EMERGING - HONORS (3)

ANT 104 LOST TRIBES AND BURIED CITIES (3)

ANT 104H LOST TRIBES AND BURIED CITIES - HONORS (3)

ANT 105 ANTHROPOLOGY TODAY: GLOBAL ISSUES (3)

ANT 105H ANTHROPOLOGY TODAY: GLOBAL ISSUES - HONORS (3)

ANT 206 ANCIENT NORTH AMERICANS: THE PREHISTORIC LEGACY (3)

ANT 253 AZTEC AND MAYA: ARCHAEOLOGY OF ANCIENT MEXICO (3)

ANT 329 LANGUAGE IN SOCIETY (3)

ANT 340 MUSIC IN CULTURE (3)

ANT 350 ANCIENT CIVILIZATIONS: THE ROOTS OF CULTURAL DIVERSITY (3)

ANT 351 SOUTHWESTERN ARCHAEOLOGY (3)

ANT 377 ANTHROPOLOGY OF RACE: HUMAN PHYSICAL VARIATION AND ITS CULTURAL INTERPRETATION (3)

ANT 414 ANTHROPOLOGICAL LIFE HISTORIES (3)

ANT 460 APPLIED INDIGENOUS CULTURAL RESOURCE MANAGEMENT (3)

ANT 470 ANTHROPOLOGY OF HEALTH AND HEALING (3)

ANT 521 RESEARCH ETHICS, COMMUNITY RESEARCH, AND VULNERABLE POPULATIONS (1)

ANT 524 CULTURAL RESOURCE MANAGEMENT (3)

ANT 546 CULTURE CHANGE (3)

ANT 548 ANTHROPOLOGY OF DEVELOPMENT (3)

ANT 556 ANTHROPOLOGY OF GENDER (3)

ANT 559 INDIGENOUS PERSPECTIVES IN CULTURAL RESOURCE MANAGEMENT (3)

AHBY 240 HUMAN RELATIONSHIPS (3)

AHBY 320 THEORIES OF HUMAN BEHAVIOR (3)

AHBY 360 INSTITUTIONS, STRATIFICATION AND SOCIAL SYSTEMS (3)

AIS 202 ROOTS OF FEDERAL AMERICAN INDIAN POLICY (3)

AIS 304 INDIGENOUS-STATE RELATIONS: COMPARATIVE GLOBAL CONTEXTS (3)

AIS 460 APPLIED INDIGENOUS CULTURAL RESOURCE MANAGEMENT (3)

AIS 490C INDIGENOUS NATIONS IN THE 21ST CENTURY (3)

ART 100 ART APPRECIATION (3)

ASN 108 GATEWAYS TO ASIA (3)

AST 183 LIFE IN THE UNIVERSE (3)

AST 184L LIFE IN THE UNIVERSE LABORATORY (1)

AST 390 ASTROPHYSICS: THE SOLAR SYSTEM (3)

AST 391 ASTROPHYSICS: STARS (3)

AST 392 ASTROPHYSICS: GALAXIES AND COSMOLOGY (3)

AT 200 PREVENTION OF ATHLETIC INJURIES AND EMERGENCY CARE (3)

AT 320 PSYCHOLOGY OF INJURY IN SPORT (2)

AT 400 ANATOMICAL BASIS OF SPORTS INJURIES (3)

BBA 291 ECONOMIC ANALYSIS AND BUSINESS LAW (3)

BBA 305W EFFECTIVE BUSINESS COMMUNICATIONS (3)

BBA 330 SUPPLY CHAIN & OPERATIONS MANAGEMENT (3)

BBA 360 TEAMS AND PROJECT MANAGEMENT (3)

BBA 400 ADVANCED GLOBAL MANAGEMENT (3)

BBA 405 ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (3)

BBA 410 ADVANCED GLOBAL MARKETING (3)
BBA 415 ENTREPRENEURIAL AND SMALL BUSINESS MARKETING (3)
BBA 420 GLOBAL FINANCE AND FINANCIAL ANALYSIS (3)
BBA 430 ADVANCED LOGISTICS AND SUPPLY CHAIN MANAGEMENT (3)
BBA 435C STRATEGIC LOGISTICS AND SUPPLY CHAIN MANAGEMENT (3)
BBA 440 HUMAN RESOURCE MANAGEMENT (3)
BBA 450 LEADERSHIP (3)
BIO 517 AGROSTOLOGY (3)
BIO 525 ICHTHYOLOGY (3)
BIO 526 HERPETOLOGY (3)
BIO 527 ORNITHOLOGY (3)
BIO 528 MAMMALOLOGY (3)
BIO 536 DEVELOPMENTAL PLANT ANATOMY (3)
BIO 540 COMPARATIVE ANIMAL PHYSIOLOGY (4)
BIO 545 ENDOCRINOLOGY (3)
BIO 570 PLANT ECOLOGY (3)
BIO 572 LIMNOLOGY (3)
BIO 574 EXPERIMENTAL MARINE ECOLOGY (6)
BIO 578 MICROBIAL ECOLOGY (3)
BIO 580 POPULATION AND QUANTITATIVE GENETICS (3)
BIO 660 ORGANIC EVOLUTION (3)
BIO 663 BIOGEOGRAPHY (3)
BIO 670 ADVANCED ECOLOGY (3)
BIO 100 PRINCIPLES OF BIOLOGY (3)
BIO 100L PRINCIPLES OF BIOLOGY LAB (1)
BIO 154 THE ART AND SCIENCE OF HUMAN MOVEMENT (3)
BIO 284 BOTANY (4)
BIO 284H BOTANY - HONORS (4)
BIO 300 HUMAN BIOLOGY (1)
BIO 301 SCIENCE, RELIGION & REALITY (3)
BIO 302 RELEVANCE OF SCIENCE (3)
BIO 320 GENERAL PATHOLOGY (3)
BIO 322 ENTOMOLOGY (4)
BIO 326 ECOLOGY (3)
BIO 331 DEVELOPMENTAL BIOLOGY (4)
BIO 338 PHYSIOLOGY OF EXERCISE (3)
BIO 340 GENETICS AND EVOLUTION (3)
BIO 340H GENETICS AND EVOLUTION - HONORS (3)
BIO 360 BIOMECHANICS (3)
BIO 366 BEHAVIOR OF ANIMALS (3)
BIO 372 REVOLUTIONARY THOUGHT IN BIOLOGY (3)
BIO 373 MARINE BIOLOGY (3)
BIO 374 ECONOMIC BOTANY (3)
BIO 375 INFECTIOUS DISEASE (3)
BIO 376 INDUSTRIAL MICROBIOLOGY AND BIOTECHNOLOGY (4)
BIO 401C IMMUNOBIOLOGY (4)
BIO 410 PHYCOLOGY (3)
BIO 411 MYCOLOGY (3)

BIO 415 PLANT TAXONOMY (4)
BIO 416 GROSS HUMAN ANATOMY (4)
BIO 420C ADVANCED EXERCISE PHYSIOLOGY (3)
BIO 425C ANIMAL PHYSIOLOGY (3)
BIO 425L ANIMAL PHYSIOLOGY LAB (1)
BIO 435C EVOLUTIONARY BIOLOGY (3)
BIO 471 MICROBIAL ECOLOGY (3)
BIO 471C MICROBIAL ECOLOGY (3)
BIO 475 PARASITOLOGY (4)
BA 642 DECISION MODELING & SIMULATION (3)
BA 643 BUSINESS CONSULTING PRACTICUM (3)
BA 650 SYSTEMS, ORIENTATION, AND TRAINING (1)
BA 651 CUSTOMERS, MARKETS, AND ORGANIZATIONS (4)
BA 652 MANAGING PEOPLE AND PROCESSES (3)
BA 659 STRATEGY AND LEADERSHIP (3)
CIE 499 INTERNATIONAL STUDY (1-24)
CHM 360 FUNDAMENTAL BIOCHEMISTRY (3)
CHM 360L FUNDAMENTAL BIOCHEMISTRY LAB (1)
CHM 440 ENVIRONMENTAL CHEMISTRY (3)
CHM 535 DRUG DISCOVERY (3)
CHM 565 CHEMICAL TOXICOLOGY (3)
CENE 281L WATER QUALITY LAB (1)
CENE 282L AIR AND SITE INVESTIGATIONS LAB (1)
CENE 430 AIR POLLUTION CONTROLS DESIGN (3)
CENE 433 HYDROLOGY AND FLOOD CONTROL (3)
CENE 435 ENVIRONMENTAL BIOTECHNOLOGY (3)
CENE 462 WATER QUALITY MODELING (3)
CENE 468 ENGINEERING IN NATURAL SYSTEMS: RIVERS AND STREAMS (3)
CENE 480 ENVIRONMENTAL TRANSPORT PROCESSES (3)
CENE 502 PRINCIPLES OF ENVIRONMENTAL TRANSPORT PROCESSES (3)
CENE 550 GEOTECHNICAL EVALUATION AND DESIGN (3)
CENE 551 GEOTECHNICAL EARTHQUAKE ENGINEERING (3)
CENE 560 CLASSICAL OPEN CHANNEL FLOW (3)
CENE 562 WATER QUALITY MODELING (3)
COM 323 INTERNATIONAL COMMUNICATION THEORY (1-12)
COM 425 MASS COMMUNICATION AND HUMAN BEHAVIOR (3)
COM 450 THE FUTURE OF COMMUNICATION (3)
COM 470 COMMUNICATION ETHICS (3)
COM 472 GLOBAL COMMUNICATION STRATEGIES (3)
COM 525 MASS COMMUNICATION AND HUMAN BEHAVIOR (3)
COM 530 CULTURAL, PSYCHOLOGICAL, AND SOCIAL ASPECTS OF DRESS (3)
CST 111 FUNDAMENTALS OF PUBLIC SPEAKING (3)
CST 112 EFFECTIVE LISTENING (1)
CST 151 INTRODUCTION TO INTERPERSONAL COMMUNICATION (3)
CST 311 ADVANCED PUBLIC SPEAKING (3)
CST 315 BUSINESS AND PROFESSIONAL SPEAKING (3)
CST 323 INTERCULTURAL COMMUNICATION (3)
CST 465 AMERICAN POLITICAL COMMUNICATION (3)

CST 477 MEDIATION AND CONFLICT MANAGEMENT (3)
CST 565 AMERICAN POLITICAL COMMUNICATION (3)
CST 568 COMMUNICATION, TECHNOLOGY, AND SOCIETY (3)
CST 572 ORGANIZATIONAL COMMUNICATION (3)
CIS 490 MANAGEMENT OF INFORMATION ASSURANCE AND SECURITY (3)
CM 120 BUILDING THE HUMAN ENVIRONMENT (3)
CM 120H BUILDING THE HUMAN ENVIRONMENT - HONORS (3)
CM 123 CONSTRUCTION METHODS I (3)
CM 124 CONSTRUCTION METHODS II (3)
CM 303 DESIGN AND PRESERVATION (3)
CM 401 ETHICS IN THE BUILDING AND ENGINEERING INDUSTRY (1)
CCJ 250 CRIMINOLOGY (3)
CCJ 340 WHITE COLLAR AND CORPORATE CRIME (3)
CCJ 341 POLITICAL CRIME (3)
CCJ 345 HUMAN & CULTURAL RELATIONSHIPS (3)
CCJ 385 SECURITY IN A GLOBALIZED WORLD (3)
CCJ 422 POWER, CONTROL, AND JUSTICE (3)
CCJ 475C GLOBAL JUSTICE (3)
CCJ 480C CONTEMPORARY ISSUES IN CRIMINAL JUSTICE (3)
CCJ 515 WORLD INDIGENOUS PEOPLE AND JUSTICE (3)
CCJ 616 HUMAN RIGHTS AND TRANSNATIONAL JUSTICE (3)
CCJ 625 POWER, DISCIPLINE, AND JUSTICE (3)
ECO 456 INTERNATIONAL ECONOMIC DEVELOPMENT (3)
ECO 481 PUBLIC CHOICE (3)
EDF 483 THE ROLE OF EDUCATION IN SOCIETY (3)
EDF 500 CULTURAL FOUNDATIONS OF EDUCATION (3)
EDL 623 PUBLICITY AND POLITICS OF EDUCATION (3)
EDL 630 LEADERSHIP DEVELOPMENT (3)
EPS 416 LEADERSHIP SKILLS FOR ORIENTATION LEADER (3)
EPS 590 DRUG AND ALCOHOL ABUSE: PREVENTION AND TREATMENT (3)
EPS 590H DRUG AND ALCOHOL ABUSE: PREVENTION AND TREATMENT - HONORS (3)
EE 401 POWER SYSTEMS (3)
EE 434 WIRELESS COMMUNICATION AND NETWORKING (3)
EE 531 WIRELESS DIGITAL COMMUNICATION I: INTRODUCTION (1)
EE 532 WIRELESS DIGITAL COMMUNICATION II: PHYSICAL LAYER CHALLENGES (1)
EE 533 WIRELESS DIGITAL COMMUNICATION III: ENGINEERING THE SOLUTIONS (1)
EE 534 WIRELESS COMMUNICATIONS AND NETWORKING (3)
ENTY 240 INTRODUCTION TO ENTREPRENEURSHIP (3)
ENTY 320 INNOVATION AND CREATIVITY (3)
ENTY 360 NEW VENTURE CREATION, GROWTH AND STRATEGY (3)
ENTY 380 ENTREPRENEURIAL FUNDING AND PLAN DEVELOPMENT (3)
ENV 530 ARID LAND GEOMORPHOLOGY (3)
ENV 571 MICROBIAL ECOLOGY (3)
ES 300 GLOBAL RACE AND ETHNIC RELATIONS (3)
ES 356 RACE, POWER AND POLITICS (3)
EXS 510 PHYSIOLOGY OF AGING (3)
FIN 190 PERSONAL FINANCE (3)
FIN 250 INVESTING FOR INDIVIDUALS (3)

FIN 303 CONCEPTS IN FINANCE (3)
FIN 311 PRINCIPLES OF FINANCE (3)
FIN 350 CORPORATE MANAGERIAL FINANCE (3)
FIN 442 STUDENT MANAGED INVESTMENT FUN - FIXED INCOME EMPHASIS (3)
FOR 101 FORESTRY INTRODUCTION (3)
FOR 199 SPECIAL TOPICS (3)
FOR 211 FOREST MEASUREMENTS (3)
FOR 212 TREES AND FORESTS OF NORTH AMERICA (2)
FOR 213 ECOLOGY AND MANAGEMENT OF FOREST SOILS (3)
FOR 220 INTRODUCTION TO FOREST AND RANGE PLANTS (2)
FOR 230 MULTICULTURAL PERSPECTIVES OF NATURAL RESOURCE MANAGEMENT (3)
FOR 240 INTRODUCTION TO CONSERVATION BIOLOGY (3)
FOR 240H INTRODUCTION TO CONSERVATION BIOLOGY - HONORS (3)
FOR 250 ARIZONA FORESTS AND WILDLIFE (3)
FOR 250H ARIZONA FORESTS AND WILDLIFE - HONORS (3)
FOR 251 INTRODUCTION TO WILDLAND FIRE (3)
FOR 255 INTERNATIONAL WILDLIFE ISSUES (3)
FOR 255H INTERNATIONAL WILDLIFE ISSUES (3)
FOR 270 NATIVE AMERICAN ECOLOGY (3)
FOR 313 FOREST ECOLOGY I (4)
FOR 314 FOREST ECOLOGY II (3)
FOR 315 SILVICULTURE PRINCIPLES (3)
FOR 316 SILVICULTURE APPLICATIONS (3)
FOR 317 SILVICULTURE AND FIRE APPLICATIONS (3)
FOR 323W FOREST MANAGEMENT I (3)
FOR 324W FOREST MANAGEMENT II (3)
FOR 325W FOREST MANAGEMENT III (3)
FOR 326W FOREST MANAGEMENT IV (4)
FOR 351 FIRE MONITORING AND MODELING (3)
FOR 370 INDIGENOUS KNOWLEDGE : ECOLOGICAL IMPLICATIONS (3)
FOR 381 FOREST ECOSYSTEM MANAGEMENT (3)
FOR 382H ECOLOGICAL RESTORATION - HONORS (3)
FOR 410 MULTIPLE RESOURCES SILVICULTURE (3)
FOR 413C FOREST ECOSYSTEM ASSESSMENT I (3)
FOR 414C FOREST ECOSYSTEM ASSESSMENT II (3)
FOR 415 FORESTRY IN DEVELOPING COUNTRIES (3)
FOR 423C FOREST ECOSYSTEM PLANNING I (3)
FOR 425 FOREST MANAGEMENT APPLICATIONS IN GIS (3)
FOR 424C FOREST ECOSYSTEM PLANNING II (3)
FOR 443 ECOLOGY AND MANAGEMENT OF INTRODUCED SPECIES IN FORESTS AND RANGELANDS (3)
FOR 444 WILDERNESS MANAGEMENT FOR PROFESSIONALS (3)
FOR 445 WILDERNESS MANAGEMENT (3)
FOR 447 HUMAN-FOREST INTERACTIONS FROM COMMUNITY PERSPECTIVE (3)
FOR 450 FIRE ECOLOGY FOR PROFESSIONALS (3)
FOR 451 FIRE ECOLOGY AND MANAGEMENT (3)
FOR 452 FOREST PATHOLOGY (3)
FOR 453 FOREST INSECTS (3)
FOR 454 FOREST HEALTH (3)

FOR 465 WATERSHED RESTORATION (3)
FOR 493 NATURAL RESOURCE ECONOMICS (3)
FOR 500 ECOSYSTEM SCIENCE AND MANAGEMENT PRINCIPLES (3)
FOR 503 MANAGEMENT SCIENCE MODELING FOR MULTI-RESOURCE MANAGEMENT (3)
FOR 504 FOREST WILDLIFE ECOLOGY AND MANAGEMENT (3)
FOR 515 FORESTRY IN DEVELOPING COUNTRIES (3)
FOR 521 ADVANCED TOPICS IN ECOSYSTEM ECOLOGY AND WILDLAND SOILS (3)
FOR 525 GIS AND SPATIAL TECHNIQUES IN FORESTRY (3)
FOR 541 WOOD PRODUCTS (3)
FOR 542 PRINCIPLES OF WOOD SCIENCE AND TECHNOLOGY (3)
FOR 543 ECOLOGY AND MANAGEMENT OF INTRODUCED SPECIES IN FORESTS AND RANGELANDS (3)
FOR 544 LANDSCAPE ECOLOGY (3)
FOR 545 RANGELAND ECOLOGY AND MANAGEMENT (3)
FOR 551 FIRE ECOLOGY AND MANAGEMENT (3)
FOR 551L FIRE ECOLOGY AND MANAGEMENT LAB (1)
FOR 552 FOREST TREE DISEASES (3)
FOR 553 FOREST ENTOMOLOGY (3)
FOR 554 INTEGRATED FOREST HEALTH (3)
FOR 560 WETLAND ECOLOGY AND MANAGEMENT (3)
FOR 563 WATERSHED HYDROLOGY (3)
FOR 565 WATERSHED RESTORATION (3)
FOR 565 WATERSHED RESTORATION (3)
FOR 580 ECOLOGICAL RESTORATION PRINCIPLES (3)
FOR 582 ECOLOGICAL RESTORATION APPLICATIONS (3)
FOR 590 ECONOMIC AND SOCIAL ISSUES IN FOREST RECREATION DEVELOPMENT (3)
FOR 593 NATURAL RESOURCE ECONOMICS (3)
FOR 603 FOREST BIOMETRICS (3)
FOR 604 WILDLIFE HABITAT RELATIONSHIPS (3)
FOR 605 NATURAL RESOURCES POLICY ANALYSIS (3)
FOR 625 APPLIED CONSERVATION BIOLOGY (3)
FOR 633 ECOLOGICAL ECONOMICS (3)
GSP 148 FOODS OF THE US (3)
GSP 365 FUNDAMENTALS OF WEATHER AND CLIMATE (4)
GSP 402 ENVIRONMENTAL IMPACT STATEMENTS (3)
GSP 421 LAND USE PLANNING LAW AND ETHICS (3)
GSP 501 COMMUNITIES AND PUBLIC PLANNING (3)
GSP 545 COMMUNITY PLANNING AND PUBLIC HEALTH (3)
GLG 101 PHYSICAL GEOLOGY (3)
GLG 101H PHYSICAL GEOLOGY - HONORS (3)
GLG 102 HISTORICAL GEOLOGY (3)
GLG 107 OCEANOGRAPHY (3)
GLG 190 THE PLANETS (3)
GLG 190H THE PLANETS-HONORS (3)
GLG 190L THE PLANETS LAB (1)
GLG 265 EARTHQUAKES (3)
GLG 265L EARTHQUAKES LAB (1)
GLG 304 GEOLOGY OF ARIZONA (4)
GLG 304H GEOLOGY OF ARIZONA - HONORS (4)

GLG 306 MARINE GEOLOGY AND THE EVOLUTION OF OCEAN BASINS (3)
 GLG 309 MINERALOGY: INTRODUCTION TO EARTH MATERIALS (4)
 GLG 315 PETROLOGY (4)
 GLG 315H PETROLOGY (4)
 GLG 360 APPLIED GEOLOGY (4)
 GLG 445C EARTH SCIENCE CAPSTONE (1)
 GLG 451 HYDROGEOLOGY (4)
 GLG 470 PHYSICS AND CHEMISTRY OF EARTH (3)
 GLG 520 VOLCANOLOGY (4)
 GLG 542 ADVANCED STRUCTURAL GEOLOGY (3)
 GLG 561 REGIONAL TECTONICS (3)
 GLG 567 GIS FOR GEOLOGY AND ENVIRONMENTAL SCIENCES USING ESRI ARCGIS (3)
 GLG 575 GEOCHEMISTRY OF NATURAL WATERS (4)
 GLG 596 QUATERNARY CLIMATE CHANGE (3)
 GLG 602 TOPICS IN EARTH SCIENCE (3)
 GLG 607 EARTH HISTORY (3)
 GLG 670 ADVANCED HYDROGEOLOGY (4)
 GRT 310 BIOPHYSICAL AGING (3)
 GRT 360 SOCIOCULTURAL AGING (3)
 GRT 360W SOCIOCULTURAL AGING (3)
 GRT 460 AGING AND HEALTH (3)
 GRT 410 SEMINAR ON CURRENT GERONTOLOGY ISSUES (3)
 GCS 299 SPECIAL TOPICS (1-3)
 GCS 351 SOUTHWESTERN ARCH (3)
 GCS 350 MANAGING THE GRAND CANYON (1-3)
 GCS 352 GRAND CANYON AESTHETICS: STUDIES IN PAINTING, PHOTOGRAPHY, ARCHITECTURE, AND LITERATURE (3)
 HPI 600 THE DYNAMICS, STRUCTURE, AND MANAGEMENT OF INTERDISCIPLINARY RESEARCH (3)
 HPI 601 RESPONSIBLE CONDUCT OF SCIENCE AND REGULATORY PRINCIPLES FOR HUMAN RESEARCH (2)
 HPI 698 INTERDISCIPLINARY HEALTH POLICY GRADUATE SEMINAR (3)
 HS 510 CURRENT TOPICS IN HEALTH POLICY (3)
 HS 515 HEALTH SERVICES FINANCE (3)
 HS 520 HEALTH DISPARITIES (3)
 HS 571 CONTEMPORARY RURAL HEALTH ISSUES (3)
 HS 574 HEALTH ADMINISTRATION AND POLICY (3)
 HS 577 SOCIOCULTURAL AND BEHAVIORAL ASPECTS OF PUBLIC HEALTH (3)
 HS 585 SUBSTANCE ABUSE PREVENTION FOR HEALTH PROFESSIONALS (3)
 HS 200 HEALTHY LIFESTYLES (3)
 HS 205 FOUNDATIONS OF PUBLIC HEALTH (3)
 HS 300 HUMAN DISEASES (3)
 HS 301 SPECIAL TOPICS IN HEALTH PROMOTION (1-3)
 HS 305 THEORIES OF HEALTH BEHAVIORS (3)
 HS 306 METHODS FOR COMMUNITY HEALTH PROMOTION (3)
 HS 308 HEALTH-PROMOTION PRACTICUM (3)
 HS 313 ENVIRONMENTAL HEALTH (3)
 HS 325 GROWTH AND MOVEMENT BEHAVIOR (3)
 HS 379 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND SPORT (3)
 HS 390W CURRENT HEALTH ISSUES (3)

HS 402 ORGANIZATION OF COORDINATED SCHOOL HEALTH PROGRAMS (3)
HS 403 PLANNING, IMPLEMENTING AND EVALUATING HEALTH PROMOTION PROGRAMS (3)
HS 404 PRINCIPLES OF EPIDEMIOLOGY (3)
HS 415 PLANNING AND IMPLEMENTING SCHOOL HEALTH EDUCATION (3)
HS 425 PLANNING AND IMPLEMENTING SCHOOL PHYSICAL EDUCATION (3)
HS 471 HEALTH ISSUES OF THE SOUTHWEST (3)
HON 292 TOPICS IN CULTURAL UNDERSTANDING: WORLD CULTURES AND GLOBAL CITIZENSHIP (3)
HON 294 TOPICS IN SOCIAL AND POLITICAL WORLDS: INDIVIDUAL AND SOCIETY (3)
HA 240 FOOD SERVICE SYSTEMS MANAGEMENT (3)
HA 243 COMMERCIAL FOOD SERVICE OPERATIONS (3)
HA 284 INTERNATIONAL TRAVEL AND TOURISM (3)
HA 325 FACILITIES, EQUIPMENT AND LAYOUT (1)
HA 335 HOSPITALITY LAW (3)
HA 345 HOSPITALITY HUMAN RESOURCES MANAGEMENT (3)
HA 380 GLOBAL ISSUES IN HOSPITALITY (3)
HA 401 RESORT OPERATIONS (3)
HA 407 MEETINGS, EVENTS, AND CONVENTIONS INDUSTRY MANAGEMENT (3)
HA 411 CLUB MANAGEMENT (3)
HA 415 HOSPITALITY INDUSTRY REVENUE MANAGEMENT (3)
HA 477 GAMING AND CASINO MANAGEMENT (3)
HUM 373 NATURE AND VALUES (3)
HUM 382 WORLD PERSPECTIVES IN HUMANITIES (3)
HUM 382H WORLD PERSPECTIVES IN HUMANITIES - HONORS (3)
HUM 395 PUBLIC HUMANITIES (3)
HUM 395H PUBLIC HUMANITIES - HONORS (3)
HUM 475 HUMAN NATURE AND VALUES (3)
HUM 480 HUMANISTIC CROSSROADS (3)
HUMY 205 TECHNOLOGY AND HUMAN VALUES (3)
ID 110 INTRODUCTION TO INTERIOR DESIGN (3)
ID 221 DESIGN METHODOLOGIES (3)
ID 224 ARCHITECTURAL RENDERING (3)
ID 240 TEXTILES FOR THE BUILT ENVIRONMENT (3)
ID 322 INTERIOR DESIGN MATERIALS AND PROCESSES (3)
ID 326W INTERIOR CODES AND REGULATIONS (3)
ID 421 INTERIOR LIGHTING AND ACOUSTICS (3)
LS 500 COLLECTION DEVELOPMENT (3)
LS 501 REFERENCE (3)
MGT 560 ENTREPRENEURSHIP (3)
MGT 101 INTRODUCTION TO BUSINESS (3)
MGT 300 MANAGING, ORGANIZING AND LEADING (3)
MGT 300I INTEGRATED BUSINESS SEMINAR - MANAGEMENT (3)
MGT 301 PRODUCTION AND OPERATIONS MANAGEMENT (3)
MGT 301 PRODUCTION AND OPERATIONS MANAGEMENT (3)
MGT 310 HUMAN RESOURCES MANAGEMENT (3)
MGT 311 LEADERSHIP (3)
MGT 350H BUSINESS COMMUNICATION - HONORS (3)
MGT 350IW INTEGRATED BUSINESS SEMINAR - BUSINESS COMMUNICATION (3)
MGT 350W BUSINESS COMMUNICATION (3)

MGT 375 ORGANIZATIONAL BEHAVIOR (3)
MGT 380 TOPICS IN COMPARATIVE INTERNATIONAL BUSINESS PRACTICES (3)
MGT 405 INTERNATIONAL MANAGEMENT (3)
MGT 435 NEW VENTURE PLANNING AND BUSINESS PLANS (3)
MGT 436 ISSUES IN HUMAN RESOURCE MANAGEMENT (3)
MGT 470C BUSINESS IN SOCIETY (3)
MKT 430 MARKETING CHANNELS AND SUPPLY CHAIN MANAGEMENT (3)
ME 510 FINITE ELEMENT ANALYSIS (3)
ME 530 ADVANCED THERMAL ANALYSIS (3)
ME 540 COMBUSTION (3)
ME 555 MANUFACTURING SYSTEMS ENGINEERING AND MANAGEMENT (3)
ME 340 MATERIALS SCIENCE (3)
MER 135 MERCHANDISE BUYING (3)
MER 235 EVALUATING APPAREL QUALITY (3)
MER 331 MERCHANDISING PLANNING AND CONTROL (3)
MS 102 BASIC LEADERSHIP (1)
MS 130 LEADERSHIP LAB (1)
MS 131 LEADERSHIP LAB (1)
MS 201 LEADERSHIP AND TEAMWORK (2)
MS 230 LEADERSHIP AND TEAMWORK LAB (1)
MS 231 LEADERSHIP LAB (1)
MS 289 LEADERSHIP INTERNSHIP (6)
MS 301 LEADERSHIP AND PROBLEM SOLVING (3)
MS 401 LEADERSHIP AND MANAGEMENT (3)
MUS 600 THEORY PEDAGOGY (3)
NAUY 310 LEADERSHIP IN THE 21ST CENTURY (3)
NAU 100 TRANSITION TO COLLEGE (1)
NUR 113 CURRENT ISSUES FOR HEALTH PROFESSIONS (1-3)
NUR 215 PHARMACOLOGY (3)
NUR 329 INTRODUCTION TO HEALTH POLICY (1)
NUR 332 NURSING ASSESSMENT AND PROCESS (3)
NUR 450C NURSING LEADERSHIP (3)
NUR 570 EPIDEMIOLOGY (3)
PRM 200 PROFESSIONAL DEVELOPMENT (1)
PRM 202 INTRODUCTION TO CAVING (1)
PRM 203 INTRODUCTION TO WHITERIVER RAFTING (1)
PRM 203H INTRO TO WHITEWATER RAFTING - HONORS (1)
PRM 204 WILDERNESS FIRST AID AND HEALTHCARE PROVIDER CPR (1)
PRM 209 INTRODUCTION TO BACKPACKING (1)
PRM 210 INTRODUCTION TO KAYAKING (1)
PRM 212 BASIC SAFETY SYSTEMS (1)
PRM 213 INTRODUCTION TO MOUNTAIN BIKING (1)
PRM 214 CHALLENGE COURSE FACILITATOR (2)
PRM 220 INTRODUCTION TO PARKS AND RECREATION (3)
PRM 230 INTRODUCTION TO PARK MANAGEMENT (3)
PRM 252 RECREATION LEADERSHIP AND SUPERVISION (3)
PRM 308 PRACTICUM IN PARKS AND RECREATION MANAGEMENT (3)
PHI 332 HEALTH CARE ETHICS (3)

PHI 332H HEALTH CARE ETHICS - HONORS (3)
PHI 332W HEALTH CARE ETHICS (3)
PHIY 110 INTRODUCTION TO CRITICAL THINKING (3)
PHIY 111 INTRODUCTION TO MORAL AND SOCIAL PHILOSOPHY (3)
PHS 510 TEACHING METEOROLOGY (3)
PHS 101 PHYSICAL SCIENCE IN EVERYDAY LIFE (4)
PHS 300W ISSUES IN SCIENCE, TECHNOLOGY AND SOCIETY (3)
GSP 120 BUILDING THE HUMAN ENVIRONMENT (3)
GSP 130 MAPPING THE WORLD (3)
GSP 148 FOODS OF THE US (3)
GSP 150 PHYSICAL GEOGRAPHY (4)
GSP 201 COMMUNITIES, PLANNING AND CHANGE (3)
GSP 206 PUBLIC PARTICIPATION AND COMMUNICATION (3)
GSP 303 COMMUNITY DESIGN AND HISTORIC PRESERVATION (3)
GSP 432 COMMUNITY AND URBAN GIS (3)
POS 527 ETHICS OF PUBLIC ADMINISTRATION AND MANAGEMENT (3)
POS 541 PUBLIC MANAGEMENT (3)
POS 555 SCIENCE, POLITICS AND THE ENVIRONMENT (3)
POS 642 HUMAN RESOURCES ADMINISTRATION (3)
POS 684 ISSUES IN GLOBAL SOCIETY (3)
POS 110 AMERICAN POLITICS (3)
POS 120 WORLD POLITICS (3)
POS 241 STATE AND LOCAL POLITICS (3)
POS 314 POLITICAL PARTICIPATION (3)
POS 316 CONGRESSIONAL POLITICS (3)
POS 317 JUDICIAL POLITICS (3)
POS 335 POLITICAL ECONOMY (3)
POS 445 CONSTITUTIONAL LAW: SEPARATION OF POWERS AND FEDERALISM (3)
POS 446 CONSTITUTIONAL LAW: CIVIL LIBERTIES AND RIGHTS (3)
POS 455 POLITICAL ECOLOGY (3)
PM 681 PROJECT OPERATIONS (3)
PM 689 PROJECT ADMINISTRATION (3)
PSY 635 SOCIAL PSYCHOLOGY (3)
PSY 636 SOCIAL AND BEHAVIORAL EPIDEMIOLOGY (3)
PSY 655 PSYCHOLOGY OF PERCEPTION (3)
PSY 681 TECHNIQUES OF BEHAVIOR CHANGE (3)
PSY 250 SOCIAL PSYCHOLOGY (3)
PSY 255 INTRODUCTION TO COGNITIVE & BEHAVIORAL NEUROSCIENCE (3)
PSY 255H INTRODUCTION TO COGNITIVE AND BEHAVIORAL NEUROSCIENCE (3)
PSY 260 COGNITIVE PSYCHOLOGY (3)
PSY 370 MOTIVATION AND EMOTION (3)
PSYY 230 INTRODUCTION TO STATISTICS IN THE SOCIAL AND BEHAVIORAL SCIENCES (3)
PAS 224 INTRODUCTION TO PUBLIC AGENCY ADMINISTRATION (3)
PAS 301 INTRODUCTION TO PUBLIC AGENCY ADMINISTRATION (3)
PAS 401 MANAGING CHANGE IN 21ST CENTURY ORGANIZATIONS (3)
PAS 411 ETHICS, POLICY AND ADMINISTRATION (3)
QS 502 QUATERNARY PEDOLOGY (3)
QS 596 QUATERNARY CLIMATE CHANGE (3)

QS 671 QUATERNARY PALEOECOLOGY (3)
QS 672 QUATERNARY POLLEN ANALYSIS (4)
SOC 512 RACE, CLASS AND GENDER IN THE U.S. (3)
SOC 334W SOCIOLOGY OF COMMUNITY (3)
SOC 360 SOCIOCULTURAL AGING (3)
SOC 360W SOCIOCULTURAL AGING (3)
SOC 414 POPULATION AND DEMOGRAPHY (3)
SOC 415 SOCIOLOGY OF GLOBALIZATION (3)

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

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

42

The total number of departments that offer courses :

48

A list of departments that offer sustainability courses :

Accounting
Anthropology
Applied Indigenous Studies
Asian Studies
Biology
Business Administration
Chemistry
Civil Engineering, CM, Env Engineering
Communication Sciences & Disorders
Comparative Cultural Studies
Computer Information Systems
Criminology & Criminal Justice
Economics
Educational Leadership
Educational Psychology
Educational Specialties
Electrical Engineering & Computer Science
English
Ethnic Studies
Finance
Forestry
Geography, Planning, & Recreation

Health Sciences
History
HRM
Latin American Studies
Management
Marketing
Mechanical Engineering
Modern Languages
Philosophy
Physical & Astronomy
Physical Therapy & Athletic Training
Politics & International Affairs
Psychology
School of Art
School of Comm
School of Earth Sci & Env Sustainability
School of Nursing
Sociology/Social Work
Sustainable Communities
Women's & Gender Studies

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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 :

3412

Total number of graduates :

4973

A list of degree programs that have sustainability learning outcomes :

Comparative Cultural Studies

History

Modern Languages

School of Art

Theatre

Masters Sustainable Communities

Masters Climate Science and Solutions

Masters in Student Affairs Counseling

Computer Science

Earth Sciences-Environmental Sustainability

Engineering Core

Environmental Engineering

Mechanical Engineering

Civil Engineering

Forestry

Dental Hygiene

All Business Programs

Economics

Hotel & Restaurant Mgmt.

Educational

Business and Administration

Anthropology

Ethnic Studies

Politics & Int'l Affairs

School of Communication

Sociology

Social Work

Women's and Gender Studies

University Honor's Program

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 :

A copy of the sustainability course inventory :

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

Undergraduate Program in Sustainability

Responsible Party

Blase Scarnati

Director: University First Year Seminar Program and Global Learning
First Year Seminar

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) :

Environmental Studies

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

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

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

B.S. Environmental Sciences: Environmental Administration and Policy

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

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

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

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

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

Graduate Program in Sustainability

Responsible Party

Blase Scarnati

Director: University First Year Seminar Program and Global Learning
First Year Seminar

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) :

Masters of Sustainable Communities

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

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

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

M.S. in Environmental Sciences and Policy

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

<http://www.cefn.s.nau.edu/Academic/CSE/degrees.shtml>

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

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

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

Sustainability Immersive Experience

Responsible Party

Rod Parnell

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

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(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 :

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

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

<http://www.cefn.s.nau.edu/Orgs/GCS/>

Sustainability Literacy Assessment

Responsible Party

Eva Putzova

Sr. Policy & Planning Analyst

Planning & Research

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? :

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

Responsible Party

Blase Scarnati

Director: University First Year Seminar Program and Global Learning
First Year Seminar

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? :

Yes

A brief description of the program(s) :

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

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

There is a stipend associated with the GLI implementation.

The website URL where information about the program is available :

<http://www4.nau.edu/gli/>

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.

Credit
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

Responsible Party

Shelley Silbert

Chair Environmental Caucus

VP for Research Office

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? :

Yes

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

NAU's definition of sustainability research is adapted from the definition of sustainability as approved by the Faculty Senate in January 2010 in the university's "Global Learning Initiative":

Sustainability research and scholarly activities focus on ethical and responsible interactions with the natural world to create systems that further long-term social equity, economic prosperity, and healthy functioning of ecological systems. This includes, for example, the following issues:

- a. how culture determines how we construct the appropriate use of environmental resources.
- b. the connection between responsible engagement with the environment and global citizenship.
- c. the scientific basis of environmental sustainability.
- d. the vocabulary and concepts around environmental sustainability (e.g., finite and renewable resources, environmental footprint, global commons, peak oil).
- e. the role of human interactions with the environment and its relation to the root causes of many global problems.

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

Yes

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

An inventory of all funded research projects was made using a database query of awards made over the past two fiscal years to researchers at NAU, focusing on key words within the title and project abstracts.

Keywords used were:

Sustainab*, Environment*, Eco*, Climat*, Carbon, Global change, Renewable, Conservation, Green, Population, Water, Energy, Food, Waste, Earth, Water, River*, Riparian, Solar, *diversity, Rare, Endangered, Threatened, Wildlife.

Once this query was returned, the spreadsheet was reviewed and projects not related to environmental and social sustainability were removed (e.g. the term “solar” brought up many research projects in astronomy that were deemed to be unrelated to NAU’s definition of sustainability research.)

Some research areas may have been missed using this method, but we believe this is a reasonable representation of the sustainability research conducted at the university.

Information put into the database included: Title of project, abstract for project, PI name, department name, and funding agency or sponsor.

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

Yes

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

<http://www.green.nau.edu/>

Faculty Engaged in Sustainability Research

Responsible Party

Shelley Silbert

Chair Environmental Caucus

VP for Research Office

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 :

112

The total number of faculty members engaged in research :

238

Names and department affiliations of faculty engaged in sustainability research :

See below.

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 :

[Faculty Involved in Sustainability Research, NAU.xlsx](#)

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

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Shelley Silbert

Chair Environmental Caucus

VP for Research Office

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 :

41

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

25

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

Anthropology
Biological Sciences
Business Administration
Chemistry & Biochemistry
Civil & Environmental Engineering
Community, Culture & the Environment
Criminology & Criminal Justice
Dental Hygiene
Education Specialties
Educational Leadership
Educational Psychology
Electrical Engineering
English
Forestry
Geography, Planning & Recreation
Geology
Health Sciences
Management
Mathematics & Statistics
Mechanical Engineering

Nursing
Psychology
School of Communication
School of Earth Sciences & Environmental Sustainability
Teaching and Learning

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

Responsible Party

Shelley Silbert

Chair Environmental Caucus

VP for Research Office

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? :

Yes

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

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

Hooper -

Applicants are encouraged to propose projects in the following areas:

- NAU campus sustainability
- local community-based sustainability projects
- environmentally sustainable business practices
- natural resources and ecosystem science/management
- environmental health in tribal and rural communities

Greenfund -

This funding can be applied towards any number of projects, ranging from reducing our carbon footprint, to using more renewable energy, to increasing recycling efforts on campus. As long as the project aims to improve the environment, the Green Fund can support it.

(

<http://green.nau.edu/greenfund.html>

)

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

<http://www.research.nau.edu/undergraduate/hooper.aspx>

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

Yes

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

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

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

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

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

<http://www.research.nau.edu/vpr/trif.aspx>

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Shelley Silbert

Chair Environmental Caucus

VP for Research Office

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 :

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

I. Principles and Values

This document describes the process of annual faculty review and promotion and tenure consideration within the College of Engineering, Forestry & Natural Sciences (CEFNS);

acknowledging the diversity of our strengths and reflecting our individual, collegial and institutional values. In this context, the process of faculty reviews and evaluations within all CEFNS units shall include:

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

The CEFNS values diversity in the ways an individual faculty member develops excellence in his or her academic career and contributes to the collective success of the department and college. In particular, the CEFNS encourages:

- an emphasis on students
- cross-disciplinary activities
- commitment to scholarship and professional involvement
- assessment for continuous improvement
- collegiality and professionalism
- service to the university and community.

See website for rest of document.

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

<http://www.cefns.nau.edu/Faculty/Forms/CEFNSApprovedProcessGuidelinesJanuary282009Final.pdf>

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.

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

Building Operations and Maintenance

Responsible Party

Agnes Drogi

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

Criteria

Institution owns and operates buildings that are:

1) Certified under 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" :

5730334 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 :

115859 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 :

62540 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

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

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

An electronic copy of the guidelines or policies :

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

These tech standards have been evolving and improving since 2007

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

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

The 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 :

Building Design and Construction

Responsible Party

Agnes Drogi

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

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the 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
-

Submission Note:

The eligible and certified space listed above includes the South Recreation fields which are NOT all building space (the building on site is 4500 sq ft) but were as a whole field system certified LEED Gold.

Building on site - 4500 sq ft

Fields - 168000 sq ft

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

New building space that meets "Eligible Buildings Criteria" :

374015 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 :

102015 Square Feet

New building space that is LEED Gold certified :

272000 Square Feet

New building space that is LEED Platinum certified :

0 Square Feet

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

<http://green.nau.edu/buildings.html>

An electronic copy of the guidelines or policies :

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

2008

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

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

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 :

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

Agnes Drogi

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

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 :

Total occupied building space :

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

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

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.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Jon Heitzinger

Project Manager: CAS Planning and Development
Capital Assets

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.

Submission Note:

Assumptions have been made for air travel and vehicle travel based on surveys from 2006. A new survey is being developed since NAU has developed programs to cut down on travel.

There is no accurate account for the amount of refrigerants on campus due to age of systems. This is not in the current calculations, but a plan is being developed to track.

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

The website URL where the GHG emissions inventory is posted :

http://www.mpcer.nau.edu/carbonproject/files/final_mitigation_report_2007.pdf

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

No

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? :

Yes

If yes, please specify :

Wastewater

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Jon Heitzinger

Project Manager: CAS Planning and Development
Capital Assets

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.

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

Scope 1 and 2 gross GHG emissions, 2005 :

53256.70 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005 :

5040

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

12817

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

5066

Scope 1 and 2 gross GHG emissions, performance year :

58074.60 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed offsets generated, performance year :

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

0 *Metric Tons of CO2 Equivalent*

List the start and end dates of the GHG emissions performance year :

On-campus residents, performance year :

7082

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

16693

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

6100

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

Air Travel Emissions

Responsible Party

Shelley Silbert

Chair Environmental Caucus

VP for Research Office

"---" 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? :

Yes

A brief description of the policies and/or programs :

A student intern is currently developing a travel offset program for the university. She is working in collaboration with the Office of Sustainability, the Environmental Caucus, Transportation Services, and the Comptroller to determine an effective way to track, report, and offset the emissions associated with both air and ground travel at the University.

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

Local Offsets Program

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

"---" 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 :

NAU has created a program of Community Based Action Research Teams. One of these teams is the Weatherizaion and Community Building Action Team or WACBAT. This has been a partnership between the Program in Community, Culture & Environment's Sustainable Environments and Engaged Democracy (SEED) Freshman Learning Community and the Master of Arts in Sustainable Communities (SUS) and Friends of Flagstaff's Future (F3).

Students work in a collaborative network, exercising leadership to weatherize homes as well as cultivate community relationships and capacities for environmental stewardship more generally. This project focuses on working with Flagstaff's private and public sectors in organizing people in Sunnyside and Southside (Flagstaff's two poorest neighborhoods) around house weatherization and retrofitting. Team members work with the City, County, NACOG (the preexisting retrofitting and weatherization providers here in Flagstaff), as well as community centers and private sector energy efficiency firms, to increase awareness of and education about these opportunities. The team also works directly with people in the installation and documentation of these weatherization and retrofitting projects. The most important part of this effort is working with the residents on increasing their awareness and creating a culture of environmental stewardship within Flagstaff in an economically sensible way. This project reduces Flagstaff's carbon footprint, generates economic savings in gas and electric bills that enhance affordability, and lays the ground work for advancing sustainable economic development in the greater Flagstaff region. WACBAT attracts environmentally minded students, faculty and staff who want to start making an environmental difference now.

Two exciting accomplishments this past year included a WACBAT 10-10-10 event with

[350.org](http://www.350.org)

that signed up Flagstaff residents for \$639,000 dollars worth of home energy retrofits, and successfully lobbying to the Arizona Corporation Commission (ACC) for a \$2.7 Million dollar revolving loan fund for future work through Unisource.

The website URL where information about the program is available :

<http://www2.nau.edu/community/node/20>

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.

Credit
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

Catherine Sullivan

Sustainability Specialist: NAU Campus Dining
NAU Dining

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..

Submission Note:

Stern Produce is a local Arizona food distributor we buy a majority of our produce from. We are actively working with Stern and our other food providers to accurately track which farm our produce is being harvested from. NAU sits at 7,000 feet elevation with dynamic weather patterns year around; this forces many Arizona farmers to grow farther south out of our 250 mile radius. We regularly purchase organic spring mix salad mix, Arizona grown fruits and vegetables when available. Our milk comes from Shamrock Farms an Arizona dairy which is rBST free. However without an efficient system to record which farm our produce is coming from a percentage is difficult to estimate.

"---" 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) :

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

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

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining
Dining Services

"---" 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?

:

Yes

A brief description of the trayless dining program :

Implemented in 2009 - no trays available in the all-you-can-eat dining halls or retail locations.

Energy...

It is estimated to save 522 KWH of power daily.

Reduction of food waste...

Trayless dining has been shown to reduce the amount of food

wasted because students only take what they can carry, and go back for seconds if they are still hungry.

Reduction of water use...

The elimination of trays in resident dining is estimated to save 200 gallons per 1000 meals served each day. A savings of about 1160 gallons of water a day, or 260,420 gallons in the academic year.

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 :

http://green.nau.edu/docs/Trayless_Dining.pdf

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining
Dining Services

"---" 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 :

At the two major dining halls on campus, there are always vegan and vegetarian options including a designated vegetarian/vegan station in the Hotspot. In addition, there is a retail store called the Oasis in the Student Union where natural, organic, and vegetarian to-go, frozen, and snack foods can be purchased.

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

<http://home.nau.edu/dining/menus.asp>

Trans-Fats

Responsible Party

Catherine Sullivan

Sustainability Specialist: NAU Campus Dining
NAU Dining

"---" 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 Chef's Pride cooking oil in our fryers which contains zero grams of trans-fats. The vegetable oil we use at our grill is also trans-fats free. We source only zero trans-fat foods.

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

Guidelines for Franchisees

Responsible Party

Catherine Sullivan

Sustainability Specialist: NAU Campus Dining
NAU Dining

"---" 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 :

Franchisees are operated by Sodexo who operated all NAU Campus Dining facilities, incorporating sustainability initiatives in their day to day operations. For example, NAU Campus Dining removed plastic bags from operations the fall of 2009 and all retail locations on campus including franchises complied. This eliminated the need for 33,000 plastic bags annually on our campus, or approximately 1 ton of carbon emissions. Reusable water bottles are provided for new students and refill discounts offered at all locations. This fall, styrofoam will be eliminated from all units, with Jamba Juice introducing a new cup.

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining
Dining Services

"---" 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 :

The Students for Sustainable Living and Urban Gardening (SSLUG) group works with the South Dining facility (The Dub) to collect pre-consumer food waste to be composted. This compost is then used in the community garden maintained by the same group. The group collects roughly 200 lbs of pre-consumer waste per week to be composted.

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

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

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

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

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

<http://home.nau.edu/studentlife/orgs/sslug.asp>

PostConsumer Food Waste Composting

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining

Dining Services

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

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

No

A brief description of the postconsumer food waste composting program :

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

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

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

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

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

Food Donation

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining
Dining Services

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

In our "all-you-can-eat" dining halls as well as through our catering department, we are able to donate trays of untouched food to the Northern Arizona Food Bank. This food surplus donation program was developed by a graduate student on campus in 2007 and implemented with the help and cooperation of the NAU Dining Services Department.

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

http://home.nau.edu/dining/social_responsibility.asp

Recycled Content Napkins

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining
Dining Services

"---" 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 :

NAU uses 100% recycled Tork napkins in all dining facilities.

The website URL where information about the purchasing is available :

http://home.nau.edu/dining/social_responsibility.asp

Reusable Container Discounts

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining

Dining Services

"---" 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? :

Yes

A brief description of the reusable mug program :

Reusable mugs can be taken to any retail or dining facility for a \$0.50 discount on any beverage.

Amount of the discount offered for using reusable mugs :

0.50

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 :

Reusable To-Go Containers

Responsible Party

Casey Fisher

Marketing Director: NAU Campus Dining

Dining Services

"---" 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.

Credit
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

Responsible Party

Jon Heitzinger

Project Manager: CAS Planning and Development
Capital Assets

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

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

Total building energy consumption, 2005 :

522357.47 MMBtu

Building space, 2005 :

4734396 Gross Square Feet

Total building energy consumption, performance year :

609830.24 MMBtu

Building space, performance year :

5730334 Gross Square Feet

List the start and end dates of the energy consumption performance year :

Responsible Party

Jon Heitzinger

Project Manager: CAS Planning and Development
Capital Assets

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

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :

941 MMBtu

Option 2: Non-electric renewable energy generated :

0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :

0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :

0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :

0 MMBtu

Total energy consumed during the performance year :

609830 MMBtu

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

Northern Arizona University has installed a 163 Kwh photovoltaic farm which is the first of a series of renewable energy installations on the campus to include wind and biomass. In addition, Northern Arizona University is working as an investor and consultant with both private and public entities developing large scale renewable energy projects.

A 160-kilowatt photovoltaic system donated by APS provides up to 20 percent of the electricity for the ARD building. This system is maintained and operated by APS so we do not measure the output. Also at ARD, a back-up heating system uses roof - mounted solar thermal panels. Light-harvesting technology adjusts office lighting by reading the brightness of the room. Automated shade controls regulate solar gain to keep building temperatures within a comfortable range.

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

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

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :

A brief description of cogeneration technologies deployed :

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

Timers for Temperature Control

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building? :

Yes

A brief description of the technology used :

In 13 buildings on campus, the Allerton Envision System helps to control temperature in the buildings based upon occupancy.

The percentage of building space (square footage) with timers for temperature control :

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building? :

Yes

A brief description of the technology used :

In 5 of the most recently constructed buildings on campus, motion sensors are used to turn on the lights when someone enters the room, and off when there is no movement for 10 minutes.

The percentage of building space with lighting sensors :

The website URL where information about the institution's use of the technology is available :

Responsible Party

Jon Heitzinger

Project Manager: CAS Planning and Development
Capital Assets

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit. :

Yes

A brief description of the technology used :

Northern Arizona University is currently testing 3 amber LED walkway lights to determine if they are Dark Skies Compliant. Dark Skies is a city ordinance established to protect the views of telescopes in the area.

LEDs are also planned for the lighting of a new parking garage.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features) :

The website URL where information about the institution's use of the technology is available :

Vending Machine Sensors

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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

Has the institution installed vending machine motion sensors for at least one vending machine? :

Yes

A brief description of the technology used :

In all Residence Halls on campus and in some of the academic/administrative buildings, we use the vending miser system to save energy when items are not being purchased from machines.

The percentage of vending machines with sensors :

The website URL where information about the institution's use of the technology is available :

Energy Management System

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location? :

Yes

A brief description of the management system :

Yes, the Allerton Envision System is used for 13 buildings on campus and allows for the metering and tracking of energy use in these buildings.

The percentage of building space monitored with a centralized energy management system :

A description of what systems are shut down during unoccupied periods :

The website URL where information about the institution's use of the technology is available :

Energy Metering

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building? :

Yes

A brief description of the metering system :

In the 13 buildings connected to the Allerton Envision System, electricity, steam, chilled water, and reclaimed water can be tracked.

The percentage of building space with energy metering :

The website URL where information about the metering system is available :

Grounds

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

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

Integrated Pest Management

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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
-

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

The size of the campus grounds :

738 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan :

650 Acres

A brief description of the IPM plan(s) :

All grounds maintenance is driven by IPM Principles. We do not treat any pests or areas unless it has become an issue. The surveys we use are most often visual, or incident driven. An example - NAU Grounds uses no pesticides unless we have a complaint or hazard situation (i.e. Bees or wasps attacking bystanders). We live trap all animal pests & relocate with the exception of gophers, these are kill trapped. We incorporate cultural practices such as mowing/weed eating and manual removal of weeds whenever possible. Our herbicide program incorporates pre-emergents in most landscaped areas, and spot treatment of weeds. By keeping on a regular schedule we are able to increase the areas covered while using the least amount of chemical possible. Through experimentation over a several year period, we have chosen the least toxic chemicals that maintain effective control, and apply at the lowest effective rate.

NAU's food procurement service Sodexo - Sodexo Sustainability Brochure in the Local Produce and Sustainability section. Sodexo is committed to aligning with our manufacture and distributor partners who actively support the action of Integrated Pest Management (IPM). IPM is the process of pesticide reduction and management which is a highly sustainable process to reduce run-off into our global water supplies.

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

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

Native Plants

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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

Does the institution prioritize the use of native plant species in landscaping? :

Yes

A brief description of the native plant program, policy, or practice :

Landscaping:

General:

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

Under Division 2 - Site work

Trees and Shrubs:

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

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

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

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land? :

Yes

A brief description of the wildlife habitat program, policy, or practice :

The NAU Campus is home to many kinds of wildlife: birds, foxes, skunks, ground squirrels, rock squirrels, etc. Only in the case of an animal becoming a nuisance or danger to the University community do we trap. In those cases the animal is relocated to an off-campus site in the forest.

NAU also has a Centennial Forest:

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

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

In April 2000, the two organizations came together once again to establish a much larger research, education, and demonstration forest spanning nearly 50,000 acres of forest, woodland, and grassland.

Note: This is not specifically for wildlife habitats but does provide a place for wildlife to inhabit thus fulfilling the purpose of this credit.

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

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

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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

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

No

A brief description of the institution's Tree Campus USA program :

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

Snow and Ice Removal

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal? :

Yes

A brief description of the snow and ice removal program, policy, or practice :

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

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

Landscape Waste Composting

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings? :

Yes

A brief description of the composting or mulching program :

Yes, NAU Grounds department composts and mulches much of the waste that comes from grounds keeping, including grass and trimmings. As NAU's organic garden program expands, the NAU Grounds department has worked collaboratively with student groups and the NAU Campus Organic Gardener to share compost and mulch for the organic gardens.

The percentage of landscape waste that is mulched or composted onsite :

The percentage of landscape waste that is mulched or composted off-site :

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

Purchasing

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

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :

No

The website URL where the EPEAT policy, directive, or guidelines are posted :

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

We are in the process of pursuing this initiative.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)? :

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

"---" 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? :

No

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

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

We are in the process of pursuing this initiative.

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

No

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

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

No

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

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

We are in the process of pursuing this initiative.

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

No

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

Does the institution have and act 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? :

No

The website URL where the vendor code of conduct or equivalent policy is posted :

A copy of the vendor code of conduct or equivalent policy :

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable :

We are in the process of pursuing this initiative.

Historically Underutilized Businesses

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses? :

Yes

A brief description of how the institution meets the criteria :

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

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

http://www.staplesadvantage.com/nau/supplies_and_services/diversity_supplier_products.asp

Local Businesses

Responsible Party

Bryan McLaren

NAU Sustainability Coordinator

Office of Sustainability

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit. :

No

A brief description of the program :

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
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

Chris Johnson

Fleet Manager: Transportation Services
Transportation Services

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.

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

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

19

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) :

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 :

21

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

428

Student Commute Modal Split

Responsible Party

Erin Stam

Manager: Parking Services
Parking & Shuttle Services

Criteria

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

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

The percentage (0-100) of institution's students who use more sustainable commuting options :

The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

30

The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

34

The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation :

1

The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :

35

The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

<http://home.nau.edu/parking/mct.asp>

Employee Commute Modal Split

Responsible Party

Erin Stam

Manager: Parking Services
Parking & Shuttle Services

Criteria

Institution's employees (faculty, staff, and administrators) 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.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options :

The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

62

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

11

The percentage (0-100) of institution's employees who vanpool or carpool as their primary method of transportation :

1

The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :

26

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

Bicycle Sharing

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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

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

Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

Northern Arizona University's Yellow Bike Program (YBP) - a free community bike program with a secure and reliable checkout system. To check out a yellow bike, visit the Du Bois Center or the University Union to fill out a liability waiver, and present your NAU ID. You will be provided a bike, a lock, and key, and a helmet (upon request). Hours are 7:30 AM to 7 PM Monday through Friday. Bikes (including lock, key, and helmet) must be returned within seven days. If there is not a waiting list, you may check out the bike again if you would like for another seven days.

Possible Charges (For items lost, stolen, or damaged beyond repair):

- Bike - \$100
- Lock - \$25
- Helmet - \$15
- Key - \$5

Note: Regular wear and tear such as a popped tire, scratches, etc. will not be charge though we do ask that you report these kinds of issues.

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

<http://home.nau.edu/sustain/yellowbike.asp>

Facilities for Bicyclists

Responsible Party

Erin Stam

Manager: Parking Services
Parking & Shuttle Services

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? :

Yes

A brief description of the facilities :

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

Also, the Extended Campuses building has indoor bike storage as well.

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

Two bike cage storage facilities were installed in parking garages.

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

<http://www.green.nau.edu/ard.html>

Bicycle and Pedestrian Plan

Responsible Party

Jane Kuhn

AVP: EMSA

Capital Assets

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

In the new campus master plan: UNIFY THE CAMPUS WITH PEDESTRIAN SPINE
Enhanced design of the central pathway for pedestrians and bikes provides connectivity through the campus. This plan extends the pedway over a new pedestrian bridge spanning Sinclair Wash and McConnell Drive. The bridge is integrated into the design of new student housing reducing travel time and distance.

The website URL where information about the plan is available :

<https://www4.nau.edu/cas/Plan-Dev/CampusPlanning.html>

Mass Transit Programs

Responsible Party

Erin Stam

Manager: Parking Services
Parking & Shuttle Services

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle? :

Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

that NAU has partnered up with the Northern Arizona Intergovernmental Public Transportation Authority (NAIPTA) to provide faculty and staff with an ecoPASS, which allows the use of the public transportation system free of charge.

While on campus, a free bicycle share program is available for university faculty, staff, and students.

The ecoPASS offers university faculty a free ride to work using city buses, and an alternative eco-friendly commute to campus.

Note: “We provide the ecoPASS to all campus employees (it's a tiered system, we first distribute to faculty/ staff; we will eventually open to Graduate Assistants and then Undergraduate Campus employees)” –Erin Stam parking and shuttle services

NAU offers an extensive, shuttle service on campus.

Students that live on campus are prohibited from driving & parking across campus from 7:30 am-4:30pm significantly reducing traffic and carbon emissions.

The website URL where information about the program is available :

<http://home.nau.edu/parking/ecopass.asp>

Condensed Work Week

Responsible Party

Diane Verkest

AVP, Human Resources

Human Resources

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit. :

Yes

A brief description of the program :

Faculty and staff may work with their supervisors to develop a "flex" schedule where appropriate. This may include a 4-day work week or work a non-standard schedule if operations can be maintained. In addition, supervisors may work with employees on a telecommuting schedule where appropriate.

The website URL where information about the program is available :

http://hr.nau.edu/sites/default/files/files/policy_manual.pdf

Telecommuting

Responsible Party

Diane Verkest
AVP, Human Resources
Human Resources

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

Does the institution offer a telecommute program for employees? :

Yes

A brief description of the program :

Faculty and staff may work with their supervisors to develop a "flex" schedule where appropriate. This may include a 4-day work week or other non-standard work schedule as long as operations can be maintained. In addition, supervisors may work with employees on a telecommuting schedule where appropriate.

The website URL where information about the program is available :

http://hr.nau.edu/sites/default/files/files/policy_manual.pdf

Carpool/Vanpool Matching

Responsible Party

Chris Johnson

Fleet Manager: Transportation Services

Transportation Services

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

Does the institution participate in a carpool/vanpool matching program? :

Yes

A brief description of the program :

NAU has a carpool program: "Meet someone new and save! As a carpooling alternative, please contact the Transportation Services Dispatch office at 523-2469 to find out who might be travelling to your destination. With as much current information available we will provide names and numbers of folks that might be able to share the cost with you. It's worth a try."

Note: "In Fall 2009 we modified the permit to allow it to be shared amongst multiples (it can be physically removed and placed on another vehicle). This is exceptionally helpful to off campus students and employees who wish to car-pool. Permit owners can have up to 5 vehicles associated to 1 permit. This is a great option for student commuters."

The website URL where information about the program is available :

<https://www4.nau.edu/cas/TSC/Carpooling.htm>

Cash-out of Parking

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?

:

No

A brief description of the program :

The website URL where information about the program is available :

Carpool Discount

Responsible Party

Erin Stam

Manager: Parking Services
Parking & Shuttle Services

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

Does the institution offer reduced parking fees for car and van poolers? :

Yes

A brief description of the program :

Institution offers reduced parking fees for car and van poolers. – created removable/reusable passes so employees/students can share one pass among many cars.

The website URL where information about the program is available :

<http://home.nau.edu/parking/>

Local Housing

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

Does the institution have incentives or programs to encourage employees to live close to campus? :

No

A brief description of the incentives or programs :

The website URL where information about the incentives or programs is available :

Prohibiting Idling

Responsible Party

Erin Stam

Manager: Parking Services
Parking & Shuttle Services

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

Has the institution adopted a policy prohibiting idling? :

No

A brief description of the policy :

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Bryan McLaren

NAU Sustainability Coordinator

Office of Sustainability

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

Yes

A brief description of the program :

One example of a Car Sharing program that Northern Arizona University hosts is in association with our LEED Buildings. The LEED Platinum Applied Research and Development building has a car share program available for all occupants of the building. The car share program has an electronic calendar on which occupants can check out the car service.

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

Waste

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

Credit
Waste 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

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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*.

Submission Note:

Performance year 2009

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

Weight of materials recycled, 2005 baseline year :

800 Tons

Weight of materials composted, 2005 baseline year :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

1700 Tons

Weight of materials recycled, performance year :

687.96 Tons

Weight of materials composted, performance year :

0 Tons

Weight of materials disposed as garbage, performance year :

1796.60 Tons

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

On-campus residents, 2005 :

5040

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

12817

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

5066

On-campus residents, performance year :

7082

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

13797

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

4324

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

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

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

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

Waste Diversion

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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*.

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

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

708.99 Tons

Materials disposed in a solid waste landfill or incinerator :

1796.60 Tons

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

687.96 tons recycled

(figure based on a fall audit over one week - i.e. this number is an estimate because the University contracts with the City and therefore cannot get regularly reported weights)

5.2 tons composted material - The SSLUG student group collects approximately 200 lbs of pre-consumer food waste per week to be composted.

15.825 tons (31,650 lbs) donated during Spring move-out. This includes, clothes, re-usable materials, and food.

Construction and Demolition Waste Diversion

Responsible Party

Agnes Drogi

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

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered :

Amount of construction and demolition materials landfilled or incinerated :

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :

Electronic Waste Recycling Program

Responsible Party

Jean Carrasquilla

Property Surplus Department

Property Surplus

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? :

No

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

The staff in Property Surplus contracts with Westech recycling out of Phoenix, AZ to ensure that e-waste is properly recycled if it is not sold to another department or to the public.

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

ALL institution e-waste must go to Property Surplus when it is no longer needed. From there, the Property SURplus department either sells it to another department, sells it to the public, or recycles it as e-waste.

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

n/a

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

http://www.nau.edu/purch/Property%20Administration/Campus_Services.htm

Hazardous Waste Management

Responsible Party

John McGregor

Director: Regulatory Compliance
Office of Regulatory Compliance

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.

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

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

Yes

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

The Office of Regulatory Compliance (ORC) was formed in 2006 to coordinate the oversight of all matters of Biological, Chemical, Radiation, and Environmental Programs as well as components of the Loss Prevention Program for NAU. The ORC provides leadership in working with the campus community to ensure a safe and healthful working learning environment.

The ORC will work with any departments, researchers, laboratories, staff, and students to ensure that activity or work with chemicals, radioisotopes, biological agents, physical hazards and potential hazards is conducted in the safest way possible. In addition, we help ensure that this work is done in accordance with federal, state, and local safety regulations.

The ORC provides regularly scheduled group training for compliance with federal and other regulations, and will also come to your lab or office to provide additional training. The ORC also provides consultation in all areas of Hazard Assessment and Industrial Hygiene, including, but not limited to, ergonomics, indoor air quality, flood remediation, hearing conservation, and respiratory protection.

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

ORC Staff oversees and coordinates all areas of Hazardous Waste Management for the NAU Campus. ORC Staff is available for consultation, training and assistance in this area.

Additional information on the University's universal waste plan is found at:

<https://www4.nau.edu/cas/Ops/Documents/Universal%20Waste%20Mgt%20Plan.pdf>

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

<http://www.orc.nau.edu/>

Responsible Party

Jean Carrasquilla

Property Surplus Department
Property Surplus

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials? :

Yes

A brief description of the program :

Northern Arizona University is required by law to maximize use of all assets and, when it has no further use for them, maximize returns on their sale. We are not allowed to give surplus property away. The Surplus Property Department is the only NAU department authorized to dispose of surplus property. The primary role of the Surplus Property department is to ensure that the excess property generated by NAU will be handled in a method that both maximizes the return to the University and meets the disposal requirements of the state and federal governments.

Departments may use property surplus to obtain used materials on campus and when materials are not used within the University, they are sold to the public.

Also, the Office of Sustainability promotes supply exhcanges within buildings on campus. An article explaining the program can be found at:

http://www4.nau.edu/insidenau/bumps/2009/2_04_09/supplies.htm

The website URL where information about the program is available :

http://www.nau.edu/purch/Property%20Administration/Campus_Services.htm

Limiting Printing

Responsible Party

Bryan McLaren

NAU Sustainability Coordinator
Office of Sustainability

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

Does the institution limit free printing for students in all computer labs and libraries? :

Yes

A brief description of how printing is limited :

In the library and computer labs on campus there either is no printing or charged printing. Free printing is limited to some Graduate Assitant Offices only.

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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :

Yes

A brief description of the practice :

Course catalogs are available at:

<http://www4.nau.edu/aio/CourseCatalog/>

Course schedules available through the student online LOUIE system.

Directory is found on the front page of the NAU website:

<http://home.nau.edu/>

The website URL where information about the practice is available :

Chemical Reuse Inventory

Responsible Party

John McGregor

Director: Regulatory Compliance

Office of Regulatory Compliance

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

No

A brief description of the program :

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

Cindy Anderson

Senior Associate Director: Residence Life

Residence Life

"---" 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 :

The process begins prior to move-in when residents are contacted via email and provided suggestions of items to bring or not to bring. The website also provides the same information. They are encouraged to consider what they really need for their room and reduce the amount of items brought and the associated packaging. During the move-in process, residents are directed through signage to place cardboard in recycling bins. Residence Life staff are also provided with training to direct residents and their families on where they can place cardboard and recyclable packaging. Each room is also provided with its own recycling bin and a magnet is placed on the refrigerator providing instructions with how and what to recycle.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Cindy Anderson

Senior Associate Director: Residence Life
Residence Life

"---" 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 :

The "Leave Green" campaign was the marketing effort to enhance the existing residence hall move out waste diversion program benefiting local, not-for-profit agencies. The Leave Green logo, title, and enhanced marketing materials were created in cooperation with a Hooper Sustainability Grant (awarded to undergraduate students Emily Goff and Melissa Phillips), NAU Residence Life, NAU Recycling, and the Merriam Powell Center for Environmental Research.

NAU Residence Life annually invites local non-profit agencies to submit applications to participate in this program. Past participants include Big Brothers/ Big Sisters, St. Mary's Food Bank, and the Northern Arizona Food Bank. The selected agencies are granted permission to place donation bins inside of every residence hall on campus to collect gently used clothing, household appliances, reusable furniture, unused school supplies, and non-perishable foods.

The website URL where information about the program is available :

<http://green.nau.edu/initiatives.html>

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.

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

Water Consumption

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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.

Submission Note:

FY10 is performance year.

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

Water consumption, 2005 baseline year :

206235408 Gallons

Water consumption, performance year :

215736303 Gallons

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

On-campus residents, 2005 :

5040

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

12817

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

5066

On-campus residents, performance year :

7082

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

STARS Reporting Tool | AASHE | Sierra Magazine

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

4324

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

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 :

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

Stormwater Management

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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.

"---" 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? :

Yes

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

Stormwater runoff is an important factor in water conservation. The more water that can be retained on site, the less artificial irrigation is needed. The City of Flagstaff created an extensive Low Impact Development Plan that the university has adopted for all new construction projects. The City of Flagstaff Low Impact Development Plan is also used to control stormwater runoff across campus by keeping the first inch of rainfall on site.

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

Does the institution have a living or vegetated roof? :

Yes

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

The ARD "pod" conference room has a vegetative roof to model both how soil can act as an insulator and how we can combat the heat island effect. In addition, the roof absorbs rainfall helping to improve stormwater runoff of this building.

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

The ARD building also reduces storm water: Storm water runoff is reduced with the use of innovative pervious concrete paving in the parking lot.

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

ARD Building - Landscaping is designed to collect and filter pollutants in the detention basin as well as help control flooding.

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

There are a few locations on campus that this method is utilized.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

This is the primary method of stormwater collection on campus.

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 :

Waterless Urinals

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

"---" 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 :

Several of the urinals on campus in multiple buildings (including the Applied Research and Development Building and the DuBois conference center) use the Eco Blue Cube to avoid having to use water in the units.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

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

Does the institution have building-level water consumption meters for at least one building? :

Yes

A brief description of the water metering employed :

Several of the newer buildings in particular on campus have meters that are read by students or managed through the Allerton Envision system.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Lindsay Wagner

Director: CAS Utilities and Infrastructure
Capital Assets and Services

"---" 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 :

The University taps into the City of Flagstaff Reclaimed water system for the majority of its landscaping irrigation and some of its toilet water usage.

FY10 used 22,220,700 gallons.

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

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

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

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

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :

Yes

A brief description of the program or practice :

Landscaping:

General:

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

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

Weather-Informed Irrigation

Responsible Party

Robert Chavez

Director: CAS Operations

Cap Assets: Env Hlth & Safety

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :

No

A brief description of how weather data or sensors are used :

The website URL where information about the practice is available :

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.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

Does the institution have a sustainability committee? :

Yes

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

The Environmental Caucus facilitates creative and strategic communication across campus to advance the institutional commitment to sustainability and to promote education, research, and collaboration on the environment.

Members of the committee, including affiliations :

Environmental Caucus Steering Committee 2010-2011:

- Shelley Silbert, Chair: Director, Strategic Environmental Initiatives, Office of the Vice President for Research
- Rod Parnell, Associate Chair: Professor, School of Earth Sciences and Environmental Sustainability
- Harvey Charles: Vice Provost, International Education
- Romand Coles: Frances McAllister Endowed Chair, Program in Community Culture and the Environment
- Thomas Rogers: Professor, Office of the President and Extended Campuses
- Kathee Rose: Librarian, Academic Programs, Cline Library
- Blase Scarnati: Director, First Year Seminar Program
- Lindsay Wagner: Manager of Utilities and Infrastructure
- Bryan McLaren: Sustainability Coordinator, Office of Sustainability
- Kevin Ordean: B.S. Candidate, Environmental Studies, emphasis: globalization and environmental change, School of Earth Sciences and Environmental Sustainability

Note: This is JUST the steering committee. The full environmental caucus consists of more than 400 listserv subscribers of which, roughly 40 attend monthly meetings.

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

<http://www.envcaucus.nau.edu/>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

NAU's Office of Sustainability is dedicated to tracking, reporting, and implementing sustainability initiatives which help to support President Haeger's 2020 Carbon Neutrality Goal. Our aim is to work collaboratively with local, national, and international partners to develop sound initiatives that support the university's sustainability mission and improve the social, ecological, and economic environments that surround us.

The number of people employed in the sustainability office :

1

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

<http://home.nau.edu/sustain/>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Bryan McLaren

Sustainability coordinator's position title :

Sustainability Coordinator

A brief description of the sustainability coordinator's position :

The sustainability coordinator's primary job description duties include:

- Assisting in management of the operations and programs within the Office of Sustainability under the Associate Vice President.
- Acting as a primary contact for the department for the university and the public.
- Developing, implementing, and evaluating major programs or projects that will promote sustainability on the NAU campus including but not limited to: energy projects, building projects, waste and recycling projects, and resource use programs that will help the university reach its goal of carbon neutrality by 2020.
- Creating partnerships with university departments as well as outside agencies that will lead to effective implementation of sustainability project goals and objectives.
- Conducting necessary research related to sustainability projects and goals.
- Coordinating, hiring, and supervising student interns.
- Tracking and reporting internal accounting and budgeting including working in Advantage, Business Objects, and Access database.

- Seeking appropriate external funding sources that can help financially support major sustainability-related projects on campus.
- Conducting regular campus presentations as a way to create a culture of sustainability in the academic, student affairs, and administrative/operations areas of the campus.
- Tracking and reporting savings associated with sustainability programs including the ACUPCC reporting requirements.

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

Strategic Plan

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

Submission Note:

Note: Website listed here reflects the updated 2010 version of the strategic plan.

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

Year the strategic plan or equivalent was completed or adopted :

2007

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

Yes

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

NAU's strategic plan addresses the environmental dimensions of sustainability by cultivating four areas of basic and applied research excellence, one of which includes the environment and sustainable systems. Another initiative involves engagement with partners to address environmental stewardship. NAU also strives to be a model of environmentally responsible and sustainable operations and education. It takes the initiative to partner with individuals, institutions, and communities to advance renewable resources and sustainable practices.

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

Yes

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

NAU's strategic plan addresses the social dimensions of sustainability with initiatives that promote scholarship that increases engagement with local communities and addresses key global challenges. It cultivates four areas of basic and applied research excellence which include learning and teaching, and regional social challenges. Other initiatives include using the university's abundant cultural and artistic resources to enhance our engagement with the community and the world. The strategic plan also seeks to expand awareness of the university's sustainability initiatives and highlight the accomplishments of faculty, staff, and students.

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

Yes

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

NAU's strategic plan addresses the economic dimensions of sustainability with initiatives that engage with partners to address regional economic entrepreneurship. Another initiative leverages the hotel-conference center complex partnership to promote the growth and development of the university, the city, and the region. NAU's strategic plan also strives to enhance sustainable business practices in areas such as building construction and renovation, renewable energy, institutional purchasing, utility use, regionally grown food, fossil fuel use, carbon emissions, recycling and reduction of food and other waste, landscaping, and transportation.

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

<http://www4.nau.edu/pair/StrategicPlan/StrategicPlan2010.pdf>

Physical Campus Plan

Responsible Party

Jane Kuhn

AVP: EMSA

Capital Assets

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.

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

Does the institution's physical campus plan include sustainability at a high level? :

Yes

A brief description of how the physical campus plan or amendment includes sustainability :

Celebrating sustainability is one of the three main planning principles in NAU's Campus Master Plan. NAU will celebrate sustainability through engaging its unique natural setting by protecting views and landscapes, strengthening connections to the environment, building sustainability by increasing density, and continuing to celebrate and build on NAU's leadership in sustainability.

The year the physical campus plan was developed or adopted :

2010

The website URL where the physical campus plan is available :

<https://www4.nau.edu/cas/Plan-Dev/CampusPlanning.html>

Sustainability Plan

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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? :

Yes

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

The environmental caucus - consisting of more than 400 faculty, staff, and students from every college on the campus - formed a subcommittee to formulate and write the NAU Climate Action Plan. This plan serves, in conjunction with the goals of the University strategic plan, to not only address our 2020 climate neutrality goal but also our broader goals of sustainability on campus. Among these broader goals are integration of sustainability in the curriculum, access and affordability for our students, and the promotion of initiatives that promote scholarship that increases engagement with local communities and addresses key global challenges.

A brief description of the plan's measurable goals :

Each of the goals within the Climate Action Plan have associated actions listed to ensure that the goals are implemented. Completion of these actions signifies a success in many cases and where applicable, a quantifiable measure is included as well. In addition, the goals of the NAU strategic plan are measured through similar action items. For instance -

Be a model of environmentally responsible and sustainable operations and education

- Partner with individuals, institutions, and communities to advance renewable resources and sustainable practices
- Enhance sustainable business practices in areas such as building construction and renovation, renewable energy, institutional purchasing, utility use, regionally grown food, fossil fuel use, carbon emissions, recycling and reduction of food and other waste, landscaping, grounds maintenance, and transportation
- Use the "campus as ecosystem" concept across the curriculum to educate faculty

and students about the scientific, cultural, socioeconomic, and ethical dimensions of sustainability

- Implement issue-oriented education focusing on topics such as global climate change, resource depletion, water issues, and species loss
- Improve the collection and analysis of environmentally related data (energy, emissions, transportation, hazardous waste, recycling, certified suppliers, etc.) and use the data strategically in making environmental and economic decisions

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

Annual audits of the climate action plan are done by the environmental caucus to gauge where we stand in our implementation. In addition, the Planning and Institutional Research office tracks progress across campus related to the Strategic plan.

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

http://acupcc.aashe.org/site_media/uploads/cap/573-cap.pdf

The year the plan was developed or last updated :

2010

Climate Action Plan

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

A brief summary of the climate plan's long-term goals :

Northern Arizona University has set a long-term goal to be carbon neutral by the year 2020. This goal includes updating the university emissions inventory, reducing the carbon footprint back to 2000 levels by the year 2014, reducing the carbon footprint back to 1990 levels by 2018, and being completely carbon neutral by 2020. NAU has also committed to all new construction being built to LEED Silver standards, and all appliance purchases being ENERGY STAR certified.

A brief summary of the climate plan's short-term goals :

The plan also has short term goals to:

1. Return to 2000 carbon levels by 2014.
2. Return to 1990 carbon levels by 2018.
3. Achieve carbon neutrality by 2020.

In addition, the plan outlines goals in the areas of academics, research, energy and climate change, operations, procurement, recycling and waste minimization, transportation, and water. Each of these areas are evaluated annually by the environmental caucus to ensure that progress is being made in each area and the aforementioned short-term carbon footprint goals are achieved.

Year the climate plan was formally adopted or approved :

2010

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

The reduction level (percentage) institution has committed to :

The baseline year the institution used in its GHG emissions commitment :

The baseline emissions level institution used in its GHG emissions commitment :

The target year the institution specified in its GHG emissions commitment :

The website URL where information about the climate plan is available :

http://acupcc.aashe.org/site_media/uploads/cap/573-cap.pdf

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.

Credit
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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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 Advisory Council on Diversity and Equity's main objective is to create and sustain a campus atmosphere that is inclusive, respectful, and accommodating of human differences. The council works to coordinate diversity initiatives at NAU by bringing together various commissions and other members of the University who advocate on matters of diversity and equity. The council is also involved in efforts to recruit more international and 1st generation students to the University.

Members of the committee, including job titles and affiliations :

David Camacho, Chair of the ACDE, Special Assistant to the President.
Sheila Nair, Co-chair, Commission on Ethnic Diversity.
Catherine Talakte, Co-chair, Commission on Native Americans.
Christopher Lanterman, Co-chair, Commission on Disability Access and Design.
Mary Lane-Kelso, Co-chair, Commission on the Status of Women.
Rick Brandel, Dean of Students.
Eileen Mahoney, Director, Academic Advising Services.
Jane Mulrooney, Director, Disability Support Services.
Priscilla Mills, Director, Office of Affirmative Action and Equal Opportunity.
Thomas Uno, Assistant Director, Institute for Human Development.
Chris Duarte, President, People Respecting Individuals and Sexual Minorities (PRISM).
Sasha Solomonov, President, Associated Students for Women's Issues (ASWI).
Brad Busse, President, Associated Students of Northern Arizona University (ASNAU).
Sara Aleman, Director, Ethnic Studies Program.
Richard Lei, Faculty Senate Representative.
Frances Riemer, Director, Women's Studies Program.
Octaviana Trujillo, Chair, Department of Applied Indigenous Studies.

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

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The LEADS (Leadership, Engagement, Achievement, Diversity, and Service) Center at Northern Arizona University combines three campus departments to provide the best in advising, mentoring, and cultural celebrations. Currently located in the University Union, the LEADS Center houses the Multicultural Student Center (MSC), Native American Student Services (NASS), and Student Support Services (SSS). The center is committed to creating a campus environment that values and supports students with different perspectives, experiences, and backgrounds.

The number of people employed in the diversity office :

15

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

<http://home.nau.edu/leads/>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

David Camacho

Diversity coordinator's position title :

Associate Vice President for Equity & Diversity

A brief description of the diversity coordinator's position :

David Camacho, special assistant to the president, has assumed the additional title of associate vice president for Diversity and Equity to better reflect the work he has been conducting for university diversity initiatives.

"The progress we have made in the area of diversity and equity compels us to appropriately title David to reflect the work he has been doing," said NAU President John Haeger. "In so doing, the institution is demonstrating our value for diversity and equity, and we are committed to making substantive changes."

As associate vice president for Diversity and Equity, Camacho will be more appropriately recognized as the university's chief diversity officer. He will continue to work closely with university vice presidents on diversity issues, and credits much of NAU's progress to the commitment of the vice presidents to support institutional change.

"I am stating the obvious when saying that one person alone cannot create the systemic change of the type NAU is experiencing right now," Camacho said. "It takes a lot of people at all levels of the university to create change."

Camacho works closely with the Commission on Ethnic Diversity, Commission on Native Americans, Commission on the Status of Women and the local chapter of the Arizona Association of Chicanos for Higher Education, known as AACHE. He also serves on the Arizona Minority Education Policy Analysis Center.

He chairs the university's Advisory Council on Diversity and Equity. At the February 2007 annual conference of the American Council on Education, Camacho was elected to a two-year term on the board of directors of the National Association of Diversity Officers in Higher Education.

Camacho, a professor of political science, has been with NAU since 1989 and has been coordinating university-wide diversity and equity initiatives since being appointed as special assistant to the president in 2004.

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

http://www4.nau.edu/insidenau/bumps/2007/5_23_07/camacho.htm

Measuring Campus Diversity Culture

Responsible Party

David Camacho

Associate Vice President for Diversity and Equity
Office of the President

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.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

A brief description of the assessment(s) :

Annual student survey conducted by university's Office of Planning and Institutional Research, following guidelines set forth by Higher Education Research Institute (HERI).

Year the assessment was last administered :

2011

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

Assessment and data are provided to President's Cabinet as "report." Most substantively, Strategic Planning and Budgeting Council uses information to develop and enhance university strategic plan.

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

Support Programs for Underrepresented Groups

Responsible Party

David Camacho

Associate Vice President for Diversity and Equity
Office of the President

Criteria

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

"---" 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 :

Native American Student Services (NASS) is a resource for Alaska Native/Native American students at NAU. NASS helps them achieve academic, social, and cultural goals through leadership opportunities, advising, financial aid guidance, and support. The Multicultural Student Center (MSC) provides culturally-relevant services and support to historically underrepresented students. The MSC serves primarily first-generation, underrepresented, and low-income students, providing them with peer advising, financial aid guidance, and academic support. The MSC is a strong campus partner of diversity, sponsoring activities on campus such as the annual Martin Luther King program, Heritage Month events, and a Multicultural Student Reception.

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

From the Affirmative Action and Equal Opportunity Office:

Recruitment Strategies

The following are recommendations for conducting an affirmative recruitment for women and minorities:

- Ask faculty to identify minority or women post-docs through colleagues, invite them to give seminars, and encourage them to apply for jobs at NAU.
- Ask post-docs to bring in minority or women graduates as visiting researchers.
- Attend sessions at annual meetings where minority and women scholars are giving papers, make a point of talking to them and tell them about your program and your present or potential future searches.
- Offer public programming (conferences, workshops, productions) likely to interest members of under-represented groups.
- Involve faculty in campus programs for minority and women undergraduates.

- Involve current women and minority faculty as "magnets" in outreach.
- Become familiar with organizations within the discipline or field that may have minority and/or women caucuses, newsletters, publications or job banks with which you can announce positions or find candidates.
- Advertise vacancies broadly, particularly in targeted publications such as Black Issues in Higher Education and Hispanic Outlook or others listed in this website.
- Involve members of the department/unit, specifically women and minorities, in the search process and ask that they assist in active recruitment and advertising activities.
- Contact the Office of Affirmative Action and Equal Opportunity for lists of historically Black colleges and universities and those colleges and universities with large Hispanic, Asian, Native American or female populations to send job announcements.
- Contact professional organizations, both private and academic-oriented, to request information about minorities, women, and individuals with disabilities within their networks.
- Network with women and minority scholars from other colleges and universities at conferences. Ask for recommendations for candidates who might be interested in working at NAU.
- Use the websites listed in this Recruitment Resource to post positions and to find potential candidates.

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

Affirmative Action and Equal Opportunity Office:

- 1."Northern Arizona University is committed to diversity in its faculty as well as its student population. It is the policy of Northern Arizona University to provide equal opportunity through affirmative action in employment and educational program and activities."
- 2."The Northern Arizona University community is composed of faculty, staff and students from a wide range of culturally diverse backgrounds. Applicants should be experienced with, and committed to work in and with, such a diverse population."
- 3."Candidates with a demonstrated commitment supportive of the multicultural needs of Northern Arizona University and the surrounding area are strongly desired."
- 4."We invite applications for this position from qualified persons who share our commitment to diversity and nondiscrimination."
- 5."Northern Arizona University is committed to enhancing campus diversity and creating a more inclusive and diverse institution. The successful candidate will have experience and demonstrated results of successful leadership in a culturally diverse community."
- 6."The successful candidate will be committed to supporting and enhancing a culturally rich and diverse learning environment."
- 7."The successful candidate will have the ability to work effectively with people from a variety of culturally diverse backgrounds."
- 8."This position requires interaction with students, staff, and faculty from a wide variety of backgrounds/ Candidates with demonstrated knowledge of, and sensitivity to, women's issues and multicultural diversity are strongly desired."

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

<http://home.nau.edu/%5Cdiversity%5Cfdgintro.asp>

Support Programs for Future Faculty

Responsible Party

Blase Scarnati

Director: University First Year Seminar Program and Global Learning
First Year Seminar

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.
-

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

At Northern Arizona University, mentoring is a large part of doctoral programs that help build a diverse faculty throughout higher education. A doctoral student at NAU works with current faculty members as graduate assistants and can even be hired to teach classes on campus with the supervision of a faculty mentor. Part of their doctoral program curriculum includes professional development classes that cover the teaching, research, and writing skills needed by full-time faculty members. NAU currently ranks fourth in the nation for conferring the highest number of master's degrees to Native American students and first for graduating Native American students with master's degrees in education. In all, the university received 10 rankings for graduating minority students with master's degrees from *Diverse Issues in Higher Education* magazine's annual report.

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

Affordability and Access Programs

Responsible Party

David Camacho

Associate Vice President for Diversity and Equity
Office of the President

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.

"---" 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 :

Northern Arizona University currently participates in 5 federal TRIO programs ran by the Educational Support Services Office. These programs include: Student Support Services, Educational Opportunity Centers, Educational Talent Search, Upward Bound, and Four Corners Upward Bound.

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

To help minimize the cost of attendance for low-income students, Northern Arizona University offers Supplemental Educational Opportunity Grants (SEOG). Priority for the grants are given to NAU students with the lowest federally calculated Expected Family Contribution (EFC).

NAU grants 100% tuition remission waivers to full time Graduate Assistants.

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

Beginning in the fall 2010 semester, Northern Arizona University will be premiering a new Peer Jacks Mentoring Program. This program will offer out-of-state freshman the opportunity to have a peer mentor who can help them find their own way out here at NAU. Current NAU students who are hired to be mentors will be paid 9 dollars an hour for their work. The overall goal of the program is to get freshman connected to people, departments, and other resources on campus and in the community. These connections will help them to find their place at NAU while also becoming successful academically.

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

At NAU, Upward Bound is a program designed to prepare students from low-income backgrounds for higher education. Upward Bound is a year-round program providing educational services and college preparatory assistance to Northern Arizona high school students who attend either Williams, Coconino, Hopi, or Winslow high schools. Services are provided in two components: The Portfolio program, and a Summer Residential Program. Upward Bound participants must be potential first-generation college students and/or from a family whose income falls within the federal low-income guidelines.

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

The Multicultural student center assists in the coordination of a variety of scholarships from private donors including, the Coordinating Council for Mexican-American Affairs, and the Wilson Riles Fund.

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

At NAU, parents are encouraged to participate in Upward Bound activities to support students in their secondary and postsecondary academic endeavors.

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

Educational Talent Search and Educational Opportunity Centers are examples of two programs that NAU utilizes in recruiting students from low-income backgrounds. Educational Talent Search increases educational and career awareness among middle school and high school students, enhances the number of students who complete middle and high school, encourages the number of students who continue and/or re-enter high school equivalency programs or enter post-secondary programs and vocational training, and decreases the number of dropouts and stop-outs. Participants must be potential first-generation college students or from a low-income family. Educational Opportunity Centers main objective is to provide information and assistance to adults 19 years of age and older seeking to enter or continue a program of postsecondary education (two-year, four-year college, or vocational/technical school). Low-income or first-generation students are eligible.

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

Four Corners Upward Bound Math and Science Program brings high school students from the four corners region to Northern Arizona University for an intensive five-week academic summer program and continues throughout their academic years with follow up curriculum and activities. Freshman and sophomore high school students from low-income or first-generation families are eligible for the program. NAU also has an Office of Enrollment Management and Student Affairs that focuses on increasing the enrollment of students of color.

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

Northern Arizona University offers a pledge of 4 great years for 1 great rate. Beginning with new freshman and transfer students entering the Flagstaff campus in the fall semester, students will pay the same tuition rate for 4 years. Students awarded gift aid (grants) will have the same amount of gift aid guaranteed for 4 years. The pledge is NAU's commitment to help undergraduate students enrolled on the Flagstaff campus and their families plan for the cost of a 4 year college education without any surprises or guessing.

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

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

<http://home.nau.edu/finaid/>

Gender Neutral Housing

Responsible Party

Cindy Anderson

Senior Associate Director: Residence Life
Residence Life

"---" 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)? :

Yes

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

NAU Residence Life routinely works with students on an individual basis to identify appropriate accommodations based on individual needs and available facilities.

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

<http://home.nau.edu/reslife/>

Employee Training Opportunities

Responsible Party

David Camacho

Associate Vice President for Diversity and Equity
Office of the President

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

Does the institution make cultural competence trainings and activities available to all employees? :

Yes

A brief description of the cultural competence trainings and activities :

At NAU, the aim of the American Indian Academic Success Program, run by the College of Health and Human Services, is to attract and retain American Indian Students and create a culturally competent environment within the College. The third goal of the American Indian Academic Success Program is to provide Cultural Awareness Training for NAU faculty, staff, and students. A college-wide, broad-based program cognizant of cultural differences provides opportunities for cultural competency education for NAU's faculty, staff, and students.

The website URL where information about the trainings and activities are available :

Student Training Opportunities

Responsible Party

David Camacho

Associate Vice President for Diversity and Equity
Office of the President

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

Does the institution make cultural competence trainings and activities available to all students? :

Yes

A brief description of the cultural competence trainings and activities :

At NAU, the aim of the American Indian Academic Success Program, run by the College of Health and Human Services, is to attract and retain American Indian Students and create a culturally competent environment within the College. The third goal of the American Indian Academic Success Program is to provide Cultural Awareness Training for NAU faculty, staff, and students. A college-wide, broad-based program cognizant of cultural differences provides opportunities for cultural competency education for NAU's faculty, staff, and students.

The website URL where information about the trainings and activities are available :

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.

Credit
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

Responsible Party

Diane Verkest
AVP, Human Resources
Human Resources

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.

Submission Note:

Becky McGaugh needs to address the contractor piece.

I was unable to find a format that the tool would except for website. If it doesn't work it's because I had to put it in a format the tool would accept. The actual website address is:

<http://hr.nau.edu/node/3119>

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

Total number of employees working on campus (including contractors) :

6500

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

6500

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

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

Human Resources and the Provost office study the market for all positions classifications annually (NAU's method of needs assessment). Periodically, the classified staff grade structure is adjusted by moving positions to other pay grade levels that more closely approximate the average market for those classifications (regrade actions). If an employee's minimum falls below the minimum of the new grade, a bring-to-minimum adjustment is given. These adjustments also impact our hiring rates. We have an annual workforce planning process that reviews all classified staff and service professional staff in relationship to market and other factors. Additionally, NAU has updated the minimum wage of all staff in accordance with state laws and federal laws, which primarily impact our student wage and temporary positions. Adjustments are given when budgets allow that are primarily market/internal equity driven, and include consideration of all staff, faculty, administrator positions.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

2007

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

<http://www.hr.nau.edu/>

Employee Satisfaction Evaluation

Responsible Party

Bryan McLaren

NAU Sustainability Coordinator

Office of Sustainability

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.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

A brief description of the institution's methodology for evaluating employee satisfaction :

The Classified Staff Advisory Council sent this survey by email to all Classified staff members and received a response rate of 425 people.

The year the employee satisfaction evaluation was last administered :

2007

The website URL where information about the institution's employee satisfaction evaluation process is available :

<https://www4.nau.edu/csac>

Staff Professional Development in Sustainability

Responsible Party

Diane Verkest
AVP, Human Resources
Human Resources

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff? :

Yes

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

Employee Development Day is offered each year in May. This is a free conference for all NAU employees that includes more than 30 breakout sessions on various topics. It is not unusual for several of these breakout sessions to be focused on sustainability issues on campus. Typically, these sessions are well attended and popular among participants. Efforts are also made to reduce handouts, share presentations on-line, eliminating waste.

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

<http://hr.nau.edu/node/3083>

Sustainability in New Employee Orientation

Responsible Party

Diane Verkest
AVP, Human Resources
Human Resources

Criteria

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

Yes

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

New Employee Orientation, led by a member of the HR staff, showcases Northern Arizona University's commitment to Sustainability. The orientation introduces new employees to NAU's seven (7) strategic goals.

As part of the strategic goals discussion – specifically the goal ‘Vibrant Sustainable Communities’ , the following is covered:

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

The website URL for the information about sustainability in new employee orientation :

<http://www4.nau.edu/pair/universityplanning/ArchivedStrategicPlanning/NAUFINALFiveYearStrategicPlanFY2012-2016.pdf>

Employee Sustainability Educators Program

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution :

2487

Program name (1st program) :

Employee Development Day

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

435

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

The 2011 Employee Development Day, Learn • Teach • Give • Grow, is intended to remind us that being lifelong learners is essential in responding to the many changes that impact our personal and professional lives. Being willing to share knowledge and experience and give of our time and talents to others can then lead to more growth – and the cycle continues.

Join us as we learn from our colleagues, share our knowledge and experiences with others, find ways to give our time and talents to a variety of campus and community partnerships, and explore areas of personal and professional growth.

Employee educators are selected based upon session proposals and submittals. Session educators are a combination of NAU Staff, NAU Faculty, City of Flagstaff Sustainability Staff, and community members. Content is reviewed and approved by each department.

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

Each resource group of employee educators has received formal training in each of their fields. NAU Staff receive formal training within each of their departments, NAU Faculty receive formal training within their field of study, and City of Flagstaff Sustainability Staff receive formal training from the City of Flagstaff Sustainability Department.

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

NAU's Human Resources department works to plan, organize, and facilitate Employee Development day, which is solicited to all NAU Employees. In addition to staffing the day-long event, the NAU HR Department funds the event with assistance from funding from the Office of the President.

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

<http://hr.nau.edu/node/3083>

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

Number of employees served by the program(s) (all other programs) :

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

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

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

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

Responsible Party

Diane Verkest

AVP, Human Resources

Human Resources

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

No

A brief description of the child care program, policy, or practice :

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

Employee Wellness Program

Responsible Party

Diane Verkest
AVP, Human Resources
Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

The Employee Assistance and Wellness office (EAW) assists NAU faculty and staff and their families with personal and professional issues, and helps enhance overall health and wellness. Also provides organizational wellness support.

Counseling services are available to all benefit-eligible employees and their covered family members. All other services and programs (e.g., wellness programs) are available to all employees.

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

<http://www4.nau.edu/eaw/index.html>

Socially Responsible Retirement Plan

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

All benefit-eligible employees (employees who work 20 hours per week or more and are scheduled to work 6 months or longer) are required by state mandate to participate in a retirement plan.

Arizona State Retirement System (ASRS) – Classified/Faculty/Appointed Staff

The Arizona State Retirement System is required for all Classified Staff employees. Faculty/Service Professional/Appointed employees may choose between the Arizona State Retirement System and the Arizona Board of Regents sponsored Retirement Plan (ORP).

The ASRS is a defined benefit plan. Defined benefit plans are similar to traditional pension plans. Employees who retire through the ASRS are guaranteed a monthly benefit for life. Retirement benefits are calculated using a formula based on age and years of service and the highest 36 consecutive months of salary over the last 10 years of employment.

Public Safety employees are required to participate in the Public Safety Personnel Retirement System (PSPRS).

Optional Retirement Plan (ORP) - Faculty/Service Professional/Appointed

The ORP is a defined contribution plan. Retirement benefits are based on the total accumulation of funds, including any investment gains or losses.

ORP Vendors - The Arizona Board of Regents currently contracts with three financial institutions for the ORP:

- Valic
- Fidelity Investments
- TIAA-CREF

Arizona Board of Regents ORP Performance Report

The above information is a general overview of the ORP. Additional information about the ORP, including specific investment information, is available in the Optional Retirement Plan Book , Restated Plan Document, or by contacting an ORP Vendor.

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

Investment

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

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

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

Committee on Investor Responsibility

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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?

:

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 :

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 :

Shareholder Advocacy

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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. :

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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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 :

Student-Managed Sustainable Investment Fund

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :

Yes

A brief description of the student-managed sustainable investment fund :

Northern Arizona University has a Green Fund, which is managed by the Green Fund Committee. This committee is comprised of a student majority but includes members of staff and faculty as well as the NAU Sustainability Coordinator. The Green Fund was passed by the Arizona Board of Regents in 2010 and charges students a \$5.00 fee each term. These fees are then made available for students projects, student research, or student investments. The Green Fund Committee is a resource available to the student body for project and investment coaching. The committee votes to select distribution of funds.

The website URL where information about the fund is available :

<http://green.nau.edu/greenfund.html>

Sustainable Investment Policy

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

A brief description of the sustainable investment policy :

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :

A brief description of the institution's investment disclosure practices :

The website URL where information about investment disclosure available :

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.

Credit
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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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 insitution partners closely with:

The Coconino County Sustainable Economic Development Initiative (SEDI) - ex. community weatherization programs

Friends of Flagstaff's Future (F3) - ex. Flagstaff Car Free Day

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

Big Brothers Big Sisters - ex. Move-out donations

These are simply a few examples of the many partnerships NAU has in the commmunity. The Town-Gown relationship with Flagstaff is a key priority for the institution.

The website URL where information about sustainability partnerships is available :

<http://www.knau.org/media/FY08%20Annual%20Report/FY08%20Community%20Partnerships.pdf>

Inter-Campus Collaboration on Sustainability

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of 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? :

Yes

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

The University works to post to the AASHE bulletin as often as possible. In addition, NAU submits materials to the AASHE resources frequently.

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

Northern Arizona University, Arizona State University, and The University of Arizona are part of a Tri-University sustainability collaboration. This group of sustainability officers works to develop ideas that will help advance sustainability within our state.

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

NAU serves as a resource to many colleges and universities. Sustainability Coordinator, Bryan McLaren, spends a significant amount of time within his average work week speaking with faculty, staff, and students from other institutions about programs such as the Yellow Bike Program, the EcoPass program, and the Environmental Caucus. Often these discussions are requested when schools are starting their own programs and seeking advice or when students are engaging in sustainability-related research projects.

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

Sustainability in Continuing Education

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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? :

No

Number of sustainability continuing education courses offered :

Total number of continuing education courses offered :

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

Northern Arizona University's Master of Arts in Sustainable Communities Program presents the

2011 Summer Institute for Sustainable Communities

Join us in beautiful Flagstaff, AZ for sustainability workshops themed on democracy, civic engagement and community building!

The SUS Summer Institute for Sustainable Communities offers graduate students and the greater Flagstaff community the opportunity to learn some hands-on skills.

The SUS Summer Institute offers a variety of workshops and certificate courses each year including but not limited to a permaculture certification course (2010) and a master bee-keeper course (2011).

Separate from the SUS Summer Institute program, NAU offers a CM 499 LEED Design course that can be taken to work towards the LEED GA certification. This past spring 16 students and community members attended the course, took the LEED GA exam, and passed to become accredited LEED GA's.

Year the certificate program was created :

2003

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

<http://home.nau.edu/sus/summer.asp>

Community Service Participation

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

The number of students engaged in community service :

9653

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

19190

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

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

Community Service Hours

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

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

76760

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

19190

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

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

Sustainability Policy Advocacy

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

Yes

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

Example = Community weatherization action research team initiative on 10-10-10. Students went door to door in the Flagstaff community to get residents to pledge to weatherize their homes. This pledge was used to demonstrate the level of interest in the community so that money would be put into these weatherization projects. Following this initiative the group successfully lobbied the Arizona Corporation Commission (ACC) to grant a \$2.7 Million dollar revolving loan fund for future weatherization work through Unisource.

In addition, NAU faculty, staff, and students serve on various City Council commissions and sustainability boards (sustainable economic development initiative, friends of flagstaff's future, USGBC) across the community. One of NAU's staff members is also a City Council woman who advocates for sustainability regularly.

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

<http://www2.nau.edu/community/node/199>

Trademark Licensing

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.

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

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

No

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

No

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

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

Graduation Pledge

"---" 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? :

No

A brief description of the graduation pledge program :

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

Community Service on Transcripts

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

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

No

A brief description of the practice :

The website URL where information about the practice is available :

Farmers' Market

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

Does the institution host a farmers' market for the community? :

No

A brief description of the farmers' market :

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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.
-

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

A brief description of the innovative policy, practice, program, or outcome :

NORESCO HUMAN AUDIT ECTBC

A letter of affirmation from an individual with relevant expertise :

[Lights out Letter of Affirmation PDF.pdf](#)

The website URL where information about the innovation is available :

Innovation 2

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.
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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.
-

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

A brief description of the innovative policy, practice, program, or outcome :

Provost Hires Academic Coordinator for Sustainability

A letter of affirmation from an individual with relevant expertise :

[G.L.I. Affirmation letter.pdf](#)

The website URL where information about the innovation is available :

Innovation 3

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.
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 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

A brief description of the innovative policy, practice, program, or outcome :

A letter of affirmation from an individual with relevant expertise :

[Landsward Letter of Affirmation.docx](#)

The website URL where information about the innovation is available :

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

Innovation 4

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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.
-

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

A brief description of the innovative policy, practice, program, or outcome :

A letter of affirmation from an individual with relevant expertise :

[NAU Sustainability Affirmation.doc](#)

The website URL where information about the innovation is available :

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

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.

Credit
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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

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? :

Yes

Provide a brief description of the presentations, speakers or skits :

Bryan McLaren from the Office of Sustainability addresses all incoming students at orientation explaining the sustainability mission of the university and the President's Climate Commitment.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

Many different orientation presentations or sessions incorporate sustainability into their material. For Example, Resident Assistants talk about the Eco-RA program.

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? :

Yes

Provide a brief description of the activities :

New Student Fair

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon

offsets? :

Yes

Provide a brief description of the efforts :

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

Food Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

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

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

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

Criteria

Institution reports its energy use by type.

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

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

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

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

Responsible Party

Bryan McLaren
NAU Sustainability Coordinator
Office of Sustainability

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

5

FTE staff on payroll :

1

FTE student intern/fellow :

1