Stanford University

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

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

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
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Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
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Student Sustainability Educators Program

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

15666

Program name (1st program) :

Green Living Council

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

6257

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

The Green Living Council is a group of trained students who act as “Green Living Coordinators” for individual dorms and provide environmental education and outreach to dorm members. Examples of the peer-to-peer outreach include administration of the university's Green Living Pledge, kick-off presentations during New Student Orientation, and organization of the annual "Conservation Cup" event. All undergraduate dorms are served by Green Living Coordinators, and 96% of undergraduates live in campus housing (6887 undergraduates in 2010 - 2011).

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

To become a Green Living Coordinator, students must submit a brief application. The organization receives both staff and financial support from Student Housing at Stanford, and the leaders of the Green Living Council work directly with sustainability staff within Student Housing.

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

Green Living Coordinators participate in a two-unit course entitled “Promoting Behavior Change at Stanford” (

http://glc.stanford.edu/course

). The course explores new research on different strategies that achieve maximum success and engagement with target audiences and provides strategies for effective program design.

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

The two-unit training course is taught by Stanford Professor Tom Robinson. GLC members are encouraged to apply for grant funding from the Stanford Green Fund to implement sustainability projects within their dorms. The GLC also receives institutional support from the Office of Sustainability, Student Housing, and Stanford Dining.

The website URL for 1st Program :

http://glc.stanford.edu/

Program name (2nd program) :

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

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

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

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

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

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

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

The website URL for 3rd program :

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

(1) RecycleMania & (2) Conservation Cup

A brief description of the campaign(s) :

(1) RECYCLEMANIA

http://sustainable.stanford.edu/be_cardinal_green_recyclemania

Recyclemania is a national 8-week intercollegiate competition and benchmarking tool for higher education recycling programs. Each year during RecycleMania, Stanford reports recycling and trash tonnage and attempts to surpass other schools in categories such as total tons recycled, waste diversion rate, waste minimization, and per capita recycling. All members of the campus community are encouraged to participate and evaluate their own waste and recycling habits during this annual competition.

(2) CONSERVATION CUP

http://glc.stanford.edu/conservationabout

Stanford hosts an annual Conservation Cup, a month-long competition between student dorms to see which residences can achieve the greatest energy and water savings. Weekly challenges and web pledges help keep up the student momentum.

(3) CARDINAL GREEN CAMPAIGNS

http://sustainable.stanford.edu/be_cardinal_green

In addition to RecycleMania, there are many other campus-wide Cardinal Green campaigns in which students are encouraged to participate.

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

(1) RECYCLEMANIA
During Recyclemania, Stanford judges success based upon both competition ranking relative to peer institutions and also absolute improvements in the different waste and recycling categories. In 2011, Stanford achieved a personal best in seven out of eight categories during RecycleMania. All results from Stanford's past five years of participation are available online (

http://sustainable.stanford.edu/be_cardinal_green_recyclemania

).

(2) CONSERVATION CUP
The Conservation Cup carefully monitors energy and water use in each campus dorm and compares it to energy and water consumption during the previous year. Residences are recognized when they reduce energy and water consumption by more than 5% from the previous year. Dorms that lower consumption by more than 10% receive special recognition. In 2011, one dorm achieved greater than 10% reduction and six achieved greater than 5% reduction.

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

http://sustainable.stanford.edu/be_cardinal_green

Sustainability in New Student Orientation

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

As part of “Approaching Stanford,” a set of materials and activities sent to first-year and transfer students as they prepare for their time at Stanford, all students are emailed a digital copy of “Sustainability on the Farm,” a student's guide to sustainable living on campus. The guide is accompanied by a letter from the Office of Sustainability describing why Stanford considers sustainability to be a key component of the university’s mission and the Stanford experience.

In addition, all freshmen participate in a zero waste lunch during New Student Orientation. Boxed lunches that are 100% compostable and recyclable are prepared for all students. At the zero waste lunch students learn details about waste reduction efforts at Stanford, including how to compost and recycle on campus. Student volunteers station themselves at each compost and recycle bin to ensure waste is sorted and disposed of properly.

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

http://frosh.stanford.edu/

Sustainability Outreach and Publications

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

The Sustainable Stanford website provides information about Stanford's sustainability efforts across all campus realms, including academics, research, campus operations, and student engagement. The website discusses specifically the campus plans for energy, transportation, food, waste, landscaping, Sustainable IT, and other sustainability topic areas. It also provides suggestions for what staff, students, and faculty can do to promote sustainability within their own lives, including comprehensive campus-wide sustainability campaigns (

http://sustainable.stanford.edu/be_cardinal_green

). The website is also an information hub for Sustainable Stanford publications, including the newsletter, fact sheets, how to guides, and the annual year in review (

http://sustainable.stanford.edu/news_and_resources

).

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

http://sustainable.stanford.edu/

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

Sustainable Stanford's quarterly newsletter, Cardinal Green, describes the latest campus sustainability news and success stories. It covers sustainability awards and recognition, new programs, and campus sustainability improvements.

The website URL for the sustainability newsletter :

http://sustainable.stanford.edu/newsletter

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 :

Stanford has a number of journals dedicated to publishing student research. These include the Stanford Undergraduate Research Journal, Stanford Service in Global Health Journal, and Stanford Environmental Law Journal. Student sustainability research projects can be submitted to any one of these publications.

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

http://www.stanford.edu/group/journal/cgi-bin/wordpress/

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

Yes

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

The Yang and Yamazaki Environment and Energy (Y2E2) building is a flagship high performance building on the Stanford campus. The building features computer kiosks that highlight specific sustainability features, and each of the three stairwells has signage which describes sustainability themes incorporated into the building design and construction. Each restroom includes signage describing the use of recycled water to flush toilets and urinals.

Similar signage has been included in numerous other high performance buildings on campus, including the Knight Management Center (the new eight-building project for the Graduate School of Business), the Huang Engineering Center, and the Center for Nanoscale Science and Engineering.

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

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_Y2E2_facts.pdf

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 :

All Stanford dining halls and Stanford-operated cafes practice composting and utilize compostable serviceware. As a result, all include signage describing the differences between recyclable, compostable, and waste material. Stanford Dining also promotes a “Love Food Hate Waste” campaign which includes signage describing the environmental impacts of food waste.

The Stanford Dining publication “Sustainability: A Way of Life” describing how Stanford incorporates sustainability into its food system.

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

http://www.stanford.edu/dept/rde/dining/sustainablefood.htm

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 :

Stanford's "Waterwise Demonstration Garden" serves as an educational model for the entire campus community regarding native and drought-tolerant plants.

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

http://bgm.stanford.edu/groups/grounds/special/waterwise

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

Yes

A brief description of the sustainability walking map or tour :

The Office of Sustainability offers a campus sustainability tour at major university events and a short tour upon request. Aboard one of the new diesel-electric hybrid Marguerite shuttles, participants travel to venues where campus operations feature sustainable practices in action. Staff members provide presentations both on the bus and on-site at select stops. Topics include water, waste and recycling,

transportation demand management, energy, sustainable landscaping, and a version of some high performance building tour.

The website URL of the sustainability walking map or tour :

http://sustainable.stanford.edu/events

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

Yes

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

Stanford's Parking and Transportation Services provides extensive information online and through one-on-one consultations regarding alternative transportation. The commute planning assistance program provides personalized recommendations (

http://transportation.stanford.edu/commuteplanning/

). The guide “Thriving at Stanford Without a Car” provides an overview of public transit options on and around campus. Stanford's "Commute Club" incentivizes the use of public transit and carpooling.

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

http://transportation.stanford.edu/pdf/thriving-at-stanford.pdf

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 :

“Sustainability on the Farm: A Student's Guide to Sustainable Living on Campus,” now in its third year of publication, is a publication specifically designed for students living on campus. It describes options to reduce personal energy and water use with campus-specific examples, such as explaining campus dual flush toilets or suggesting going trayless at the dining halls. The publication is sent electronically each summer to all incoming freshmen and transfer students.

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

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/oos_student_guide_081211
.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)? :

No

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

n/a

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 :

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

Yes

A brief description of this material :

Stanford University Sustainability Scholars is a student groups that works to develop creative methods of sustainability outreach. The group regularly updates a sustainability blog which profiles students and faculty working on sustainability issues, mentions upcoming sustainability events on campus, and discusses campus sustainability concerns. Any and all students are welcome to contribute to the blog. In addition, the Office of Sustainability funds one student writer for the blog each year.

The website URL for this material :

http://suss.stanford.edu/blog/

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

Yes

A brief description of this material :

Sustainable Stanford published Green Event Guidelines designed to inform faculty, staff, and students putting on events about Stanford's sustainability goals and how to incorporate these into event planning. The guideline discusses utilizing reusable signage, proper event composting and recycling, and additional tactics.

The website URL for this material :

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_green_event_guidelines

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

Yes

A brief description of this material :

The Woods Institute for the Environment produces numerous publications related to sustainability, including policy briefs, research plans, and general reports on the following topic areas: climate, freshwater, land use & conservation, and oceans & estuaries.

The website URL for this material :

http://woods.stanford.edu/docs/publications.html

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

Yes

A brief description of this material :

Sustainable Stanford published an annual report titled publishes “Sustainable Stanford – A Year In Review.” This publication provides campus sustainability metrics and trends as well as highlights campus sustainability stories from the past year. The publication highlights the actions taken across campus to improve sustainability and provides valuable tracking from year-to-year on consumption metrics.

The website URL for this material :

http://sustainable.stanford.edu/publications_and_reports

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

Yes

A brief description of this material :

Sustainable Stanford publishes a large number of Fact Sheets that explain various aspects of campus sustainability. These publications are designed to provide a concise overview of a particular environmental topic and how it is being addressed on campus. Fact sheet topics include “Food & Dining,” “Transportation,” “Water Conservation,” “Energy and Climate Action,” and fourteen others.

The website URL for this material :

http://sustainable.stanford.edu/publications_and_reports

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

Yes

A brief description of this material :

Sustainable Stanford publishes step-by-step “How To Guides” on various campus sustainability topics. These guides are intended to help individuals on campus take specific actions to contribute to campus sustainability. The guides directly support the Building Level Sustainability Program (

http://sustainable.stanford.edu/building_level_sustainability

). Topics include “How to Eat More Sustainably,” “How to Start an Office Composting Program,” “How to Reduce Computing Energy Use,” and five other campus-specific topics.

The website URL for this material :

http://sustainable.stanford.edu/publications_and_reports

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford has a wide range of sustainability-focused student groups across campus. The umbrella sustainability organization, Students for a Sustainable Stanford, just celebrated its tenth anniversary and contains multiple sub-groups focused on water, environmental justice, climate change, and other environmental topics.

Additional sustainability-focused student groups include the Green Living Council, which promotes sustainability in dorms; Engineers for a Sustainable World, which just completed a hydropower project in Peru; Stanford Solar and Wind Energy Project (SWEP); and many others. Please see the website for a full list of sustainability-related student groups on campus.

More information, and a brief description of each group, can be found online:

http://sustainable.stanford.edu/student_groups

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

Students for a Sustainable Stanford (largest group):
(1) Organized a survey to determine student visions for sustainability at Stanford over the next five years. Reported the results to the larger (faculty and staff) strategic planning committee.
(2) Numerous Green Fund Grant projects, including an iPhone app that facilities the reporting of leaks on campus and a free student-run campus thrift store.
(3) VisionEarth (the annual Earth Day celebration)
(4) Assistance with multiple waste audits throughout the year.

For more detailed information and a list of accomplishments from other student sustainability groups, please visit the group-specific websites, which can be found online:

http://sustainable.stanford.edu/student_groups

List other student groups that address sustainability :

Stanford Energy Club (http://energyclub.stanford.edu/)

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

http://sustainable.stanford.edu/student_groups

Organic Garden

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford has a one-acre organic community farm on which Stanford affiliates can utilize plots for gardening and farming. Each quarter a hands-on organic farming class is taught to students here, and books on organic gardening are available onsite. Additionally, Stanford Dining operates a network of organic gardens at dining halls and student houses across campus to enable students to experience growing and consuming fresh organic produce.

The website URL where information about the garden is available :

http://www.stanford.edu/group/scfarm/

Model Room in a Residence Hall

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Themed Housing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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) :

Stanford has a co-operative house, Synergy, whose residents “strongly support an awareness of the environment.” The house is vegetarian and operates its own large organic garden. Additionally, Synergy is one of few campus dormitories that has solar panels on its roof and uses rainwater collection to water the garden and compost piles.

Approximately 48 students per year elect to live in Synergy House. Details on other themed housing options can be found on the following website:

http://www.stanford.edu/group/themed/

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

http://www.stanford.edu/group/coop/cgi-bin/public/wiki.php?wikiid=1&pagename=Synergy

The total number of residents in themed housing. :

Sustainable Enterprise

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Submission Note:

Farm Stand Website:

http://www.stanford.edu/dept/rde/dining/produce_stand.htm

"---" *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 :

Stanford has multiple sustainability-oriented student enterprises. The Stanford Farm Stand is a weekly student-run produce stand that sells locally-grown, seasonal, organic produce from Stanford's community organic farm and from a nearby organic farm that is a campus partner. Additionally, the campus Green Store is a student-run store that sells sustainable items to students, including Smart powerstrips, compostable serviceware, recyclable party cups, and eco-friendly detergent. The Green Store is run by the Associated Students of Stanford University (ASSU).

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

http://assu.stanford.edu/greenstore/

Sustainability Events

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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) :

Stanford hosts a vast array of conferences and events targeted at engaging students in Sustainability. One example out of many is “Vision Earth,” the latest incarnation of an annual campus festival celebrating Earth Day, which was founded by a Stanford grad. This year’s Vision Earth festival lasted three days and included music, art, workshops, and lectures about sustainability. Another example is the Berkeley-Stanford Cleantech Conference, which is an annual conference co-hosted by Stanford and Berkeley that addresses renewable energy advancements. Stanford also hosts many lecture series each quarter dealing with the environment, including topics such as energy, climate change, conservation biology, and a wide variety of other subjects. The Stanford Energy Club maintains a comprehensive calendar of such events, both on- and off-campus and distributes this information to students, faculty, and staff (

http://energy.stanford.edu/

).

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

http://visionearth.stanford.edu/

Outdoors Program

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford is home to a number of different outing societies. Most relevant here is the Outdoor Education Program, which teaches a one-unit class each quarter on outdoor leadership skills including Leave No Trace and basic backwoods safety and responsibility. Stanford Outdoor Gear is a student-run groups which rents outing supplies to students for weekend trips. Stanford also organizes an annual student-led pre-orientation backpacking trip (SPOT) for any interested incoming freshmen.

The website URL where information about the program is available :

http://outdoors.stanford.edu/

Themed Semester or Year

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

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

No

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

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

The website URL where information about the theme is available :

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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? :

Stanford's Sustainability Working Group (SWG) is a volunteer organization composed of staff, faculty, and students, that prepares sustainability policy and program recommendations to the administration. The group developed the definitions below for sustainability courses at Stanford:

(1) SUSTAINABILITY-FOCUSED classes are solutions-focused and consider the problems, knowledge, tools, technologies, and approaches that will enable society to achieve the goal of sustainability (to meet the needs of the present without compromising the ability of future generations to meet their own needs). Sustainability-focused classes incorporate the interaction of human and environment or resource systems.

(2) SUSTAINABILITY-RELATED classes incorporate aspects of sustainability into the course material, but do not need to focus on solutions and/or address all components of sustainability.

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 :

For many years, the Earth Systems Program within Stanford's School of Earth Sciences has compiled and published a list of environmental courses (

http://pangea.stanford.edu/programs/esys/academics/undergraduate-program/undergrad-courses

). This list served as the starting point for the sustainability course inventory. Staff went through each course on the existing list and determined whether it was sustainability-related, sustainability-focused, or neither. Next, staff audited the entire 2010-2011 course bulletin and identified (based on course descriptions), whether or not courses should be added to the sustainability course inventory. The new list, consisting of only sustainability-related and sustainability-focused courses has been uploaded to the Sustainable Stanford website.

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

Yes

The website URL where the sustainability course inventory is posted :

http://sustainable.stanford.edu/students

Sustainability-Focused Courses

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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*.

Submission Note:

Responses for this credit include the courses offered only during the 2010 - 2011 academic year. All 1-unit classes (activity classes) are excluded from both the sustainability course inventory and the total course count. All activity classes are offered on a "satisfactory / no credit" basis and only a limited number (up to 8) may count towards undergraduate degree requirements. Activity classes are typically non-academic and provide extracurricular opportunities such as physical education or a lecture series.

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

The number of sustainability-focused courses offered :

173

The total number of courses offered :

8646

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

The list below shows the sustainability-focused classes of 1 unit or more offered in 2010 - 2011 at Stanford:

AA 116N: Electric Automobiles and Aircraft (EE 25Q)
AFRICAAM 110: "The Environment" In Context: Race, Ethnicity, and Environmental Conceptions (CSRE 110, EARTHSYS 110, HUMBIO 118R, PSYCH 136)
AFRICAAM 204F: The Modern Tradition of Non-Violent Resistance (CSRE 104F, HISTORY 204F)
AMSTUD 130: Introduction to Environmental Humanities: Cultures of Nature in the American West (MTL 130)
ANTHRO 1: Introduction to Cultural and Social Anthropology (ANTHRO 201)
ANTHRO 115A: Environmental Crises and State Collapse: Lessons from the Past (HUMBIO 115)

ANTHRO 117A: Conservation Medicine in Practice (HUMBIO 117)
ANTHRO 118: Heritage, Environment, and Sovereignty in Hawaii (EARTHSYS 118)
ANTHRO 147: Nature, Culture, Heritage (ANTHRO 247)
ANTHRO 162: Indigenous Peoples and Environmental Problems (ANTHRO 262)
ANTHRO 166: Political Ecology of Tropical Land Use: Conservation, Natural Resource Extraction, and Agribusiness (ANTHRO 266)
ANTHRO 168A: Risky Environments: The Nature of Disaster (ANTHRO 268A)
ANTHRO 169A: New Citizenship: Grassroots Movements for Social Justice in the U.S. (CHICANST 168, CSRE 168, FEMST 140H)
ANTHRO 173: Human Dimensions of Global Environmental Change: Resilence, Vulnerability, and Environmental Justice (HUMBIO 111)
ANTHRO 177: Environmental Change and Emerging Infectious Diseases (ANTHRO 277, HUMBIO 114)
ANTHRO 18: Peopling of the Globe: Changing Patterns of Land Use and Consumption Over the Last 50,000 Years (ARCHLGY 12, EARTHSYS 21)
ANTHRO 302: Theory and History of Evolution and Ecology
ANTHRO 305: Research Methods in Ecological Anthropology
ANTHRO 31: Ecology, Evolution, and Human Health (ANTHRO 331A)
ANTHRO 338A: Biohumanities: Continental Philosophy and the Human and Social Sciences (FRENGEN 338)
ANTHRO 364: EcoGroup: Current Topics in Ecological, Evolutionary, and Environmental Anthropology
ANTHRO 364A: EcoGroup: Current Topics in Ecological, Evolutionary, and Environmental Anthropology Workshop
ANTHRO 90C: Theory of Ecological and Environmental Anthropology (HUMBIO 118)
APPPHYS 219: Solid State Physics and the Energy Challenge
APPPHYS 79N: Energy Options for the 21st Century
ARCHLGY 119: ENVIRONMENTAL ARCHAEOLOGY
ARTHIST 431: Landscape and Power
ARTSTUDI 153: Ecology of Materials
BIO 101: Ecology
BIO 10SC: Natural History, Marine Biology, and Research
BIO 116: Ecology of the Hawaiian Islands (EARTHSYS 116)
BIO 117: Biology and Global Change (EARTHSYS 111, EESS 111)
BIO 125: Ecosystems of California
BIO 144: Conservation Biology (HUMBIO 112)
BIO 322: Communication Challenges for Today's Thorniest Environmental Problems
BIO 33N: Conservation Science and Practice
BIO 43: Plant Biology, Evolution, and Ecology
BIOHOPK 163H: Oceanic Biology (BIOHOPK 263H)
BIOHOPK 173H: Marine Conservation Biology (BIOHOPK 273H)
BIOHOPK 182H: Stanford at Sea (BIOHOPK 323H, EARTHSYS 323, EESS 323)
BIOHOPK 185H: Ecology and Conservation of Kelp Forest Communities (BIOHOPK 285H)
BIOHOPK 43: Plant Biology, Evolution, and Ecology
CEE 100: Managing Sustainable Building Projects
CEE 109: Creating a Green Student Workforce to Help Implement Stanford's Sustainability Vision (EARTHSYS 109)
CEE 115: Goals and Methods of Sustainable Building Projects (CEE 215)
CEE 124: Sustainable Development Studio
CEE 129: Climate Change Adaptation for Seaports: Engineering and Policy for a Sustainable Future (CEE 229)
CEE 136: Green Architecture (CEE 236)
CEE 142A: Negotiating Sustainable Development (CEE 242A, ENVRES 242)
CEE 165C: Water Resources Management (CEE 265C)
CEE 171: Environmental Planning Methods
CEE 172: Air Quality Management

CEE 172P: Distributed Generation and Grid Integration of Renewables (CEE 272P)
CEE 172S: Technology and business strategies to reduce greenhouse gas emissions (CEE 272S)
CEE 173A: Energy Resources (CEE 207A, EARTHSYS 103)
CEE 175A: California Coast: Science, Policy, and Law (CEE 275A, EARTHSYS 175, EARTHSYS 275)
CEE 176A: Energy Efficient Buildings
CEE 176B: Electric Power: Renewables and Efficiency
CEE 177S: Design for a Sustainable World (CEE 277S)
CEE 179C: Environmental Engineering Design
CEE 226E: Advanced Topics in Integrated, Energy-Efficient Building Design
CEE 228C: Design and Construction for Sustainability in Extreme Environments
CEE 265A: Sustainable Water Resources Development
CEE 273S: Chemical Transformation of Environmental Organic Compounds
CEE 370A: Environmental Research
CEE 370B: Environmental Research
CEE 370C: Environmental Research
CEE 371: Frontiers in Environmental Research
CEE 70: Environmental Science and Technology
CHEM 25N: Science in the News
CHEMENG 35N: Renewable Energy for a Sustainable World
CHEMENG 60Q: Environmental Regulation and Policy
CLASSGEN 123: Urban Sustainability: Long-Term Archaeological Perspectives (CLASSGEN 223, URBANST 115)
COMM 177C: Specialized Writing and Reporting: Environmental Journalism (COMM 277C, ENVRES 277C)
COMPLIT 158: Ecology in Philosophy and Literature
CSRE 109A: Federal Indian Law (NATIVEAM 109A)
EARTHSCI 117: Earth Sciences of the Hawaiian Islands (EARTHSYS 117, EESS 117)
EARTHSCI 180: Introduction to Earth & Environmental Science Research Design
EARTHSYS 10: Introduction to Earth Systems
EARTHSYS 100: Environmental and Geological Field Studies in the Rocky Mountains (EESS 101, GES 101)
EARTHSYS 101: Energy and the Environment (ENERGY 101)
EARTHSYS 102: Renewable Energy Sources and Greener Energy Processes (ENERGY 102)
EARTHSYS 105: Food and Community: New Visions for a Sustainable Future (EESS 105)
EARTHSYS 12SC: Environmental and Geological Field Studies in the Rocky Mountains (EESS 12SC, GES 12SC)
EARTHSYS 18: Promoting Sustainability Behavior Change at Stanford
EARTHSYS 180B: Principles and Practices of Sustainable Agriculture (EESS 180B)
EARTHSYS 188: Social and Environmental Tradeoffs in Climate Decision-Making (EARTHSYS 288)
EARTHSYS 297: Directed Individual Study in Earth Systems
EARTHSYS 43Q: Environmental Problems (GES 43Q)
EARTHSYS 57Q: Climate Change from the Past to the Future (EESS 57Q)
EASTASN 117: Health and Healthcare Systems in East Asia (EASTASN 217)
ECON 106: World Food Economy
ECON 155: Environmental Economics and Policy
ECON 156: Marine Resource Economics and Policy (EARTHSYS 156)
ECON 17N: Energy, the Environment, and the Economy
ECON 18N: Industrial Revolution: History, Ethics & Consequences of Mod. Economic Development (HISTORY 35N)
ECON 20SI: Sustainability from the Economic Perspective
ECON 250: Environmental Economics
EDUC 332X: Theory and Practice of Environmental Education
EDUC 357X: Science and Environmental Education in Informal Contexts

ENERGY 104: Transition to sustainable energy systems
ENERGY 153: Carbon Capture and Sequestration (ENERGY 253)
ENVRES 200: Sustaining Action: Research, Analysis and Writing for the Public
ENVRES 277C: Specialized Writing and Reporting: Environmental Journalism (COMM 177C, COMM 277C)
ENVRES 290: Capstone Project Seminar in Environment and Resources
ENVRES 310: Environmental Forum Seminar
ENVRES 315: Environmental Research Design Seminar
ENVRES 320: Designing Environmental Research
ENVRES 330: Research Approaches for Environmental Problem Solving
ENVRES 339: Advanced Environmental Science for Managers and Policy Makers
ETHICSOC 178M: Environmental Justice (ETHICSOC 278M, PHIL 178M, PHIL 278M, POLISCI 134L)
GES 39N: Forensic Geoscience: Stanford CSI
GSBGEN 339: Environmental Innovation, Sustainability and Entrepreneurship
GSBGEN 533: Sustainability as Market Strategy
GSBGEN 536: Business Models for Sustainable Energy
HISTORY 103D: Human Society and Environmental Change (EARTHSYS 112, EESS 112)
HISTORY 243J: Climate Change in the West: A History of the Future (EARTHSYS 143J)
HISTORY 62S: Food Ways: The Politics, Culture, and Ecology of Food in American History
HUMBIO 121E: Ethnicity and Medicine (FAMMED 244)
HUMBIO 125: Current Controversies in Women's Health (OBGYN 256)
HUMBIO 126: Promoting Health Over the Life Course: Multidisciplinary Perspectives
HUMBIO 129: Critical Issues in International Women's Health (FEMST 129)
HUMBIO 18SC: Conservation and Development Dilemmas in the Amazon (ANTHRO 11SC)
HUMBIO 4B: Environmental and Health Policy Analysis
HUMBIO 82Q: The Omnivore's Dilemma - Or Is It?
IHUM 71: Sustainability and Collapse
IIS 195: Interschool Honors Program in Environmental Science, Technology, and Policy
INTNLREL 170: ENERGY AND CLIMATE
IO 102: Demography: Health, Development, Environment (HUMBIO 119)
LAW 350: Corporate Social Responsibility: Global Business, Sustainability, and Human Rights
LAW 432: Environmental and Energy Workshop
LAW 437: Water Law
LAW 599: Climate Change Workshop
LAW 603: Environmental Law and Policy
LAW 605: International Environmental Law
MATSCI 11SC: Energy Technologies for a Sustainable Future
MATSCI 156: Solar Cells, Fuel Cells, and Batteries: Materials for the Energy Solution (MATSCI 256)
ME 206A: Entrepreneurial Design for Extreme Affordability
ME 206B: Entrepreneurial Design for Extreme Affordability
ME 25N: Global Warming and Climate Change: Fact or Fiction
ME 380: Collaborating with the Future (ENVRES 380)
MKTG 551: Initiating, Sustaining, and Monetizing Green Marketing
MS&E 197: Ethics and Public Policy (PUBLPOL 103B, STS 110)
MS&E 243: Energy and Environmental Policy Analysis (ENVRES 243)
MS&E 264: Sustainable Product Development and Manufacturing
MS&E 289: Designing for Sustainable Abundance
MS&E 295: Energy Policy Analysis
MS&E 296: Sustainable Mobility: Improving Energy Efficiency and Reducing CO_2 Emissions from Transport

MS&E 491: Clean Energy Development
MS&E 92Q: International Environmental Policy
OIT 338: Environmental Science for Managers and Policy Makers
OIT 339: Environmental Science for Managers and Policy Makers - advanced
OSPAUSTL 20: Coastal Resource Management
OSPBER 62: Shades of Green: Environmental Policy in Germany and the U.S. in Historical Perspective
OSPCPTWN 53: The South African Environment in Historical Context
OSPFLOR 37: Directed Readings in Environmental Management in Europe
OSPGEN 42: How to Build a Habitable Planet: An Example from the European Alps
OSPGEN 43: Turkey at the Crossroads of Energy, Sustainability, and Geography
OSPPARIS 33: The Economics of Climate Change: Policies in Theory and Practice in the EU and the U.S.
PHIL 178M: Environmental Justice (ETHICSOC 178M, ETHICSOC 278M, PHIL 278M, POLISCI 134L)
PUBLPOL 121: Policy and Climate Change
PWR 1CR: Writing & Rhetoric 1: Writing Nature: Discourses in Ecology, Culture, and Technology
PWR 1GJS: Writing & Rhetoric 1: Our Warded World: The Rhetoric of Conservation
PWR 2CR: Writing & Rhetoric 2: Revolutions in Environmental Rhetoric
PWR 2KM: Writing & Rhetoric 2: A Planet on Edge: The Rhetoric of Sustainable Energy
SIW 133: How a "Green" Idea Becomes Law: Current State of US Environmental Law & Policy
SIW 137: Energy and Environment: Technology, Economics and Policy
SIW 140: Health and Environmental Policy Speaker Series
SIW 198J: Environment and Energy Policy
SIW 198K: Urban Environmental Issues
SIW 198W: Environmental Education
SIW 198X: International Environmental Policy
URBANST 164: Sustainable Cities

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

http://sustainable.stanford.edu/students

A copy of the sustainability course inventory :

ER_Credit_6_Focused_Stanford.pdf

Sustainability-Related Courses

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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*.

Submission Note:

Responses for this credit include the courses offered only during the 2010 - 2011 academic year. All 1-unit classes (activity classes) are excluded from both the sustainability course inventory and the total course count. All activity classes are offered on a "satisfactory / no credit" basis and only a limited number (up to 8) may count towards undergraduate degree requirements. Activity classes are typically non-academic and provide extracurricular opportunities such as physical education or a lecture series.

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

The number of sustainability-related courses offered :

343

The total number of courses offered :

8646

Number of years covered by the data :

One

A list of sustainability-related courses offered :

The list below shows the sustainability-related classes of 1 unit or more offered in 2010 - 2011 at Stanford:

AA 100: Introduction to Aeronautics and Astronautics
AA 113N: Structures: Why Things Don't (and Sometimes Do) Fall Down
AA 236A: Spacecraft Design
AA 253: Product and Systems Development (MS&E 205)
AA 272C: Global Positioning Systems
AFRICAAM 16N: African Americans and Social Movements (CSRE 16N, SOC 16N)
AFRICAAM 47: History of South Africa (HISTORY 47)

AFRICAST 112: AIDS, Literacy, and Land: Foreign Aid and Development in Africa (AFRICAST 212)
ANTHRO 102A: Ancient Civilizations: Complexity and Collapse (ANTHRO 202A)
ANTHRO 113: Faunal Analysis: Animal Remains for the Archaeologist (ANTHRO 213, BIO 166, BIO 266)
ANTHRO 14: Introduction to Anthropological Genetics
ANTHRO 15: Sex and Gender
ANTHRO 172: Seminar on Cultural Evolution and Coevolution (ANTHRO 272)
ANTHRO 181A: Gender in the Middle East: Iran, Turkey, and Egypt
ANTHRO 185A: Race and Biomedicine (ASNAMST 185A)
ANTHRO 22: Archaeology of North America
ANTHRO 320A: Race, Ethnicity, and Language (EDUC 389X, LINGUIST 253)
ANTHRO 322: From Biopolitics to Necropolitics and Beyond
ANTHRO 332: Transformative Design (ENGR 231)
ANTHRO 373: Things: An Archaeology of the Relationships Between Humans and Things
ANTHRO 380B: Gender Bias in the Past and Future of Asia: Kinship & Society
ANTHRO 380C: Gender Bias in the Past and Future of Asia: Governance
ANTHRO 82: Medical Anthropology (ANTHRO 282)
ARCHLGY 133: LANDSCAPE ARCHAEOLOGIES (ARCHLGY 333)
ARTSTUDI 184: Art and Biology
BIO 105A: Jasper Ridge Docent Training (EARTHSYS 105A)
BIO 105B: Jasper Ridge Docent Training (EARTHSYS 105B)
BIO 136: Evolutionary Paleobiology
BIO 137: Plant Genetics (BIO 237)
BIO 139: Biology of Birds
BIO 143: Evolution (BIO 243)
BIO 145: Behavioral Ecology (BIO 245)
BIO 14N: Plants and Civilization
BIO 164: Biosphere-Atmosphere Interactions (BIO 264)
BIO 196A: Biology Senior Reflection
BIO 196B: Biology Senior Reflection
BIO 196C: Biology Senior Reflection
BIO 227: Foundations of Community Ecology
BIO 275: Ecological Modeling
BIO 342: Plant Biology Seminar
BIOHOPK 161H: Invertebrate Zoology (BIOHOPK 261H)
BIOHOPK 164H: Marine Botany (BIOHOPK 264H)
BIOHOPK 171H: Ecological and Evolutionary Physiology (BIOHOPK 271H)
BIOHOPK 172H: Marine Ecology (BIOHOPK 272H)
BIOHOPK 175H: Problems in Kelp Forest Ecology and Microbial Ecology
BIOHOPK 187H: Sensory Ecology (BIOHOPK 287H)
BIOMEDIN 156: Economics of Health and Medical Care (BIOMEDIN 256, ECON 126, HRP 256)
CEE 161A: Rivers, Streams, and Canals (CEE 264A)
CEE 164: Introduction to Physical Oceanography (CEE 262D, EARTHSYS 164)
CEE 166A: Watersheds and Wetlands (CEE 266A)
CEE 166B: Floods and Droughts, Dams and Aqueducts (CEE 266B)
CEE 166D: Water Resources and Water Hazards Field Trips (CEE 266D)
CEE 172A: Indoor Air Quality (CEE 278C)
CEE 176S: Instrumental Analysis of Microconstituents in the Environment (CEE 276S)
CEE 177: Aquatic Chemistry and Biology

CEE 178: Introduction to Human Exposure Analysis (CEE 276)
CEE 206: Decision Analysis for Civil and Environmental Engineers
CEE 217: Renewable Energy Infrastructure
CEE 226: Life Cycle Assessment for Complex Systems
CEE 227: Global Project Finance
CEE 241A: Infrastructure Project Development (CEE 141A)
CEE 241B: Infrastructure Project Delivery (CEE 141B)
CEE 241C: Global Infrastructure Projects Seminar (CEE 141C)
CEE 243: Predicting and Measuring Building Energy Use
CEE 256: Building Systems (CEE 156)
CEE 262B: Transport and Mixing in Surface Water Flows
CEE 262F: Ocean Waves
CEE 263B: Numerical Weather Prediction
CEE 265D: Water and Sanitation in Developing Countries
CEE 266C: Advanced Topics in Hydrology and Water Resources
CEE 268E: Engineered Subsurface Systems: Geothermal, Carbon Sequestration & Nuclear \n\nWaste Storage.
CEE 270: Movement and Fate of Organic Contaminants in Waters
CEE 271A: Physical and Chemical Treatment Processes
CEE 271B: Environmental Biotechnology
CEE 271D: Introduction to Wastewater Treatment Process Modeling
CEE 272: Coastal Contaminants
CEE 272R: Modern Power Systems Engineering
CEE 273: Aquatic Chemistry
CEE 274B: Metabolic Biochemistry of Microorganisms (CHEMENG 456)
CEE 276: Introduction to Human Exposure Analysis (CEE 178)
CEE 277D: Water, Sanitation and Health in Developing Countries
CEE 278A: Air Pollution Physics and Chemistry
CEE 363C: Ocean and Estuarine Modeling
CEE 363F: Oceanic Fluid Dynamics (EESS 363F)
CEE 363G: Field Techniques in Coastal Oceanography
CEE 365A: Advanced Topics in Environmental Fluid Mechanics and Hydrology
CEE 374A: Introduction to Physiology of Microbes in Biofilms
CEE 374S: Advanced Topics in Microbial Pollution
CEE 374T: Advanced Topics in Coastal Pollution
CEE 374U: Advanced Topics in Submarine Groundwater Discharge
CEE 374V: Advanced Topics in Microbial Source Tracking
CEE 374W: Advanced Topics in Water, Health and Development
CEE 385: Performance-Based Earthquake Engineering
CEE 63: Weather and Storms (CEE 263C)
CEE 64: Air Pollution: From Urban Smog to Global Change (CEE 263D)
CEE 70N: Water, Public Health, and Engineering
CHEM 24N: Nutrition and History
CHEMENG 140: Micro and Nanoscale Fabrication Engineering (CHEMENG 240)
CHEMENG 174: Environmental Microbiology I (CEE 274A, CHEMENG 274)
CHEMENG 183: Biochemistry II (BIO 189, BIO 289, CHEM 183, CHEMENG 283)
CHEMENG 25B: Biotechnology (ENGR 25B)
CHEMENG 25E: Energy: Chemical Transformations for Production, Storage, and Use (ENGR 25E)
CHEMENG 70Q: Masters of Disaster

CHICANST 201B: From Racial Justice to Multiculturalism: Movement-based Arts Organizing in the Post Civil Rights Era (CSRE 201B)
CLASSGEN 5N: The Nile and its Life-cycles
COMM 131: Media Ethics and Responsibility (COMM 231)
COMPMED 81N: Comparative Anatomy and Physiology of Mammals
COMPMED 83N: Horse Medicine
COMPMED 84Q: Globally Emerging Zoonotic Diseases
COMPMED 87Q: Introduction to the Mouse in Biomedical Research
CS 181: Computers, Ethics, and Public Policy
CTL 312: Science and Engineering Course Design (ENGR 312)
DUC 324X: The Ecology of Equality
EARTHSYS 113: Earthquakes and Volcanoes (GEOPHYS 113)
EARTHSYS 122: Paleobiology (GES 123)
EARTHSYS 130: Soil Physics and Hydrology (GES 130)
EARTHSYS 131H: Hydrologically-Driven Landscape Evolution (GES 131)
EARTHSYS 141: Remote Sensing of the Oceans (EARTHSYS 241, EESS 141, EESS 241)
EARTHSYS 142: Remote Sensing of Land (EARTHSYS 242, EESS 162, EESS 262)
EARTHSYS 143: Marine Biogeochemistry (EARTHSYS 243, EESS 143, EESS 243)
EARTHSYS 144: Fundamentals of Geographic Information Science (GIS) (EESS 164)
EARTHSYS 146A: Atmosphere, Ocean, and Climate Dynamics: The Atmospheric Circulation (EARTHSYS 246A, EESS 146A, EESS 246A, GEOPHYS 146A, GEOPHYS 246A)
EARTHSYS 146B: Atmosphere, Ocean, and Climate Dynamics: the Ocean\n\nCirculation (EARTHSYS 246B, EESS 146B, EESS 246B, GEOPHYS 146B, GEOPHYS 246B)
EARTHSYS 155: Science of Soils (EESS 155)
EARTHSYS 170: Environmental Geochemistry (GES 170)
EARTHSYS 177: Interdisciplinary Research Survival Skills (EARTHSYS 277)
EARTHSYS 2: Earth System History (EESS 2)
EARTHSYS 298: Earth Systems Book Review
EARTHSYS 38N: The Worst Journey in the World: The Science, Literature, and History of Polar Exploration (EESS 38N, GES 38N)
EARTHSYS 46N: Exploring the Critical Interface between the Land and Monterey Bay: Elkhorn Slough (EESS 46N)
EARTHSYS 8: The Oceans: An Introduction to the Marine Environment (EESS 8)
EASTASN 70SI: Critical Issues in U.S.-China Relations Today
ECON 118: Development Economics
ECON 19N: The Economics of Cities
ECON 216: Development Economics III
ECON 341: Public Economics and Environmental Economics Seminar
EDUC 102: Examining Social Structures, Power, and Educational Access
EDUC 205X: The Impact of Social and Behavioral Science Research on Educational Issues
EDUC 216X: Education, Race, and Inequality in African American History, 1880-1990 (CSRE 216X, HISTORY 255E)
EDUC 247: Moral Education
EDUC 267E: Development of Scientific Reasoning and Knowledge
EDUC 267F: Development of Scientific Reasoning and Knowledge II
EDUC 306A: Economics of Education in the Global Economy
EDUC 306D: World, Societal, and Educational Change: Comparative Perspectives (EDUC 136, SOC 231)
EDUC 362X: The Science Curriculum: Values and Ideology in a Contested Terrain
EE 237: Solar Energy Conversion
EE 293A: Fundamentals of Energy Processes (ENERGY 293A)
EE 293B: Fundamentals of Energy Processes (ENERGY 293B)
EE 327: Properties of Semiconductor Materials

EE 60N: Man versus Nature: Coping with Disasters Using Space Technology (GEOPHYS 60N)
EESS 213: Spatial Statistics and Analysis for Environmental Data
EESS 215: Earth System Dynamics
EESS 220: Physical Hydrogeology (CEE 260A)
EESS 221: Contaminant Hydrogeology (CEE 260C)
EESS 240: Advanced Oceanography
EESS 244: Marine Ecosystem Modeling
EESS 250: Elkhorn Slough Microbiology
EESS 259: Environmental Microbial Genomics
EESS 330: Advanced Topics in Hydrogeology
ENERGY 155: Undergraduate Report on Energy Industry Training
ENERGY 160: Modeling Uncertainty in the Earth Sciences (ENERGY 260)
ENERGY 167: Engineering Valuation and Appraisal of Oil and Gas Wells, Facilities, and Properties (ENERGY 267)
ENERGY 180: Oil and Gas Production Engineering (ENERGY 280)
ENERGY 191: OPTIMIZATION OF ENERGY SYSTEMS (ENERGY 291)
ENERGY 194: Special Topics in Energy and Mineral Fluids
ENERGY 240: Geostatistics for Spatial Phenomena (GES 240)
ENGLISH 103Q: Reading and Writing Poetry about Science (STS 103Q)
ENGR 120: Fundamentals of Petroleum Engineering (ENERGY 120)
ENGR 131: Ethical Issues in Engineering (STS 115)
ENGR 150: Social Innovation and Entrepreneurship (ENGR 250)
ENGR 204: Research Ethics for Engineers and Scientists
ENVRES 220D: Agricultural Systems in Emerging Economies (EESS 320)
ENVRES 260: Global Water: Challenges and Opportunities
ENVRES 270: Graduate Practicum in Environment and Resources
ETHICSOC 136R: Introduction to Global Justice (INTNLREL 136R, PHIL 76, POLISCI 136R, POLISCI 336)
ETHICSOC 171: Justice (IPS 208, PHIL 171, PHIL 271, POLISCI 3P, POLISCI 136S, POLISCI 336S, PUBLPOL 103C, PUBLPOL 307)
ETHICSOC 177M: HUMAN RIGHTS & MORAL QUESTIONS (ETHICSOC 277M, PHIL 177M, PHIL 277M)
ETHICSOC 198: Community Engagement Internship
FEMST 101: Introduction to Feminist Studies (ANTHRO 144A)
GEOPHYS 150: Geodynamics: Our Dynamic Earth
GEOPHYS 170: Global Tectonics
GEOPHYS 187: Environmental Soundings Image Estimation (GEOPHYS 211)
GEOPHYS 190: Near-Surface Geophysics
GEOPHYS 210: Basic Earth Imaging
GEOPHYS 255: Report on Energy Industry Training
GEOPHYS 257: Introduction to Computational Earth Sciences
GEOPHYS 262: Rock Physics
GEOPHYS 280: 3-D Seismic Imaging
GEOPHYS 284: Hydrogeophysics
GEOPHYS 286: Global Seismology
GEOPHYS 287: Earthquake Seismology
GEOPHYS 385B: Environmental Geophysics
GERGEN 235: Survival and the Biopolitics of Bare Life
GERGEN 265: Art and Nature
GES 102: Earth Materials: Introduction to Mineralogy
GES 103: Earth Materials: Rocks in Thin Section

GES 104: Earth Materials: Introduction to Petrology
GES 105: Introduction to Field Methods
GES 110: Structural Geology and Tectonics
GES 111A: Fundamentals of Structural Geology (CEE 195A)
GES 111B: Fundamentals of Structural Geology (CEE 195B)
GES 121: What Makes a Habitable Planet? (GES 221)
GES 150: Senior Seminar: Issues in Earth Sciences
GES 151: Sedimentary Geology and Petrography: Depositional Systems
GES 171: Geochemical Thermodynamics
GES 182: Field Seminar on Continental-Margin Volcanism
GES 190: Research in the Field
GES 192: Undergraduate Research in Geological and Environmental Sciences
GES 198: Special Problems in Geological and Environmental Sciences
GES 1A: Introduction to Geology: The Physical Science of the Earth
GES 1BN: Introduction to Geology: California Desert Field Geology
GES 1C: Introduction to Geology: Dynamic Earth
GES 211: Topics in Regional Geology and Tectonics
GES 212: Topics in Tectonic Geomorphology
GES 213: Topics in Sedimentary Geology
GES 214: Topics in Paleobiology
GES 216: Rock Fracture Mechanics
GES 217: Faults, Fractures, and Fluid Flow
GES 224: Modeling Transport and Transformations in the Environment
GES 238: Soil Physics
GES 252: Sedimentary Petrography
GES 253: Petroleum Geology and Exploration
GES 256: Quantitative Methods in Paleobiology
GES 277: Flood Basalts and Mass Extinctions
GES 292: Directed Reading with Geological and Environmental Sciences Faculty
GES 299: Field Research
GES 311: Interpretation of Tectonically Active Landscapes
GES 40N: Diamonds
GES 55Q: The California Gold Rush: Geologic Background and Environmental Impact
GES 90: Introduction to Geochemistry
GSBGEN 356: Dynamics of the World Wine Industry
GSBGEN 358: The Power of Social Technology
GSBGEN 394: Global Project Finance
GSBGEN 522: Ethical Issues in the Biotech Industry
GSBGEN 566: Real-Life Ethics
GSBGEN 585: Social Innovation through Corporate Social Responsibility
GSBGEN 586: Poverty, Entrepreneurship, and Development
HISTORY 102: The History of the International System since 1914
HISTORY 106A: Global Human Geography: Asia and Africa
HISTORY 106B: Global Human Geography: Europe and Americas
HISTORY 206: History and Geography of Contemporary Global Issues
HISTORY 231A: Charles Darwin and the Global 19th Century (HISTORY 331A)
HISTORY 60S: Beyond the Nation: International Social Movements in the U.S. from World War I to World War II
HISTORY 61S: California Politics since the 1960s

HRP 214: Scientific Writing
HRP 216: Analytical and Practical Issues in the Conduct of Clinical and Epidemiologic Research
HRP 223: Epidemiologic Analysis: Data Management and Statistical Programming
HRP 225: Design and Conduct of Clinical and Epidemiologic Studies
HRP 226: Advanced Epidemiologic and Clinical Research Methods
HRP 231: Epidemiology of Infectious Diseases
HRP 240: Rethinking Global Health (MED 230)
HRP 299: Directed Reading in Health Research and Policy
HUMBIO 113: The Biologies of Humans and Plants
HUMBIO 122M: Challenges of Human Migration: Health and Health Care of Migrants and Autochthonous Populations (PEDS 212)
HUMBIO 151: Introduction to Epidemiology
HUMBIO 152: Viral Lifestyles
HUMBIO 153: Parasites and Pestilence: Infectious Public Health Challenges
HUMBIO 156: Global HIV/AIDS (MED 256)
HUMBIO 166: Food and Society: Exploring Eating Behaviors in Social, Environmental, and Policy Context
HUMBIO 174: Foundations of Bioethics
HUMBIO 2A: Genetics, Evolution, and Ecology
HUMBIO 2B: Culture, Evolution, and Society
HUMBIO 3A: Cell and Developmental Biology
HUMBIO 3B: Behavior, Health, and Development
HUMBIO 84Q: Social Justice, Responsibility, Health
HUMBIO 86Q: Love as a Force for Social Change
IPS 203: Issues in International Economics
IPS 206A: Politics and Collective Action (POLISCI 331S, PUBLPOL 304A)
IPS 210: The Politics of International Humanitarian Action
LAW 212: Introduction to Social Entrepreneurship
LAW 338: Land Use
LAW 440: Biotechnology Law and Policy
LAW 622A: Environmental Law Clinic: Clinical Practice
LAW 622B: Environmental Law Clinic: Clinical Methods
LAW 622C: Environmental Law Clinic: Clinical Coursework
LAW 623: Advanced Environmental Law Clinic
LAW 626: Legislative Simulation: The Cap and Trade Debate
MATSCI 303: Principles, Materials and Devices of Batteries
MATSCI 316: Nanoscale Science, Engineering, and Technology
ME 185: Electric Vehicle Design
ME 260: Fuel Cell Science and Technology
ME 314: Good Products, Bad Products (ME 214)
ME 370A: Energy Systems I: Thermodynamics
ME 370B: Energy Systems II: Modeling and Advanced Concepts
ME 370C: Energy Systems III: Projects
ME 371: Combustion Fundamentals
MED 262: Economics of Health Improvement in Developing Countries (ECON 127)
MED 274: Design for Service Innovation (HRP 274)
MED 83Q: Ethical, Legal, and Social Dimensions of Stem Cell Research
MGTECON 300: Growth and Stabilization in the Global Economy
MGTECON 331: Political Economy of Health Care in the United States
MGTECON 332: Analysis of Costs, Risks, and Benefits of Health Care

MS&E 181: Issues in Technology and Work for a Postindustrial Economy
MS&E 185: Global Work
MS&E 248: Economics of Natural Resources
MS&E 250A: Engineering Risk Analysis
MS&E 250B: Project Course in Engineering Risk Analysis
MS&E 271: Global Entrepreneurial Marketing
MS&E 299: Voluntary Social Systems
MS&E 93Q: Nuclear Weapons, Energy, Proliferation, and Terrorism
NBIO 101: Social and Ethical Issues in the Neurosciences (NBIO 201)
OIT 333: Entrepreneurial Design for Extreme Affordability
OIT 344: Design for Service Innovation
OIT 522: Field Trips to Grassroots Innovators in Health Care: Improving Access & Outcomes for the Underserved
OSPAUSTL 10: Coral Reef Ecosystems
OSPAUSTL 30: Coastal Forest Ecosystems
OSPAUSTL 40: Australian Studies
OSPAUSTL 50: Targeted Research Project
OSPBEIJ 27: Topics in China's Development
OSPBER 47: Ethics in Medicine and Everyday Life
OSPBER 48: Topics in Medicine and Ethics
OSPCPTWN 24A: Targeted Research Project in Community Health and Development
OSPCPTWN 24B: Targeted Research Project in Community Health and Development
OSPCPTWN 26: Managing Global Projects
OSPCPTWN 31: Theory and Politics of Foreign Aid
OSPCPTWN 32: Learning, Development, and Social Change: Service Learning in the Contemporary South African Context
OSPCPTWN 43: Public and Community Health in Sub-Saharan Africa
OSPFLOR 38: Water Resources Engineering in Italy: Ancient Rome, Medieval Siena, and Modern Florence and Venice
OSPGEN 70: Indigenous Australia
OSPMADRD 32: Health Care Systems Design: Spain, Europe, and the United States
OSPMADRD 57: Health Care: A Contrastive Analysis between Spain and the U.S.
OSPMADRD 72: Issues in Bioethics Across Cultures
OSPSANTG 27: Humans and the Environment: The Great Transitions
OSPSANTG 28: Independent Study Projects in Ecology, Evolution, and Demography
OSPSANTG 85: Marine Ecology of Chile and the South Pacific
PEDS 250: Social and Environmental Determinants of Health
PHIL 167B: Philosophy, Biology, and Behavior (PHIL 267B)
PHYSICS 15: The Nature of the Universe
PHYSICS 240: Introduction to the Physics of Energy
PHYSICS 241: Introduction to Nuclear Energy
POLISCI 1: Introduction to International Relations (INTNLREL 1)
POLISCI 222R: Culture, Identity, and Diversity
PSYCH 265: Social Psychology and Social Change (EDUC 371X)
PWR 1AT: Writing & Rhetoric 1: A Mountain for Itself: The Rhetoric of \nWilderness
PWR 1JB: Writing & Rhetoric 1: From Mad Cow to Mad Corn: The Rhetoric of Food Science and Politics
PWR 1JL: Writing & Rhetoric 1: Rhetoric and Humanitarian Intervention
PWR 2JB: Writing & Rhetoric 2: Rhetoric of Ethics in Research and Technology
STRAMGT 341: Achieving Social Impact
STRAMGT 369: Social Entrepreneurship
STRAMGT 567: Social Entrepreneurship and Social Innovation

STS 115: Ethical Issues in Engineering (ENGR 131)
URBANST 110: Introduction to Urban Studies
URBANST 163: Land Use Control

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

http://sustainable.stanford.edu/students

A copy of the sustainability course inventory :

ER_Credit_7_Related_Stanford.pdf

Sustainability Courses by Department

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

40

The total number of departments that offer courses :

87

A list of departments that offer sustainability courses :

Aeronautics and Astronautics
Anthropology (includes Cultural and Social Anthropology)
Applied Physics
Art (includes Art and Humanities, Art History, Art History and Humanities, Art Practice, Design, Documentary Film and Video, Film and Media Studies)
Bioengineering
Biology (includes Biological Sciences)
Chemical Engineering
Chemistry
Civil Engineering (includes Civil and Environmental Engineering)
Classics (includes Classics and Humanities)
Communication
Economics
Education
Electrical Engineering
Health Research and Policy (includes both the Epidemiology program and the Health Services Research program)
History (includes History and Humanities)
Human Biology
Iberian & Latin American Cultures (includes Iberian & Latin American Cultures and Humanities)
International Policy Studies
Latin American Studies
Law

Management Science & Engineering
Mechanical Engineering
Native American Studies
Philosophy (includes Philosophy and Humanities, Philosophy and Religious Studies)
Physics
Public Policy
Science, Technology, and Society
Sociology
Statistics
Urban Studies
Graduate School of Business
Earth Systems
Earth, Energy and Environmental Sciences
Energy Resources Engineering (includes Petroleum Engineering)
Environment and Resources
Environmental Earth System Science
Geological and Environmental Sciences
Geophysics
Interdisciplinary Program in Environment & Resources

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

http://pangea.stanford.edu/programs/esys/academics/undergraduate-program/undergrad-courses

A copy of the sustainability course inventory :

oos_sustainability_courses_10-11.pdf

Sustainability Learning Outcomes

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

2470

Total number of graduates :

4924

A list of degree programs that have sustainability learning outcomes :

Aeronautics and Astronautics
Anthropology
Bioengineering
Biology
Chemical Engineering
Civil and Environmental Engineering
Comparative Studies in Race & Ethnicity
Earth Systems
Earth, Energy, and Environmental Sciences
Education
Energy Resources Engineering
Engineering (Includes Environmental Engineering)
Environmental Earth System Science
Geological and Environmental Sciences
Geophysics
Graduate School of Business
Human Biology

Interdisciplinary Program in Environment and Resources
International Policy Studies
Law
Materials Science and Engineering
Mechanical Engineering
Science, Technology, and Society
Sociology
Urban Studies

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 :

ER-9_Degree_Program_Sustainability_Learning_Outcomes_2011.pdf

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

Please see the uploaded file for complete details, including website links, for degree programs included in the inventory for this credit. The two examples below are provided for quick reference.

Earth Systems - The Earth Systems Program is an interdisciplinary environmental science major. Students learn about and independently investigate complex environmental problems caused by human activities in interaction with natural changes in the Earth system. Earth Systems majors become skilled in those areas of science, economics, and policy needed to tackle the globe’s most pressing environmental problems, becoming part of a generation of scientists, professionals, and citizens who approach and solve problems in a new way: a systematic, interdisciplinary way.

Bioengineering - Bioengineers are focused on advancing human health and promoting environmental sustainability, two of the greatest challenges for our world. Understanding complex living systems is at the heart of meeting these challenges. The mission of Stanford's Department of Bioengineering is to create a fusion of engineering and the life sciences that promotes scientific discovery and the development of new biomedical technologies and therapies through research and education.

Undergraduate Program in Sustainability

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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) :

Earth Systems

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

http://pangea.stanford.edu/programs/esys/

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

Environmental Engineering

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

http://www.stanford.edu/group/ees/

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

Energy Resources Engineering

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

http://pangea.stanford.edu/ERE/

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

There are numerous such programs offered for undergraduate-level degrees. Other notable programs not listed above include:

Atmosphere/Energy (CEE Degree Program):

http://cee/programs/atmosenergy/index.html

Geological and Environmental Sciences:

http://pangea.stanford.edu/departments/ges/

Graduate Program in Sustainability

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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) :

Emmett Interdisciplinary Program in Environment and Resources

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

http://pangea.stanford.edu/programs/eiper/

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

Environmental Earth System Science

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

http://pangea.stanford.edu/departments/eess/

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

Geological and Environmental Sciences

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

http://pangea.stanford.edu/departments/ges/

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

There are numerous such programs offered for graduate-level degrees. Other notable programs not listed above include:

Energy Resources Engineering

http://ere.stanford.edu/

Atmosphere/Energy Program

http://cee.stanford.edu/programs/atmosenergy/index.html

Sustainable Design and Construction Program

http://cee.stanford.edu/programs/atmosenergy/index.html

Environmental Engineering and Science Program

http://www.stanford.edu/group/ees/

Sustainability Immersive Experience

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of 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 :

Stanford offers numerous sustainability-focused immersive experiences:

(1) Students may elect to spend an academic quarter at Hopkins Marine Station, located in Monterey Bay. Here the coursework focuses on marine ecosystems and ocean sustainability. Course offerings include “Marine Conservation Biology,” “Marine Ecology,” and “Ecology and Conservation of Kelp Forest Communities.” On alternating years Hopkins offers “Stanford at Sea,” a course which includes five weeks of sailing across the Pacific Ocean completing marine research.

http://www-marine.stanford.edu/

(2) Stanford in Washington is a quarter-long program in which students live and work in the nation’s capital. Time is split between policy courses and an immersive policy internship. One of the focuses of the Stanford in Washington program is environmental policy. Internships have included Natural Resources Defense Council, Center for Ecotourism and Sustainable Development, and the Department of Energy. Courses include “Sustainable Development,” “International Environmental Law and Policy,” “Civil Rights Law,” “Health and Environmental Regulatory Policy,” and “Critical Health Issues in the US and Abroad.”

http://siw.stanford.edu/about/program.html

(3) Stanford's Earth Systems in Hawaii program is a quarter-long immersion program based in the Hawaiian Islands. The program investigates the Earth sciences, life sciences, and Hawaiian culture to address environmental issues that arise from the interaction between man and nature. The program is designed for students interested in Earth systems, biology, geological and environmental sciences, and cultural anthropology. Courses includes "Earth Sciences of the Hawaiian Islands," "Ecology of the Hawaiian Islands," and "Heritage, Environment and Sovereignty in Hawaii." Students are also required to carry out their own independent research project as part of the program.

http://gohawaii.stanford.edu/

(4) Stanford's Bing Overseas Studies Program in Australia is a quarter-long program specifically designed around ecological and biological themes. It offers a unique opportunity to learn about Australian culture while studying the enormous diversity of coral reefs and rainforests. This program is ideal for students interested in environmental and ecological science and policy. The program consists of four modules: "Coral Reef Ecosystems," "Coastal Zone Management," "Coastal Forest Ecosystems," and "Australian Studies." Together these courses enhance student understanding of key global ecosystems, while emphasizing the challenges of human co-habitation and industry. Students also must design and carry-out their own research project as part of the program.

http://bosp.stanford.edu/australia/osp_aus.html

(5) Students may elect to spend their Spring Break in an immersive class, known as "Alternative Spring Break." These trips are week-long, location-based immersive courses with social and community service themes. Examples of 2011-2012 Alternative Spring Break courses include "Migrant Health Stories in the CA Central Valley," "Science Education in the Bay Area," "Confronting HIV/AIDS in San Francisco," "Exploring Disparities in Women's Health and Health Policy," and "Historical and Contemporary Perspectives on Latino Social Movements."

http://www.stanford.edu/group/ASB/cgi-bin/prod/home

(6) CEE/ES 109: Greening Buildings and Behavior is a sustainability-focused service-learning course offered each winter quarter. Co-sponsored by the Office of Sustainability and the Woods Institute for the Environment, the course supports the Building Level Sustainability Program (BLSP), an individual, action-based resource conservation program implemented at the building level. CEE/ES 109 features an overview of operations-based sustainability via presentations from faculty and staff experts on energy, water, buildings, waste, and food systems, as well as hands-on, practical training to enable students to become sustainability coordinators for their dorms or departments. The final class project requires students to complete building-level audits and create recommendations for behavior-based program implementation within a strategically selected building.

http://sustainable.stanford.edu/students

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

Sustainability Literacy Assessment

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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? :

Yes

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

No

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

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

A brief description of how the assessment was developed :

A brief description of how the assessment was administered :

A brief summary of results from the assessment :

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

Incentives for Developing Sustainability Courses

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program 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) :

Stanford provides incentives for developing sustainability classes through multiple departments and institutes, including the Woods Institute for the Environment, Precourt Institute for Energy, and School of Earth Sciences. Affiliation with these organizations offers faculty who teach sustainability courses numerous professional development and other incentives.

The Woods Institute was founded in 2006 as part of The Stanford Challenge, a university-wide initiative to address the world's most pressing problems of the modern era, including the Initiative on the Environment and Sustainability. The Woods Institute supports environmental research, teaching, and learning at all levels of the university.

The Precourt Institute for Energy (PIE) serves as a hub for a number of centers, programs, and projects related to interdisciplinary energy research and learning at Stanford. PIE provides funding and associated support for cutting-edge energy research, creates and maintains avenues for effective communication and intellectual exchange among scholars and others seeking energy solutions, and develops energy-literate leaders and communities through educational programs and the dissemination of research results.

Stanford's School of Earth Sciences houses two of the university's largest interdisciplinary sustainability programs: the Earth Systems program and the Emmett Interdisciplinary Program in Environment and Resources. Both of these programs seek to educate the next generation of environmental leaders and scholars.

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

The Woods Institute and the PIE have the ability to appoint their own faculty fellows. Faculty who accept affiliation with one of these programs have access to a range of resources and incentives for creating sustainability courses, including complimentary TAs for sustainability courses and professional development. PIE administers the ongoing Energy Seminar, a weekly lecture series in which professors and researchers are invited to speak about sustainability issues. Through the weekly Environmental Forum series, the Woods Institute holds academic interdisciplinary talks for Woods Faculty and Woods Affiliated Faculty throughout the academic year on a weekly basis.

The Woods Institute recently made it easier to teach sustainability courses by creating its own course catalog designation, ENVRINST. Now, sustainability courses at Stanford need not be confined by the designation of a particular department, but instead can be taught under the Woods Institute designation. This enables an incentivizes non-traditional faculty, such as staff and Institute Fellows, to teach courses.

In 2010, the university launched the Study of Undergraduate Education at Stanford, which seeks to re-evaluate how the undergraduate curriculum and requirements are determined. Sustainability courses will play a large role in the revised curriculum.

In addition, Stanford has created university-wide momentum for teaching more sustainability courses. As stated in President Hennessy's 2011 Annual Report, "the Stanford Challenge also provided essential facilities to support groundbreaking research and teaching. By the campaign’s conclusion, 26 new buildings — including 10 that support multidisciplinary research and teaching — had been constructed. Many replaced buildings that were more than 50 years old and completely unable to support modern research or teaching." An opportunity to teach in a world-class facility has incentivized faculty members to develop sustainability and other multidisciplinary courses.

For more information, please visit:

http://annualreport.stanford.edu/2011/

http://woods.stanford.edu/

http://pie.stanford.edu/

http://www.stanford.edu/dept/undergrad/sues/

The website URL where information about the program is available :

Research

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

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

Stanford's Initiative on the Environment and Sustainability, a component of the Stanford Challenge, establishes Stanford’s immediate sustainability research priorities. Initiative leaders identified five key environmental research areas to focus efforts, including: (1)freshwater, (2) land use and conservation, (3) climate and energy, (4) oceans and estuaries, and (5) sustainable built environment. The initiative draws on the expertise of each of Stanford's seven schools (business, earth sciences, education, engineering, humanities and sciences, law, and medicine) as well as its research centers and institutes.

http://giving.stanford.edu/get/layout/tsc/Environment

http://giving.stanford.edu/get/layout/tsc/EnvThemes

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

Yes

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

The Woods Institute for the Environment (

http://woods.stanford.edu/

) polled all faculty on campus to identify whether or not research fit into one or more of the five core areas identified in the definition of sustainability research. The Woods Institute then add the faculty members and their research them to the inventory and further classifies the research into one or more of the following sub-categories:

Agriculture and Food, Air Quality, Arts, Atmospheric Sciences, Behavior and Communication, Biogeochemical Systems, Biological Diversity, Biomedicine and Biodiversity, Climate and Energy Systems, Climate and Society, Climate Change and Health, Decision Analysis, Ecology, Environmental Education, Endangered/Threatened Species, Energy, Alternative Energy, Energy Efficiency, Renewable Energy, Energy Supply, Engineering, Environmental Policy, Environmental Anthroplogy, Environmental Contaminants, Environmental Engineering, Environmental Entrepreneurship, Environmental Genomics, Environmental History, Environmental Justice, Environmental Law, Epidemiology, Estuaries, Ethics and Religion, Fisheries, Freshwater Resources, Geo/Land Systems, Green Design, Humanities, Hydrologic System, Land Conservation, Land Use, Landscapes, Management and Leadership, Marine Ecosystems, Oceans, Population Studeis, Poverty and the Environment, Public Health, Resource Economics, Risk Analysis, Social Ecology and Environmental Design, Sustainable Business, Sustainable Development, Terrestrial Ecosystems, Urbanization and the Built Environment, and Water Quality

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) :

https://woods.stanford.edu/search/dbsearch.html

Faculty Engaged in Sustainability Research

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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.

Submission Note:

Note that Stanford defined all tenure-track faculty as faculty engaged in research. Therefore the faculty breakdown is as follows:

Graduate School of Business: 103
SLAC National Accelerator Center: 36
School of Earth Sciences: 45
School of Education: 47
School of Engineering: 214
School of Humanities & Sciences: 509
School of Law: 45
School of Medicine: 325

TOTAL: 1324

Although emeritus faculty often have positions as fellows at various sustainability-related institutes on campus, they are excluded from the faculty count above and sustainability researcher count for this credit.

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

The number of faculty members engaged in sustainability research :

317

The total number of faculty members engaged in research :

1324

Names and department affiliations of faculty engaged in sustainability research :

Please see attached documentation, which includes information from both the Woods Institute for the Environment and the Precourt Institute for Energy faculty research databases.

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

http://woods.stanford.edu/cgi-bin/facultydb.pl?woodslist='y

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

ER-16_Sustainability_Research_Faculty_Stanford.pdf

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

Please note that there are many examples of faculty accomplishments in the Sustainable Stanford: A Year in Review publication. Please see the section starting on page 116 of the following file:

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/oos_year_in_review_2010_

2011.pdf

The website URL where information about sustainability research is available :

http://woods.stanford.edu/research.php

Departments Engaged in Sustainability Research

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

87

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

54

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

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

http://woods.stanford.edu/cgi-bin/facultydb.pl?woodslist=woods

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

Sustainability Research Incentives

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

RISING ENVIRONMENTAL LEADERS PROGRAM
(

http://woods.stanford.edu/ideas/rising-environmental-leaders-program.html

)
The Rising Environmental Leaders Program provides graduate students and postdoctoral scholars with leadership and communications skills as well as guidance on how to use those skills and their research for the greatest impact. Participants are also extended professional development opportunities including introductions to global leaders from government, NGOs, think tanks and business.

GOLDMAN HONORS PROGRAM
(

https://woods.stanford.edu/goldman-honors.php

)
The Goldman Honors Program supports undergraduate students who want to write environmental theses. The program brings upper

division undergraduate students from Stanford University's schools of Humanities and Sciences, Engineering, and Earth Sciences together into small group seminars to analyze important environmental problems. Requirements include three quarters of seminar participation, the preparation of an honors thesis, and, where relevant, field study related to the student's thesis topic.

UNDERGRADUATE INTERDISCIPLINARY RESEARCH PROGRAM
(

http://woods.stanford.edu/uirp.php

)
The Undergraduate Interdisciplinary Research Program from the Woods Institute for the Environment provides full- and part-time student stipends to Stanford undergraduates to conduct interdisciplinary environmental research during the summer term. Faculty are welcome to apply on behalf of undergraduates at all levels and from all departments. Funding priority goes to Woods Institute fellows, lecturers and affiliated faculty. Students wishing to initiate a project will need to approach a faculty member who is willing to apply on the student's behalf.

DC BOOT CAMP
(

http://www.regonline.com/Register/Checkin.aspx?EventID=1021105

)
The Stanford Woods Institute for the Environment’s DC Boot Camp is a one-week hands-on program where graduate students learn the “do’s and don’ts” of funding environmental research and how to have impact in the policy environment of Washington DC. Twenty graduate students and postdocs garner first-hand knowledge about national policy development, partnership building and public service, leadership and communications skills and how to use those skills and their research for the greatest impact.

SES SUMMER UNDERGRADUATE RESEARCH PROGRAM
(

http://pangea.stanford.edu/faculty-research/undergraduate-research/summer-research-program

)
Through the School of Earth Sciences Summer Undergraduate Research Program, undergraduate students work with faculty, post-docs, and graduate students throughout the School of Earth Sciences. Their research projects span the breadth of the four departments (Energy Resources Engineering, Environmental Earth System Science, Geophysics, and Geological and Environmental Sciences), interdisciplinary programs (Earth Systems and IPER), and associated research institutes (Precourt Energy Efficiency Center, Woods Institute for the Environment, and the Carnegie Institute). The Summer Undergraduate Research Program in the School of Earth Sciences has been in place since 2001, and many undergraduate students have been involved over that time.

MEL LANE GRANT PROGRAM
(

https://woods.stanford.edu/mel-lane-program.php

)
Mel Lane Student Program Grants are provided to student driven and managed environmental projects that make a measureable impact on an issue through action or applied research. Preference is given to projects that focus on environmental sustainability within one of the following topic areas: built environment, climate, food security and supply, natural capital, ocean and coasts, public health, sustainable

development and water. In addition, projects should involve Stanford students and provide an educational experience for students and a broader community. Proposals will be accepted twice a year during fall and winter terms. The institute has an annual budget of $10,000 to support projects.

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

https://woods.stanford.edu/educating-leaders.php

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 :

WOODS INSTITUTE FOR THE ENVIRONMENT
The Ward W. and Priscilla B. Woods Institute for the Environment (

http://woods.stanford.edu/

) harnesses the expertise and imagination of leading academics and decision-makers to create practical solutions for people and the planet. The Institute played a critical role in Stanford's Initiative on the Environment and Sustainability, and is one of just a few campus Institutes given the ability to appoint faculty Fellows. Faculty interested in conducting sustainability research can become Fellows at the Woods Institute either in addition to departmental status or as an exclusive appointment.

In addition, the Woods Institute manages a special research grant program for sustainability projects. Environmental Venture Projects (EVP) are seed grants awarded annually to Stanford faculty for innovative research that focuses on finding solutions to key environmental and sustainability challenges, such as protecting endangered species in California to delivering clean drinking water in Africa. Since 2004, the Stanford Woods Institute has awarded over $6M in EVP grants to 44 interdisciplinary research teams from all seven Stanford schools and 26 departments for projects in the United States and abroad.

For more information, please visit:

http://woods.stanford.edu/cgi-bin/evp.php

PRECOURT INSTITUTE FOR ENERGY (PIE)
The Precourt Institute for Energy (PIE) engages in a broad-ranging, interdisciplinary program of research and education on energy – applying fundamental research to the problem of supplying energy in environmentally and economically acceptable ways, using it efficiently, and facing the behavioral, social, and policy challenges of creating new energy systems for the U.S. and the world.

PIE serves as the hub of a broad and deep network of experts from various science, technology, behavioral, and policy disciplines who are working independently and collaboratively to solve the world's most pressing energy problems.

PIE's mission is to advance the goal of major and rapid energy transformations. PIE provides funding and associated support for cutting-edge energy research, creates and maintains avenues for effective communication and intellectual exchange among scholars and others seeking energy solutions, and develops energy-literate leaders and communities through educational programs and the

dissemination of research results.

For more information, please visit:

http://pie.stanford.edu/

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

http://woods.stanford.edu/cgi-bin/evp.php

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

Stanford places a strong emphasis on multidisciplinary work by its faculty. Multidisciplinary research is one of the central themes of the Stanford Challenge, a university-wide program introduced in 2006 to tackle the most pressing global challenges of the next century. Through the Stanford Challenge, more hundreds of millions of dollars have been raised to support multidisciplinary research, with funds going towards Professorships and Faculty Support, Programmatic and Research Support, and new multidisciplinary facilities. More than 100 new faculty positions and more than 300 new graduate fellowships were endowed.

For more information on multidisciplinary research and the Stanford Challenge, please visit:

http://giving.stanford.edu/get/layout/tsc/Multidisciplinary

Since 1990, Stanford has allowed selected Interdisciplinary Institutes on campus to make their own faculty appointments and promotions. The university states, "while reaffirming the value of coupling academic appointments in policy centers and institutes to faculty appointments in existing academic departments, it was recognized that interdisciplinary policy centers may have needs not met by regular professorial appointments in existing departments." These Interdisciplinary Institutes include the Freeman Spogli Institute for International Studies, the Precourt Institute for Energy at Stanford, the Stanford Institute for Economic Policy Research, and the Woods Institute for the Environment. Each of these institutes can appoint Senior Fellows and Center Fellows, both of which are members of the Academic Council, regardless of any other appointments. These fellows can be faculty in their own department or can be completely appointed by that institute, giving institutes the freedom to promote anyone without university restrictions.

Relevant excerpts from the Faculty Handbook include:

http://facultyhandbook.stanford.edu/ch2.html#joint

http://facultyhandbook.stanford.edu/ch2.html#senior

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

http://facultyhandbook.stanford.edu/ch2.html#senior

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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" :

14706598 *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 :

14706598 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_buildingops_facts_june_2010.pdf

An electronic copy of the guidelines or policies :

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

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

While Stanford has not formally pursued LEED-EBOM certification for any of its existing buildings, a comprehensive LEED-EBOM (2009) equivalency analysis was completed in 2011. The results of that study confirm universal certified-level equivalency with many buildings operating equivalent to a LEED-EBOM silver, gold, or even platinum performance.

At Stanford there are three major groups within the Land, Buildings, and Real Estate organization that work together to ensure sustainable building operation and maintenance: Sustainability and Energy Management (

http://lbre.stanford.edu/sem/sem_who_we_are

), Zone Management (

http://bgm.stanford.edu/groups/zones/index

), and Buildings & Grounds Maintenance (

http://bgm.stanford.edu/

).

The following examples showcase the number of relevant programs that contribute to sustainable building operations and align with LEED-EBOM criteria:

SUSTAINABLE SITES:

http://bgm.stanford.edu/groups/grounds/index

http://transportation.stanford.edu/

http://hcp.stanford.edu/

WATER EFFICIENCY:

http://lbre.stanford.edu/sem/water_conservation

http://sustainable.stanford.edu/water_initiatives

ENERGY & ATMOSPHERE:

http://sustainable.stanford.edu/energy_initiatives

http://lbre.stanford.edu/sem/energy_services_group

http://bgm.stanford.edu/groups/zones/index

MATERIALS & RESOURCES:

http://bgm.stanford.edu/home_pssi_main

http://www.stanford.edu/group/fms/fingate/staff/buypaying/policy_notes/sustainable_purchase.htm

l

http://www.stanford.edu/dept/rde/cgi-bin/drupal/dining/node/213

INDOOR ENVIRONMENTAL QUALITY:

http://bgm.stanford.edu/unicco

http://www.stanford.edu/dept/EHS/prod/mainrencon/Guide_Proj_Manag.pdf

http://lbre.stanford.edu/sem/energy_mgmt_systems

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

n/a -- none to date

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

All buildings on campus are operated to LEED-EBOM equivalent standards. For a complete list of campus buildings, please visit:

http://campus-map.stanford.edu/

.

Building Design and Construction

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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:

Brief project notes for the buildings included in this inventory can be found online on the Department of Project Management website (http://lbre.stanford.edu/dpm/our_projects).

Please note that Stanford does not have a blanket policy that requires LEED certification, but rather, guidelines with equivalent standards and an emphasis on prioritizing selection of the most appropriate high-performance features for a particular building function. On every project Stanford allocates budget to include high-efficiency transformers, energy management systems, and recycled water systems. Each new project targets 30% below Title 24 and 25% below code allowed water consumption. The decision of whether or not to seek formal certification lies with the particular school or department for whom the new building is intended.

In the majority of such instances over the past three years (the 850,000 GSF of new building space addressed in this credit), however, the decision was made not to pursue certification under LEED-NC, and instead, to put the money that would have been spent on certification towards more sustainability features. It is estimated that Stanford would have spent $1.2 million in order to obtain LEED certification of all the new buildings within the last three years. Rather than paying consultants, contractors, and USGBC fees, Stanford used that funding to incorporate sustainability features such as heat recovery HVAC systems, PV installations, rainwater storage systems, enhanced building controls, ad water cooled (instead of air cooled) chillers into its building portfolio. These significant features within Stanford's high-performance buildings add value without formal certification, which merely increases the cost of the overall project. By taking potential certification fees and putting them back into its projects, Stanford can leverage its resources to achieve a real and quantitative impact instead of a plaque and accolade.

New building space that meets "Eligible Buildings Criteria" :

1209965 *Square Feet*

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

849965 *Square Feet*

New building space that is LEED Certified :

0 *Square Feet*

New building space that is LEED Silver certified :

0 *Square Feet*

New building space that is LEED Gold certified :

0 *Square Feet*

New building space that is LEED Platinum certified :

360000 *Square Feet*

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

http://sustainable.stanford.edu/guidelines

An electronic copy of the guidelines or policies :

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

2001

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

New construction and major renovation projects on the Stanford campus must comply with California Title-24 and California's Green Building Standards, as well as sustainability standards imposed by local jurisdictions. Therefore, a LEED-NC equivalency analysis is performed on each such project.

Stanford's Department of Project Management (

http://dpm.stanford.edu

) is responsible for the development, design and construction of major capital projects at Stanford University. DPM reports to the Associate Vice President for Academic Projects and Operations within Land, Buildings, and Real Estate, and currently includes a staff of

28 professionals with backgrounds in architecture, engineering, construction and cost management. These professionals serve as Project Managers and Project Engineers, Quality Assurance Field Inspectors, and Project Coordinators, who work as a project team that involves multiple stakeholders to ensure the successful delivery of facilities that support the University's academic mission. Together with its colleagues in the departments of Sustainability and Energy Management (

http://sem.stanford.edu

) and Buildings and Ground Maintenance (

http://bgm.stanford.edu

), strive to employ life cycle cost analysis and sustainability measures in the delivery of all capital projects.

For more information, please visit the following sites:

http://lbre.stanford.edu/dpm/PDP_Process

http://sustainable.stanford.edu/guidelines

http://maps.stanford.edu/fdg_available

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 Knight Management Center (Graduate School of Business) was certified LEED-NC Platinum -- 360,000 sq-ft.

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

Brief project notes for the buildings included in this inventory can be found online on the Department of Project Management website (

http://lbre.stanford.edu/dpm/our_projects

).

Indoor Air Quality

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

14704598 *Square Feet*

Total occupied building space :

14706598 *Square Feet*

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

A number of organizations work together to ensure IAQ practices at Stanford. In particular, please consider the following:

(1) Smoke-Free Environment Policy

http://adminguide.stanford.edu/23_4.pdf

(2) IAQ Policies & Requirements During Renovation Projects

http://www.stanford.edu/dept/EHS/prod/mainrencon/Guide_Proj_Manag.pdf

(3) Facilities Design Guidelines -- See Div. 15 Mechanical

http://maps.stanford.edu/fdg_available

(4) Occupant Complaint System (Work Order Request & Hotline)

https://ofweb.stanford.edu:8052/pls/eccsf/fweb.home?p_navid=2

(5) Monitoring & Control

http://lbre.stanford.edu/sem/energy_services_group

(6) Preventative Maintenance, Facilities Renewal, and Ongoing Commissioning

http://bgm.stanford.edu/groups/zones/index

(7) On-Site HVAC Shop & Technicians

http://bgm.stanford.edu/groups/build_maint/build_eng_trades

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

http://sustainable.stanford.edu/emissions_inventory

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

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

No

Does the inventory include emissions from solid waste disposal? :

No

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

No

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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.

Submission Note:

In 2001, the State of California created the nonprofit California Climate Action Registry (CCAR) to facilitate the voluntary accounting and reporting of greenhouse gas emissions within the state. CCAR stopped collecting emissions inventories in 2010 and transitioned its membership to the Climate Registry (TCR), a nonprofit emissions registry for North America.

The CCAR General Reporting Protocol required filing of Scope I & II emissions with independent third party verification, and encouraged participants to file inventories of Scope III emissions as well. Stanford joined the CCAR in 2006 and used this protocol to prepare and file its GHG emission inventories through 2009. In 2010, Stanford transitioned to TCR protocol for its emissions inventory, and third party verification is complete.

Although Stanford did not participate in a third-party verified GHG inventory in 2005, the trends have been well established back to 1990 as shown in the Energy & Climate Plan. Data from the Energy & Climate Plan trend charts was used for the 2005 emissions inventory number in this credit.

Fore more information, please visit:

http://ssu.stanford.edu/emissions_inventory

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

Scope 1 and 2 gross GHG emissions, 2005 :

175006 *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 :

12243

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

13160

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

4949

Scope 1 and 2 gross GHG emissions, performance year :

195800 *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 :

January 1st, 2010 - December 31st, 2010 (calendar year)

On-campus residents, performance year :

11823

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

16757

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

3562

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

Snapshot annual population study done ever year on September 1st.

Air Travel Emissions

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford has a number of campus resources to encourage telecommuting and reduce the amount of air travel by faculty and staff. These include a suite of different web-based collaboration programs that are available to all members of the Stanford community, including Drupal and SharePoint. These programs allow teams to collaborate via the web and eliminate the need to meet in person. In addition, Stanford tracks its air travel emissions and reports that information publicly.

In addition, there is a specific travel code (and subsequent fields) required through the university's reimbursement system that enables Stanford to track emissions from air travel consistently.

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

https://itservices.stanford.edu/service/web

Local Offsets Program

"---" 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? :

No

A brief description of the program :

The website URL where information about the program is available :

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental 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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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:

Please note that only 44% of Stanford's food is "sustainable" by the STARS definition. Using Stanford's definition of sustainable food, the figure is 55%. The difference is that STARS only counts items as sustainable if they are certified by a third party, like USDA certified organic. This is problematic in a few ways because, as an example, Stanford buys grass fed beef that is not USDA certified organic because it doesn't need to be and is in any case more sustainable than a USDA certified organic confined animal feeding operation, which would otherwise count. Moreover, there is no third party certification process for many sustainable production practices, including grass fed beef and other pasture-based livestock management practices. Lastly, third party certification is in many cases unaffordable to those whose food Stanford prizes most: small family farmers, ranchers, and fishermen. For example, we buy 15,000 pounds of wild Alaskan salmon directly from a family of fishermen who fish the Taku River in Alaska—this is among the most sustainable of any seafood purchase transactions anywhere in the world. The Hardcastles (owners of the company) have not pursued Marine Stewardship Council certification, however, because it's super costly (and it was originally established by the likes and scale of WalMart, to provide a sense for whom the certification was intended), which precludes Stanford's purchase of their fish from this survey.

"---" *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) :

44

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

The Sustainable Food Program is a collaborative effort led and managed by Stanford Dining that includes strategic partnerships with vendors and suppliers, students, staff, faculty and other campus stakeholders. Through these partnerships, the Sustainable Food Program seeks to create positive impact across three areas of focus: education, outreach, and awareness; collaboration and partnership; and operational and culinary excellence.

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

http://www.stanford.edu/dept/rde/dining/pdfs/2010_SustainabilityReport.pdf

Trayless Dining

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Submission Note:

The trayless dining program started with a pilot program during the 09/10 academic year and launched completely at the start of the 10/11 academic year. 100% of meals served within units operated by Residential and Dining Enterprises (R&DE) are served under a trayless dining program. R&DE's operations include residential dining halls, retail cafes, catering, and concessions. Some trays are used by athletes, those with disabilities, and anyone who specifically requests a tray at one of R&DE's locations. R&DE estimates that less than 1% of meals are served on a tray.

"---" *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 :

Stanford Dining has implemented trayless dining in each of its dining halls. This voluntary initiative is primarily designed to decrease food waste and to reduce the incentive to over-consume food. Eliminating trays has also reduced the amount of water and energy that is otherwise required to wash them.

List the year the program was started :

Aug. 1, 2010

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

100

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

100

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

100

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

100

The website URL where information about the program is available :

http://www.stanford.edu/dept/rde/dining/zerowaste.htm#trayless

Vegan Dining

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

As part of Stanford Dining's Culinary Standards, vegetarian and vegan main entrees are offered at every meal service.

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

http://www.stanford.edu/dept/rde/dining/standards.htm

Trans-Fats

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

As part of Stanford Dining's Culinary Standards, oils containing trans fats are never used in food preparations.

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

http://www.stanford.edu/dept/rde/dining/standards.htm

Guidelines for Franchisees

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

All sub-contracted foodservice providers of Residential and Dining Enterprises (R&DE) must, at a minimum, comply with R&DE's guidelines with respect to composting food waste and providing compostable or otherwise recyclable serviceware.

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

All dining halls collect pre and post-production food waste, which is sent to an off-site composting facility. The finished compost is then returned to campus for use in one of seven Dining Hall Gardens, on the Stanford Educational Farm, and for various landscaping needs. Stanford annually composts over 1 million tons of food waste from its dining halls and other campus eateries.

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

100

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

100

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

100

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

100

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

http://www.stanford.edu/dept/rde/dining/zerowaste.htm#composting

PostConsumer Food Waste Composting

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

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

Yes

A brief description of the postconsumer food waste composting program :

A major focus of the Sustainable Food Program is to reduce the impact of Stanford Dining's operations through efficiency measures, education of our staff and customers, collaborative efforts with our partners across campus and creative design solutions to complex behavioral challenges. The post-consumer composting program is an ideal example of these initiatives. Stanford employs Student Compost Coordinators, works with student groups, and sponsors class projects in the School of Engineering to monitor and improve the post-consumer composting program.

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

100

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

100

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

100

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

50

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

http://www.stanford.edu/dept/rde/dining/zerowaste.htm

Food Donation

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford Dining donates leftover usable food to the student-run program SPOON (Stanford Project on Hunger,

http://hunger.stanford.edu/

) to distribute to the Palo Alto Opportunity Center. The partnership with SPOON results in about 12,000 pounds of donated food annually.

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

http://www.stanford.edu/dept/rde/dining/zerowaste.htm#donations

Recycled Content Napkins

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

All napkins contain recycled post-consumer waste paper.

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Stanford Dining provides reusable water bottles to all incoming freshmen and transfer students to help reduce disposable bottled beverage consumption on campus. Students can use these containers to receive discounts at select campus cafes (discount value varies by location). Stanford also provides bulk “spa water” in all dining facilities and special events sponsored by Stanford Dining.

Amount of the discount offered for using reusable mugs :

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

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

Reusable To-Go Containers

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Stanford Hospitality & Auxiliaries is working with students to evaluate the economic and operational feasibility of a reusable to-go container program, but currently does not have such a program in place.

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

2732991 *MMBtu*

Building space, 2005 :

13425267 *Gross Square Feet*

Total building energy consumption, performance year :

2523793 *MMBtu*

Building space, performance year :

14706598 *Gross Square Feet*

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

September 1st, 2010 - August 31st, 2011 (fiscal year)

Clean and Renewable Energy

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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 :

2295 *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 :

702269 *MMBtu*

Total energy consumed during the performance year :

2523793 *MMBtu*

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

Please see the Renewable Energy Fact Sheet:

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_renewable_energ

y_facts.pdf

Note that only the solar PV projects within the STARS boundary area were included in this credit.

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

n/a

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

n/a

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

n/a

A brief description of cogeneration technologies deployed :

In Stanford's cogeneration system, natural gas is used to produce electricity and steam for building power and heat. Some of this electricity and steam is also used to make chilled water to cool the buildings. Electricity, steam, and chilled water from the cogeneration unit at the central energy facility are transported across campus to buildings via underground cables and pipelines, and condensate and chilled water are returned back to the central energy facility for reprocessing. At this facility, waste heat from the buildings collected by the chilled water system is discharged into the atmosphere via evaporative cooling towers. About 90% of the university's energy is currently supplied by the cogeneration plant in this way.

For more information, please visit the following:

http://lbre.stanford.edu/sem/central_energy_facility

http://sustainable.stanford.edu/climate_action

A video description of Stanford's current cogeneartion technologies and the planned changes to the university's energy system can be found online:

http://sustainable.stanford.edu/climate_video

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

http://lbre.stanford.edu/sem/renewable_energy

Timers for Temperature Control

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Submission Note:

Over 90% of building space has night-time temperature setback or HVAC systems turned off overnight and/or on weekends.

"---" *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 :

Stanford regulates building temperatures with an Energy Management & Control System (EMCS). The EMCS allows Stanford to adjust temperatures based on occupancy via building scheduling using the EMCS. Operational hours for each building are actively managed, and each week Stanford adjusts the HVAC operating schedule in up to 60 buildings to best align with specific hours of use.

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

90

The website URL where information about the practice is available :

http://lbre.stanford.edu/sem/energy_mgmt_systems

Lighting Sensors

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Occupancy sensors for lighting have been installed as retrofit projects in most classroom buildings as well as the public spaces and bathrooms of most student housing on campus. Occupancy sensors and timers for lighting have been installed in buildings across campus as part of the Building Level Sustainability Program (

http://sem.stanford.edu/buildings_initiatives

). Stanford's Guidelines for Sustainable Buildings also makes explicit mention of occupancy sensors as a preferred design strategy to increase efficiency (

http://sem.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_sustainable_guidelines.

pdf

), and thus these sensors are now standard practice for new construction projects.

An excellent example of sensors can be found in the Y2E2 building, which includes both sensors for occupancy and photocell technology for daylight control.

The percentage of building space with lighting sensors :

60

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

http://news.stanford.edu/news/2008/march5/y2e2-energy-030508.html

LED Lighting

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Submission Note:

Please note that for most general purpose lighting applications, LED is not the most efficient technology. Stanford has an extensive lamp and ballast retrofit program, thus 95% of building space has efficient, non-LED lighting.

"---" *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 :

LED task lights have been successfully piloted and deployed in new campus buildings and in some retrofit projects. One example is the LED task lighting in Y2E2 provided to each occupant. The building primarily utilizes natural light, but desks are outfitted with an 6-watt LED fixture that provides task lighting. The same LED task lights were also installed in Sweet Hall during a recent major renovation.

The percentage of building space with LED lighting :

1

The percentage of parking deck space with LED lighting :

1

The percentage of outdoor space that uses LED lighting :

1

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

95

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

http://www.finelite.com/about-us/success-stories.html

Vending Machine Sensors

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford has utilized vending machine sensors for a number of years as a result of a student initiative. As an example, all vending machines within the Mitchell Building, home to the School of Earth Sciences, are equipped with motion sensors.

An effort will soon be underway to catalog the vending machines without sensors and make a comprehensive effort to install these energy-saving devices in tandem with an attractive rebate.

The percentage of vending machines with sensors :

10

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

http://energymisers.net/locations.php

Energy Management System

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Stanford's Energy Management & Control System is a computer-based centralized system for scheduling Stanford's Central Energy Facility Steam and Chilled Water Plants, monitoring Stanford's Cogen plant, and providing HVAC control for many campus buildings. Stanford utilizes a SCADA (Supervisory Control & Data Acquisition) system that provides real-time information and diagnostics of the campus power network (

http://scadaweb/hv/

).

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

90

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

Heating, ventilation, air-conditioning, and lighting are shut down / scaled-back during unoccupied periods.

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

http://lbre.stanford.edu/sem/energy_mgmt_systems

Energy Metering

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Since the 1980s Stanford has metered all energy consumption for all campus buildings. Such metering is critical to understand both how and where energy is consumed, a topic of increasing significance since 1987 when Stanford opened its natural-gas-fired cogeneration facility to provide both electricity and heat to the campus. Stanford's SCADA system (

http://scadaweb/hv/

) allows real-time monitoring of building-level consumption across campus, while the EMCS facilitates demand response from a central location (

http://lbre.stanford.edu/sem/energy_mgmt_systems

).

The percentage of building space with energy metering :

100

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

http://sustainablestanford.stanford.edu/climate_action

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

Submission Note:

The 1377 acres included in this credit for the "size of campus grounds" represents landscaped areas within the defined STARS boundary zone (Quad 1 - 14 excluding faculty & staff housing and the medical center).

Three different organizations control grounds within this area: Stanford's Buildings & Grounds Maintenance (BGM), Colony Landscape, and Ragno Associates. Both BGM and Ragno use an IPM plan. Colony does not.

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

The size of the campus grounds :

1377 *Acres*

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

675 *Acres*

A brief description of the IPM plan(s) :

Stanford first launched an IPM program in 1997 through Buildings & Grounds Maintenance (BGM). By taking an IPM approach, the Grounds department attempts to use the most environmentally sound methods for controlling pests that negatively impact the health of plant life on campus. Every attempt is made to find the most innovative and least toxic way of controlling pests, using chemicals only as a last resort.

Goals of the IPM Program at Stanford include:
-- Reduce pesticide use and associated exposure risks
-- Reduce the cost of pest control on campus
-- Minimize harm to the environment
-- Improve long-term plant protection
-- Train and educate staff members about the Grounds IPM program

Monitoring for pest and beneficial insects on Stanford plants is one of the main approaches used by the Grounds department as part of our Integrated Pest Management program.

For more information, including examples of alternative pest control methods and horticultural articles on Stanford's IPM program, please visit

http://bgm.stanford.edu/groups/grounds/ipm

.

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

http://bgm.stanford.edu/groups/grounds/ipm

Native Plants

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

About 60% of Stanford's 8,160 acres has been preserved as undeveloped oak woodland. Some undeveloped areas include Jasper Ridge Biological Preserve, the campus arboretum, and small oak groves across campus.

Native plants are prioritized in landscaping for maintained areas across campus, and Stanford places special care upon preserving native trees that need to be relocated during the course of construction projects. Extensive Facility Design Guidelines (

http://lbre.stanford.edu/sem/sites/all/lbre-shared/files/docs_public/Landscaping_Design_Guideli

nes.pdf

) and Landscape Design Guidelines (

http://lbre.stanford.edu/architect/sites/all/lbre-shared/files/docs_public/UA-CPD_Landscape%20D

esign%20Guidelines_V1p1.pdf

) address the native planting.

A Waterwise Demonstration Garden was also created on campus to educate the community about native plantings and alternatives to traditional residential landscaping (

http://bgm.stanford.edu/groups/grounds/special/waterwise

).

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

http://sustainable.stanford.edu/land

Wildlife Habitat

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford's Jasper Ridge Biological Preserve contains over 1,000 acres of land set aside to support biological research and serve as a refuge for native plants and animals (

http://jrbp.stanford.edu/

). In addition to the wildlife habitat provided at Jasper Ridge, the university's Habitat Conservation Plan lays out a wildlife habitat conservation strategy for the next 50 years, focusing specifically on the five endangered species that reside on the Stanford campus.

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

http://hcp.stanford.edu/

Tree Campus USA

"---" 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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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? :

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

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

Landscape Waste Composting

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Grounds keeping waste, including grass trimmings, are actively composted at Stanford. General yard waste is collected from the Grounds Department and the on-campus Faculty/Staff housing and taken to an off-campus facility from which the university is allowed to backhaul a certain percentage for use on campus. Brush collected by the Grounds Department is ground into mulch and used throughout the campus. Stanford also practices "grasscycling" by leaving cut grass on the 140 acres of campus turf areas.

In 2011, Stanford mulched, grasscycled, and chipped about 2050 tons of yard trimmings and sent about 2750 tons to an off-campus composting facility.

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

43

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

57

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

http://bgm.stanford.edu/pssi_5rs_composting_stanford

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Purchase totals include data from Apple, Dell, HP, and Lenovo for FY11.

"---" *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? :

Yes

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

https://itservices.stanford.edu/service/help/hardwarerec/computers

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

Stanford is a member of the Climate Savers Computing Initiative (

http://www.climatesaverscomputing.org/

), and thus has an institution-wide stated preference for EPEAT Silver or higher rated computers and monitors. At the present time, 100% of university-recommended systems are EPEAT Gold. Vendors have agreed to ship computers energy saving features turned "on" (fully enabled). In addition to the EPEAT requirements, all Requests for Proposals (RFPs) for copiers, printers, servers, and computers that route through the procurement office now include both Energy Star and end-of-life recycling requirements.

Please see the following:

http://sustainable.stanford.edu/sustainable_it

http://sustainablestanford.stanford.edu/sustainable_it_initiatives

http://med.stanford.edu/sustainability/what_you/

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

5887573.57 *US/Canadian $*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

494413.43 *US/Canadian $*

Total expenditures on desktop and laptop computers and monitors :

7405612.69 *US/Canadian $*

Cleaning Products Purchasing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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? :

Yes

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

http://bgm.stanford.edu/unicco

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

Stanford's custodial provider is UNICCO, a selection made based on a variety of criteria, including a comprehensive sustainability program. For more information, please see

http://www.greenservice.com/

.

All products are ordered through an online tool that is monitored by UNICCO's corporate Purchasing Department. Each product supplier page is provided a shopping cart list that only allows UNICCO to order items designated for each account. Any item outside this shopping cart is routed to the on-site manager for approval. Any chemical that does not comply with criteria is reviewed by management. Approval for this product is granted only if an alternative solution is unavailable or has an impact on the facilities cleanliness.

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

Yes

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

11280 *US/Canadian $*

Total expenditures on cleaning products :

27466 *US/Canadian $*

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

OP-11_Contract_Excerpt.pdf

Office Paper Purchasing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Recycled content reamed paper total purchases in year 2010 were $591,473.
Recycled content reamed paper purchases totaled $366,726, or approximately 62% of total paper purchases. New/virgin material reamed paper purchases totaled $224,747, or approximately 38% of total paper purchases on campus. Stanford expects to see a significant change in these numbers for the 2011 calendar year due to the measures described above to systematically discourage the use of non-recycled-content 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? :

Yes

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

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_sustainable_procurement_guidelines.pdf

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

After gradual moves towards higher adoption of recycled-content paper campus-wide, Stanford launched a campaign to highlight sustainable purchasing practices on campus in June 2011. One of the specific actions taken was the removal of "new/virgin" reamed paper part numbers from the university's online ordering catalog. Users no longer have the ability to automatically order or reorder these

part numbers. Only recycled content paper SKU's are available in the ordering system as of today. All users who had a blanket order for automatic weekly paper delivery were converted to recycled-content paper.

More details on the campaign, including the recycled-paper component can be found on the following website:

http://sustainablestanford/be_cardinal_green_smartbuys

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

Yes

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

557 *US/Canadian $*

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

311960 *US/Canadian $*

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

10421 *US/Canadian $*

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

1506 *US/Canadian $*

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

42281 *US/Canadian $*

Total expenditures on office paper :

591473 *US/Canadian $*

Vendor Code of Conduct

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Note also that published Green Event Guidelines provide some meaningful recommendations on vendor selection to the general campus community.

Please visit the following website for more information:

http://sustainable.stanford.edu/events

"---" *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? :

Yes

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

http://www.stanford.edu/group/fms/fingate/docs/purchase_order_SU_term_condition.pdf

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

OP-13_Vendor_Terms.pdf

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 :

There are two main components of Stanford's strategy regarding vendor/supplier roles and responsibilities: sustainability and environmental responsibility, and living wage, as further detailed below.

SUSTAINABLE AND ENVIRONMENTAL RESPONSIBILITY
Seller agrees to use good faith efforts to be environmentally responsible and reduce waste removal costs through:

• Minimizing packaging and using packaging materials that can be recycled
• Offering products that produce less waste than previously-offered products
• Implementing efficient logistics and marketing efforts
• Promoting recycling and reuse programs

LIVING WAGE

Stanford already pays a living wage to its employees and now adopts this living wage and benefit policy to guide its procurement of such services from contractors. Through these guidelines, Stanford seeks to establish minimum pay, access to healthcare benefits and compensated time off for service workers. These guidelines are not intended to prevent contractors from providing wages and benefits in excess of the minimums created here.

For more details, please visit:

http://www.stanford.edu/group/fms/fingate/staff/buypaying/policy_notes/living_wage_benefit_guide.html

The policy has been in effect since 2007 and has made a big difference in Stanford's ability to use local suppliers and to accommodate students and suppliers to become employed by Stanford.

Historically Underutilized Businesses

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford makes an effort to do business with small and/or minority-owned businesses. Stanford is currently formalizing and expanding its supplier diversity program.

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

http://www.stanford.edu/group/fms/fingate/suppliers/dobusiness/policy_initiative.html#diversity_smallBus

Local Businesses

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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. :

Yes

A brief description of the program :

Stanford encourages all departments to follow a list of Sustainable Purchasing Guidelines when making purchasing decisions. Consistent with Stanford's sustainability goals the purpose of this policy is to support and facilitate the purchase of products and materiel that minimize the harmful effects to the environment from their production, transportation, use and disposition. It is Stanford's preference to purchase and use environmentally preferable products whenever they perform satisfactorily and can be acquired at similar total value (cost/quality). A related purpose is to develop and implement common purchasing programs to be used by all Stanford personnel that support suppliers of environmentally preferable products, services and practices. These guidelines include encouraging purchasers to give preference to products that are sourced locally in order to reduce transportation emissions.

In addition to the website below, please review the following document, which also highlights the importance of local products and businesses to purchasing practices at Stanford:

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_sustainable_pro

curement_guidelines.pdf

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

http://www.stanford.edu/group/fms/fingate/staff/buypaying/policy_notes/sustainable_purchase.htm
l

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

Campus Fleet

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

1

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

11

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

0

100 percent electric vehicles in the institution's fleet :

366

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

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

1077

Student Commute Modal Split

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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.

Submission Note:

Student classification includes undergraduate students, graduate students, and postdoctoral scholars. This is consistent with the way postdocs are classified by the university (
http://postdocs.stanford.edu/handbook/status.html
) and with how they are counted in Stanford's official population reports (
http://www.stanford.edu/dept/pres-provost/irds/ir/analytical_reports/population.html
).

Motorcycles, scooters, and mopeds are counted as "drive-alone" in Stanford's annual Commute Survey, so a separate figure is not available.

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

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

88

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 :

12

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 :

75

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

3

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

method of transportation :

9

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://transportation.stanford.edu/programs

Employee Commute Modal Split

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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.

Submission Note:

Motorcycles, scooters, and mopeds are counted as "drive-alone" in Stanford's annual Commute Survey, so a separate figure is not available.

Figures include only commuters to the Stanford campus. Commuters to off-campus worksites are not included.

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

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

54

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 :

46

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 :

15

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

10

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

28

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 :

http://transportation.stanford.edu/programs

Bicycle Sharing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.) :

Each department, school, and program at Stanford, no matter how large or how small, can start a bike share program. An online guide walks interested groups through the process (

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/how_to_bike_share.pdf

). Such fleets have been established for many groups on campus, including the School of Medicine, the Vice Provost for Undergraduate Education, the Department of Sustainability and Energy Management, and many others. Stanford has nearly 100 bikes publicly available for free through various bike-sharing programs on and off campus.

Although there are many avenues for bike fleet creation, many groups have chosen to work with the Campus Bike Shop to lease a fleet of shared bicycles. Program details are available online (

http://campusbikeshop.com/articles/stanford-departments-bikes-lease-program-pg258.htm

).

Stanford employs a full-time Bicycle Program Coordinator, and she serves as a resource to all those who participate in bike share programs, connecting the groups together and providing advice and guidance.

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

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/how_to_bike_share.pdf

Facilities for Bicyclists

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Stanford has twelve (12) different bike locker compounds with secure storage capacity for over 180 bikes. There are also three bike cage locations on campus that are accessed via proximity card readers. In addition, the campus contains over 18,000 free-standing outdoor bike parking spaces. Stanford provides shower facilities and clothes lockers for bike commuters. Clothing lockers are available in twelve (12) different campus buildings and shower facilities can be found in all dormitories and residence halls, as well as numerous academic and administrative buildings.

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

http://bike.stanford.edu/

Bicycle and Pedestrian Plan

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

Stanford has been recognized as the only platinum-level “Bicycle Friendly University” in the nation by the League of American Bicyclists. Most of central campus is off-limits to motorized vehicles in order to improve bicycle safety. Stanford has miles of bikes paths and promotes bicycle safety with discounted helmets, free bike lights, and free bike safety classes. Preserving pedestrian malls throughout central campus is recognized as one of the main tenets of Stanford’s campus master plan. Stanford’s campus design guidelines recognize that bikes are the principal mode of travel on campus and Stanford carefully develops bike circulation routes in tandem with campus planning for new facilities.

Please visit the following website for explicit details on Stanford's bicycle program:

http://bike.stanford.edu

The website URL where information about the plan is available :

http://lbre.stanford.edu/architect/guidelines_standards

Mass Transit Programs

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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) :

Stanford's Marguerite Shuttle:

http://transportation.stanford.edu/marguerite/

The Marguerite is a free, comprehensive campus shuttle system, also open to the pubic. It connects with local transit and Caltrain, as well as shopping and dining options. A "Midnight Express" night safety service runs all year. All buses run on biodiesel fuel. Stanford established an automated Transportation Management System, with real-time schedules viewable online.

Eco Pass/GO Pass:

http://transportation.stanford.edu/alt_transportation/EcoPass.shtml

Stanford offers passes for free use of VTA buses and light rail, Dumbarton Express, Highway 17 Express, Monterey-San Jose Express, and Caltrain (commuter train) for eligible Stanford employees.

Line U Stanford Express:

http://transportation.stanford.edu/alt_transportation/BayAreaTransit.shtml#lineu

Free use of East Bay express bus that connects Bay Area Rapid Transit (BART) and ACE trains to Stanford campus.

The website URL where information about the program is available :

http://sustainable.stanford.edu/transportation_initiatives

Condensed Work Week

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford supports “flextime” or compressed/alternative work weeks, in which employees still work 40 hrs/week but do not do so within standard 8-hour workdays. Stanford recognizes that such flexible working options can improve cost savings and reduce commuting time. These options can be implemented at the discretion of management.

The website URL where information about the program is available :

http://elr.stanford.edu/flex.html

Telecommuting

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford supports a "flexplace" program where employees, with the consent of their supervisor, can work off-site or telecommute. Stanford provides guidelines, sample letters of understanding, and other resources to assist in setting up a telecommute option for interested employees.

The website URL where information about the program is available :

http://elr.stanford.edu/flex.html

Carpool/Vanpool Matching

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Stanford provides several ridematching services. Zimride is a ridesharing system offered at Stanford and currently includes more than 3,000 participants in the Stanford community. On Zimride users can post rides provided or needed, and participants can search these rides to find one that meets their needs. In addition, Stanford provides ridematching via the

511.org

website, which helps to find shared rides between Stanford-affiliated commuters.

The website URL where information about the program is available :

http://transportation.stanford.edu/alt_transportation/Ridematch.shtml

Cash-out of Parking

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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)? :

Yes

A brief description of the program :

Any Stanford affiliate who lives off-campus and agrees not to purchase a parking permit, is eligible to join the Commute Club. These individuals commit to alternative transportation as a means to reach campus. The Commute Club provides many incentives, one of which is $282 in “Clean Air Cash” each year as a reward for not purchasing a parking permit.

For more information on Clean Air Cash, please visit the following website:

http://transportation.stanford.edu/alt_transportation/CleanAirCash.shtml

The website URL where information about the program is available :

http://commuteclub.stanford.edu/

Carpool Discount

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford offers incentives to both carpools and vanpools to encourage group commuting in this fashion. Carpools receive cash to be applied to the cost of a parking permit. The current cash incentive ($282/year) entirely covers the cost of a "C" permit on campus. Carpools can also take advantage of premium reserved carpool-only parking spaces (reserved until 10 a.m. in most locations). Vanpools receive a free vanpool parking permit (valid only in designated vanpool spaces).

The website URL where information about the program is available :

http://transportation.stanford.edu/alt_transportation/Carpool.shtml

Local Housing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

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

Yes

A brief description of the incentives or programs :

The Department of Faculty and Staff Housing (FHS) assists employees with the search for housing close to campus. Eligible faculty and staff can purchase or rent on-campus housing. FHS also oversees more than 700 on-campus and off-campus rental units. Eligible persons have priority for these single-family homes, apartments, and condominiums. Other members of the Stanford community are accommodated as space allows. Each location is managed by professional property managers.

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

http://fsh.stanford.edu/

Prohibiting Idling

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

There is an idling policy for the Marguerite shuttle system. All bus/shuttle drivers are instructed to turn off their engines if they are at a stop for longer than three (3) minutes.

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford participates in the Zipcar program. Stanford affiliates are incentivized to join the program through a $35 driving credit, which offsets the first-year membership fee. Commute Club members receive additional driving credits. There are currently 39 Zipcars on campus available at 17 different locations. Stanford also has an Enterprise car rental office on campus that rents cards on an hourly basis.

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

http://zipcar.stanford.edu/

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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*.

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

Weight of materials recycled, 2005 baseline year :

3964.80 *Tons*

Weight of materials composted, 2005 baseline year :

5384.94 *Tons*

Weight of materials disposed as garbage, 2005 baseline year :

8863.21 *Tons*

Weight of materials recycled, performance year :

3617.76 *Tons*

Weight of materials composted, performance year :

6907.22 *Tons*

Weight of materials disposed as garbage, performance year :

7693.84 *Tons*

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

January 1st, 2010 - December 31st, 2010 (calendar year)

On-campus residents, 2005 :

12243

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

13160

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

4949

On-campus residents, performance year :

11823

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

16757

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

3562

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

Snapshot annual population study done ever year on September 1st.

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

Yes

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

Stanford's Zero Waste Sustainability Working Team explores and evaluates measures to enhance the sustainability of waste management, reuse, and recycling practices on campus. The initial goal is to increase Stanford’s waste diversion rate to 75% as a first step towards zero waste.

http://sustainable.stanford.edu/working_group_and_teams

http://sustainable.stanford.edu/waste

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

http://bgm.stanford.edu/home_pssi_main

Waste Diversion

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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*.

Submission Note:

Please note that Stanford's waste diversion programs started in the 1970s, and significant progress with respect to diversion has occurred since 2000 not the 2005 baseline required for this credit.

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

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

10527.01 *Tons*

Materials disposed in a solid waste landfill or incinerator :

7693.84 *Tons*

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

Stanford University's Waste Reduction and Recycling Program was established 30 years ago and reaches all areas of campus. Over 5000 carefully-signed recycling bins are in place on campus including each building, all residence halls, and numerous outdoor gathering points. Food waste is collected from all dining halls, cafes, and housing areas. Stanford established a special event recycling and composting program. Yard trimmings are collected from the Grounds Department. Numerous outreach and educational opportunities are provided to all stakeholders on campus. Staff work with students on special projects and Stanford has participated in the nationwide RecycleMania competition each year since 2007.

For more information, please visit the following websites:

http://bgm.stanford.edu/home_pssi_main

http://sustainable.stanford.edu/waste

http://sustainable.stanford.edu/be_cardinal_green_recyclemania

Construction and Demolition Waste Diversion

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

3605.34 *Tons*

Amount of construction and demolition materials landfilled or incinerated :

410.65 *Tons*

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 :

Stanford sends all mixed construction and demolition debris to a local construction and demolition recycling facility. Stanford sends source-separated boxes of concrete to the same facility. All construction contractors must use the campus' contracted hauling service, which greatly simplifies and streamlines Stanford's monitoring and record keeping.

For more information, please visit the following website:

http://bgm.stanford.edu/pssi_construction

Electronic Waste Recycling Program

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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.

Submission Note:

The above URL references resources available for the disposal of small electronic items. Since large electronic items are considered University Property, each DPA is responsible for their department's assets. PMO trains these DPAs on proper e-waste disposal protocols.

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

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

Yes

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

Yes

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

Stanford University accepts proposals from various electronic waste recycling companies through a formal bid process. Each recycler is rated on a number of factors, including, but not limited to: environmental protection, financial stability, compliance with state and federal laws, price and level/quality of service. The top three candidates are audited and ultimately a recycler is chosen. Among requirements for being considered, a recycler must recycle all e-waste domestically, recycle 100% of the e-waste received (i.e. no landfill) and have the ability to provide verifiable records of recycling/destruction for each waste shipment. The recycler awarded the contract for recycling e-waste generated via University operations is given a fixed term contract to recycle all wastes. The contract is non-exclusive and if the

recycler fails to meet the university's standards, Stanford reserves the right to switch vendors.

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

The University provides a number of options for insuring that all e-waste generated via business operations is recycled. The Property Management Office (PMO) instruct individuals responsible for each department's assets (and their disposal) how to properly request disposal of all electronic items.

For components (i.e.printers, monitors, computers, etc.), a given Department Property Administrator (DPA) initiates the disposal process by submitting an online disposal request form. PMO schedules and coordinates the pickup via the Surplus Property Store (SPS). SPS is a group within the PMO. SPS personnel pick up a given electronic item and assess its quality and condition for resale. If deemed "reusable" it is sold intact to university personnel and/or the public. If it is not deemed reusable, it is containerized for shipment to the designated recycler. These shipments occur weekly. PMO also coordinates e-waste dropoffs at campus cleanup events.

For smaller electronic items (i.e. cell phones, keyboards, circuit boards, etc.), Environmental Health & Safety (EH&S) has approximately 100 self-service dropoff locations throughout campus. These dropoff locations are serviced on a monthly basis and all e-waste collected is evaluated and sent to SPS for reuse or recycling. This program is described on the EH&S website.

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

For larger electronics (i.e. components), students are encouraged to deliver the items to Peninsula Sanitary Sevices (PSSI), the on-campus recycling center, waste collector, and hauler. PSSI is certified by the state as an e-waste collector.

For smaller items, Student Housing provides dropoff locations throughout the Housing complexes on campus. Students can also use the e-waste dropoff locations serviced by EH&S in the various research and teaching complexes on campus.

For abandoned items, EH&S and PSSI both have mechanisms in place to ensure that the items are properly recycled.

http://bgm.stanford.edu/pssi_faq_ewaste#proc-residents

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

http://www.stanford.edu/dept/EHS/prod/enviro/Electronic_Waste.html

Hazardous Waste Management

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

Using information generated by the California SB-14 law and reports, Stanford identified high volume wastes for minimization. These wastes are related to utilities and maintenence operations, and source reduction is the preferred method. One source reduction method is to minimize the amount of water used when cleaning cooling towers to concentrate the sludge generated. Research hazardous wastes vary widely and do not generally lend themselves to source reduction. One sucessful waste minimization activity for research wastes undertaken is to replace thimerosol (contains mercury) with other preservatives in biological research.

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

All regulated wastes are disposed either through off-site high temperature incineration, fuels blending, treatment such as metals removal for aqueous wastes, or landfill at RCRA approved facilities. Only wastes that do not lend themselves to other technologies are landfilled.

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

http://hazardouswaste.stanford.edu/

Materials Exchange

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford has a Surplus Property Sales department which houses surplus university assets and resells them to university affiliates or any members of the surrounding community. Items sold through surplus property include machinery, electronics, furniture, and office supplies. Stanford also has a furniture reutilization program that ensures excess furniture does not end up in the landfill. A REUSE website maintained by Surplus Property Sales enables Stanford departments to transfer materials between each other.

The website URL where information about the program is available :

http://ora.stanford.edu/ora/pmo/surplus_sales/default.asp

Limiting Printing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

All students must pay a printing fee of $0.10 per page to release a job on any Stanford-owned printer.

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

http://www-sul.stanford.edu/services/printing-public.htm

Materials Online

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford recently switched its course bulletin to an online-only format in order to save paper and other resources. Students can view transcripts, course schedules, course directories, grades, and many other academic resources online through Axess, Stanford's web-based record management system. None of these materials are printed except by individual student request.

The website URL where information about the practice is available :

http://www.stanford.edu/dept/registrar/bulletin/

Chemical Reuse Inventory

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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? :

Yes

A brief description of the program :

Stanford makes use of the Chemtracker online chemical inventory system for all campus labs. As an additional waste reduction measure, Stanford administers a surplus chemical program through which surplus chemicals from campus labs are made available free of charge to all members of the Stanford Research Community, rather than being disposed of as hazardous waste.

The website URL where information about the practice is available :

http://www.stanford.edu/dept/EHS/prod/surpluschem/index.html

Move-In Waste Reduction

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Stanford students recently opened a new campus thrift store called “The Clothes Loop.” Students (and all members of the Stanford community) can drop off unwanted items and take any desired items for free or at a very low price. During student move-in, this inventory is placed outside for a “Sustainable Yard Sale” to encourage students to reuse items instead of buying all new supplies to outfit their dorm rooms each fall.

The website URL where information about the program is available :

http://glc.stanford.edu/

Move-Out Waste Reduction

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford students recently opened a new campus thrift store called “The Clothes Loop.” Students (and all members of the Stanford community) can drop off unwanted items and take any desired items for free or at a very low price. During student move-out, the Clothes Loop hosts multiple campus “free stores,” where students can drop off any unwanted goods and take anything they would like for free.

In addition, Student Housing maintains a comprehensive website resource for move-out, with details about all the materials collected and the corresponding collection points on campus.

The website URL where information about the program is available :

http://www.stanford.edu/dept/rde/greenmoveout/

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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:

(1) Please note that Stanford is an early adopter of water conservation programs. Substantial and greater reduction has been seen since 2000 rather than the 2005 baseline required for this credit.

(2) Gallons consumed represents total water use and includes both domestic and lake water (non-potable) as reported in the Sustainable Stanford Year in Review Metrics & Trends section:
http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/oos_year_in_review_2010_2011.pdf
.

(3) In accordance with the boundary area, "on campus resident" population numbers do not include residents of Faculty/Staff housing (approximately 2500 people).

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

Water consumption, 2005 baseline year :

1175231000 *Gallons*

Water consumption, performance year :

1166060000 *Gallons*

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

July 1st, 2010 - June 30th, 2011 (local jurisdiction water fiscal year)

On-campus residents, 2005 :

12243

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

13160

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

4949

On-campus residents, performance year :

11823

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

16757

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

3562

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

Snapshot annual population study done ever year on September 1st.

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 :

http://sustainable.stanford.edu/water

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

http://lbre.stanford.edu/sem/water_conservation

Stormwater Management

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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.

Submission Note:

Stanford complies with the, “C.3. New Development and Redevelopment” conditions set forth in the California Regional Water Quality Control Board, San Francisco Bay Region, Municipal Regional Stormwater NPDES Permit, Order R2-2009-0074, NPDES Permit No. CAS612008. This regulation outlines site design, source control and treatment requirements for all new construction projects.

"---" *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 :

Stanford University employs multiple strategies to reduce storm water runoff from new development and existing campus operations. Stanford developed two masterplans for managing and implementing storm water treatment and runoff:

(A) The Stanford University Campus-wide Stormwater Treatment Master Plan

(B) The Stanford University Campus-wide Storm Drainage Master Plan

In addition, Stanford University complies with several permit requirements associated with the California Regional Water Quality Control Board, San Francisco Bay Region, Municipal Regional Stormwater NPDES Permit, Order R2-2009-0074, NPDES Permit No. CAS612008, as implemented by Stanford's permitting authority Santa Clara County. Permit conditions require Stanford to comply with three main storm water pollution prevention principles:

(1) Site Design Controls (minimize impervious surfaces, conserve natural areas, minimize site runoff), Example installations include:
(1a) Installation of porous pavement (Oak Road and Stock Farm Road Parking Lot)
(1b) Rain water harvesting to in ground tank (used for irrigation). (Knight Graduate School of Business Project)

(2) Source Control (minimize pollutants from contacting storm water runoff), Example installations include:
(2a) Covered loading docks (Medical School Loading Dock)
(2b)Appropriate covers, drains and storage precautions for outdoor material storage areas, loading docks. (Medical School Loading Dock, East Campus Dining Facility, Lagunita Dining)

(3) Treatment Devices, Example installations include:
(3a) Biofiltration (Knight Graduate School of Business Project, Olmstead Terrace Project , Coaches Rental Housing Project)
(3b) Swales (Knight Graduate School of Business Project, Campus Drive Bowdin to Arguello, Campus Drive Panama Street to Via Ortega, Automotive Innovation Facility Project)
(3c) Regional continuous deflection separation devices (Welch Road and Pasteur Drive - CDS Unit, Stanford Stadium – CDS Unit)
(3d) Regional detention basins (Sand Hill Road and Stock Farm Road, El Camino Real and Serra Street)
(3e) Regional Bioswale (Roth Way and Lomita Drive)

Please see the following website for more information:

http://www.scvurppp-w2k.com/site_design.shtml

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

http://lbre.stanford.edu/sem/stormwater

Does the institution have a living or vegetated roof? :

No

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

N/A

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

Porous pavement has been installed at the Oak Road and Stock Farm Road parking lot (there are 3 different types installed – pervious pavers, pervious asphalt and pervious concrete).

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

To control the quantity and quality of water released from campus, there are two detention basins, located at Stock Farm Road and Oak Road and El Camino Real and Serra Street.

Does the institution have stone swales? :

No

A brief description of the institution's stone swales :

N/A

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

Vegetated swales can be found in the following locations across campus:
-- Olmstead Terrace Housing Project
-- Coaches Rental Housing Project
-- Knight Graduate School of Business Project
-- Automotive Innovation Facility Project
-- Campus Drive (Bowdoin Street to Arguello Mall)

-- Campus Drive (Panama Street to Via Ortega)\
-- Roth Way and Lomita Drive

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

Yes

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

(1) Knight Management Center Graduate School of Business Project - rain water harvesting (collected roof runoff is stored in an underground tank and reused for irrigation on site)
(2) Regional Stormwater Swirl Separators (2 total) - removes trash and small particulate from tributary campus runoff.

Waterless Urinals

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

Waterless urinals have been installed in several buildings across campus. The Environment and Energy Building (Y2E2) included one waterless urinal in each men's room for testing and demonstration. Waterless urinals are also installed throughout the Carnegie Institute's Global Ecology Building.

For more information on Y2E2's waterless urinal installation, please visit:

http://www.arup.com/_assets/_download/DB23BA55-19BB-316E-40F2B300E8544F3C.pdf

For more information on the Global Ecology Building, please visit:

http://carnegie.stanford.edu/about/building/

The website URL where information about the technology is available :

http://sustainablestanford.stanford.edu/green_buildings

Building Water Metering

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

All buildings on Stanford's campus are individually metered for water consumption. In addition, most buildings have a separate outdoor irrigation meter. This information has provided the necessary level of detail to enable Stanford to reduce domestic water consumption by 21% since 2000, despite campus growth.

The percentage of building space with water metering :

100

The website URL where information about the practice is available :

http://lbre.stanford.edu/sem/water_conservation

Non-Potable Water Usage

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

INDOOR USE OF RECYCLED WATER:
The service area for Stanford's reclaimed-water facility is now more than 1 million GSF. Cooling tower blowdown at the Central Energy Facility provides water for toilet and urinal flushing in the Science and Engineering Quad and Graduate School of Business, as well as several recently opened School of Medicine buildings.

IRRIGATION WITH SURFACE WATER:
Approximately 85% of Stanford's irrigation water comes from
nonpotable lake water collected in two campus
reservoirs. Landscaped areas are irrigated via the university's lake water system and allows Stanford to preserve potable water for domestic, research, academic, and academic support facility use.

COOLING TOWER EFFICIENCY:
Stanford's Central Energy Facility runs water through cooling towers for approximately 20 cycles.

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

85

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 :

http://lbre.stanford.edu/sem/water_Systems

Xeriscaping

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford's landscape design guidelines encourage selecting drought-resistant plants and discourage planting water-intensive turf lawns unless absolutely necessary. Water-intensive plants are strongly discouraged. As part of Stanford's Water Conservation Master Plan, selected water-intensive landscape areas were retrofitted with lower water-use plant materials. A Water Wise Garden serves as an educational model for the entire campus community regarding native and drought-tolerant plants (

http://bgm.stanford.edu/groups/grounds/special/waterwise

). In addition, all irrigation occurs at night to minimize evaporation loss.

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

http://lbre.stanford.edu/sem/sites/all/lbre-shared/files/docs_public/Landscaping_Design_Guidelines.pdf

Weather-Informed Irrigation

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

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

Yes

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

Stanford uses a Maxicom central control system throughout most irrigated landscape areas on campus. Based on evapotranspiration sensors in the ground and weather station data, computers at the Grounds Department calculate sprinkler run times and communicate irrigation schedules to field controllers which automatically run the sprinklers.

The website URL where information about the practice is available :

http://bgm.stanford.edu/groups/grounds/weather_station

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford has an overarching Sustainability Working Group as well as a number of topic-specific Sustainability Working Teams.

The Sustainability Working Group, organized in 2006, involves representatives from all parts of the university. The group prepares policy and program recommendations designed to achieve the following:

(1) Continuously improve Stanford's leadership in demonstrating environmental sustainability in campus operations
(2) Use faculty, staff and student expertise in this evolving field
(3) Advance opportunities for hands-on sustainability-related learning and service in the campus community

The Sustainability Working Teams, assembled in 2008, develop program recommendations, assess progress and help implement policy recommendations in major operational areas related to sustainability. The teams are composed of campus subject experts, representatives from key Stanford community groups and people with authority to take action in the relevant operational areas.

Members of the committee, including affiliations :

The membership of Stanford's Sustainability Working group and Sustainability Working Teams are too numerous to list here, but include faculty, staff, students, and key senior administrators. Contact information for the chairs of each committee can be found on the Sustainable Stanford website (

http://sustainable.stanford.edu/working_group_and_teams

).

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

http://sustainable.stanford.edu/working_group_and_teams

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

Sustainability and Energy Management (SEM), a department within Land, Buildings & Real Estate (LBRE), leads initiatives in campus infrastructure and programs in energy and climate, water, transportation, green buildings, and sustainable information technology, as well as various special initiatives. The Office of Sustainability connects campus organizations and entities, and works collaboratively with them to steer sustainability initiatives and reach milestones. The office works on long-range sustainability analysis and planning, assessment and reporting, sustainability governance strategy, conservation behavior and training, communication and outreach, and academic integration. Complementing operational efficiency measures undertaken by campus facilities managers, distinct and education-oriented programmatic initiatives make sustainability more actionable and visible throughout the campus community.

Please note, although the Office of Sustainability employs just 3.5 FTE staff members, there are hundreds of professionals throughout the Stanford community involved with sustainability projects in their daily work. A number of the other full-time professionals are listed on the staff page of the Sustainable Stanford website (

http://sustainable-temp.stanford.edu/program_staff

).

The number of people employed in the sustainability office :

5

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

http://sustainable.stanford.edu/program_staff

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Fahmida Ahmed

Sustainability coordinator's position title :

Director, Office of Sustainability

A brief description of the sustainability coordinator’s position :

Fahmida leads the Office of Sustainability and the campus program Sustainable Stanford. She co-chairs the Sustainability Working Group, connects the Sustainability Working Teams, coordinates implementation of sustainability projects, supports Stanford's long-term resource infrastructure planning, and manages the office's communications and evaluation programs.

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

http://sustainable.stanford.edu/program_staff

Strategic Plan

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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:

Stanford launched the Stanford Challenge in 2006 as a major strategic initiative for the university. A university-wide campaign and academic commitment to address the world's most challenging problems through interdisciplinary study, research, and collaboration, the Stanford Challenge has shaped research and teaching at Stanford. The Initiative on Environment and Sustainability is one of four emphasis areas of the Stanford Challenge and incorporates all dimensions of sustainability (http://giving.stanford.edu/get/layout/tsc/Environment).

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

Year the strategic plan or equivalent was completed or adopted :

2006

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 :

Environmental, social, and economic dimensions of sustainability are intertwined throughout the description of the Initiative on the Environment and Sustainability. As a multidisciplinary strategic plan, the effort is solutions-focused and therefore does not isolate each dimension of sustainability separately. Please see the following websites to learn more about Stanford's vision for a sustainable future, key research themes, and strategic collaborations:

http://giving.stanford.edu/get/layout/tsc/EnvFaculty

http://giving.stanford.edu/get/layout/tsc/EnvThemes

http://giving.stanford.edu/get/layout/tsc/EnvIdeas

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 :

Environmental, social, and economic dimensions of sustainability are intertwined throughout the description of the Initiative on the Environment and Sustainability. As a multidisciplinary strategic plan, the effort is solutions-focused and therefore does not isolate each dimension of sustainability separately. Please see the following websites to learn more about Stanford's vision for a sustainable future, key research themes, and strategic collaborations:

http://giving.stanford.edu/get/layout/tsc/EnvFaculty

http://giving.stanford.edu/get/layout/tsc/EnvThemes

http://giving.stanford.edu/get/layout/tsc/EnvIdeas

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 :

Environmental, social, and economic dimensions of sustainability are intertwined throughout the description of the Initiative on the Environment and Sustainability. As a multidisciplinary strategic plan, the effort is solutions-focused and therefore does not isolate each dimension of sustainability separately. Please see the following websites to learn more about Stanford's vision for a sustainable future, key research themes, and strategic collaborations:

http://giving.stanford.edu/get/layout/tsc/EnvFaculty

http://giving.stanford.edu/get/layout/tsc/EnvThemes

http://giving.stanford.edu/get/layout/tsc/EnvIdeas

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

Physical Campus Plan

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

Stanford University's original master plan was developed by Frederick Law Olmsted and the founders grounded on key principles that are used in planning for today and planning into the future. The original plan incorporates several aspects of sustainability, including appropriate solar orientation, passive cooling via arcades and other natural shading, as well as the use of local/regional materials. The plan acknowledge's Stanford's native desert climate and the appropriate design measures to mitigate the inherent difficulties of that environment.

A detailed report on the campus master plan provides background into these essential historical planning precepts as well as highlights a framework for ongoing and future growth. To view the report on the campus master plan, please visit:

http://lbre.stanford.edu/architect/sites/all/lbre-shared/files/docs_public/UA_CPD_Stanford_Mag_

Back_to_the_Future_2008SeptOct_V1.pdf

FROM THE SUSTAINABLE DEVELOPMENT STUDY WEBSITE:
(

http://sds.stanford.edu

)

Santa Clara County has land use jurisdiction over Stanford's unincorporated land in the county. In 2000, the County granted Stanford a General Use Permit that contained over 100 conditions. Stanford agreed to meet all those conditions. One condition was that Stanford produce, in cooperation with the Santa Clara County Planning Office, a Sustainable Development Study (SDS).

Following the requirements set out in the condition, Stanford University completed the SDS and submitted it to the Board of Supervisors of Santa Clara County for approval. Stanford believes the SDS fully meets the condition established by the County, and on November 20, 2008, the County of Santa Clara Planning Commission unanimously recommended that the Board of Supervisors approve the SDS.

THE INTRODUCTION TO CHAPTER 5 (ENVIRONMENTAL SUSTAINABILITY PROGRAM) OF THE SUSTAINABLE DEVELOPMENT STUDY:
(

http://stanford.edu/~jcford/outerDocuments/SDSbinder.pdf

)

The phrase “sustainable development” as used in the Stanford Community Plan and General Use Permit primarily encompasses land use planning principles promoting compact growth and protection of natural resources. The previous chapters of the Sustainable Development Study address these land use planning principles.

Over time, the term “sustainability” has evolved to encompass a wider array of environmental strategies. In addition to its research and educational interests in these areas, Stanford’s sustainability efforts extend to university facilities and operations in six different city and county jurisdictions. Stanford recently received the highest grade award from Sustainability Endowments Institute for its campus sustainability programs. The university’s sustainability programs are designed to encourage innovation and experimentation to determine measures best suited to the needs of the campus community and its physical environment. Sustainability is a rapidly evolving field with extraordinary challenges, and the University’s programs will continue to change to take advantage of new insights and advancements. In addition, the University will comply with any new regulatory requirements that are adopted in the future.

This chapter presents a broader view of Stanford’s sustainability principles, programs, and how they are - and will continue to be - carried forward into the university’s planning, building, and operations. The university’s environmental sustainability programs focus on major elements of resource conservation and environmental protection, including energy and climate change, transportation, water, and waste. Further, in addition to addressing sustainability in its existing facilities, the university recognizes that times of growth present opportunities to raise the overall sustainability of its campus by embedding high performance in its new buildings and major renovations. The university has therefore made “green” building a distinct focus in its sustainability programs.

The year the physical campus plan was developed or adopted :

2008

The website URL where the physical campus plan is available :

http://sds.stanford.edu/

Sustainability Plan

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford's Sustainability Working Group and Sustainability Working Teams, both organizations comprised of faculty, staff, and students, worked to develop a common set of principles for sustainability at Stanford (

http://sustainable.stanford.edu/principles

). Formal plans for each sustainability topic area are either complete or in progress by individual Sustainability Working Teams.

For more information, please visit:

http://sustainable.stanford.edu/working_group_and_teams

A brief description of the plan's measurable goals :

In pursuing its academic mission, Stanford University is committed to being a leader in the research, teaching and institutional practice of environmental sustainability. The university is therefore committed to following core sustainability principles in all facets of planning and operations so that Stanford can lessen its environmental impact, ensure a healthy community and contribute to global solutions. Targeted policies and practices—as well as individual, everyday actions—are essential to realizing the university's vision of incorporating

sustainability into every aspect of campus life.

Although each Sustainability Working Team sets its own goals for specific topic areas, a common set of principles was established and can be found on the Sustainable Stanford website (

http://sustainable.stanford.edu/principles

).

Ongoing goals and results for each sustainability topic area can be found on the area-specific "What We Are Doing" pages of the Sustainable Stanford website (

http://sustainable.stanford.edu/what_we_are_doing

).

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

For a complete review of operational and programmatic sustainability milestones, including a complete review of metrics and trends tracked since 2000, please review pages 20-36 of the FY11 Sustainable Stanford Year in Review (

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/oos_year_in_review_2010_

2011.pdf

).

Ongoing goals and results for each sustainability topic area can be found on the area-specific "What We Are Doing" pages of the Sustainable Stanford website (

http://sustainable.stanford.edu/what_we_are_doing

).

In addition, please visit the "Recognition & Awards" page to see the numerous accomplishments within each sustainability topic area (

http://sustainable.stanford.edu/recognition_and_awards

).

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

http://sustainable.stanford.edu/what_we_are_doing

The year the plan was developed or last updated :

Climate Action Plan

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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*.

Submission Note:

In December 2011, Stanford's Board of Trustees gave concept approval to the $438 million Stanford Energy System Innovation (SESI) project, which is designed to meet the university's energy demand though 2050. SESI represents a significant transformation of the university from 100% fossil-fuel-based cogeneration to a more efficient electric heat recovery system, powered by a diverse mix of conventional and renewable electricity sources.

Due to the significant overlap between campus heating and cooling demand, SESI entails an innovative heat recovery design that is 70% more efficient than the existing Central Energy Facility (CEF) operations. In the new system, heat collected from buildings via the chilled-water loop will be captured at the CEF for reuse, reducing the use of conventional chillers to discharge waste heat via cooling towers. Instead, heat recovery chillers will move the heat collected from the chilled water loop to a new hot-water loop scheduled to replace Stanford's aging steam distribution system.

SESI will result in immense benefits for Stanford University in the decades to come. When completed, SESI will reduce campus greenhouse gas emissions by 50%, save 18% of campus potable water, open up the energy supply platform to future technologies, enable campus to better manage its power portfolio, and yield significantly higher utilities savings though 2050.

For more information, please see the following website:

http://sustainable.stanford.edu/climate_action

"---" *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 :

Stanford’s long-range Energy and Climate Plan, developed collaboratively, peer reviewed, and incorporating both engineering and financial models, presents a three-pronged approach to improve infrastructure and dramatically reduce GHG emissions, despite campus growth and without relying on market carbon instruments. The plan presents an adept balance among high-efficiency standards for new construction, continued efficiency programs and improvements within existing buildings, and a cutting-edge energy supply system.

Given that energy production at the CEF produces 90% of Stanford’s GHG emissions and consumes 25% of the campus’s potable water supply, changes to Stanford’s energy supply are the major focus of the Energy and Climate Plan. As a result of the significant overlap between campus heating and cooling needs, the plan outlines an innovative heat recovery design that is 70% more efficient than existing CEF operations. Waste heat collected from buildings via the chilled-water loop will be captured at the CEF for reuse, eliminating the use of conventional chillers to discharge waste heat out of cooling towers by 70%. Instead, heat recovery chillers will move the waste heat collected from the chilled-water loop to a new hot-water loop scheduled to replace Stanford’s aging steam distribution system. In addition to reducing the university’s GHG emissions to 20% below 1990 levels by 2020 and 50% below 1990 levels by 2050, heat recovery will enable an 18% savings in potable water consumption.

For more information, please watch Stanford's Climate Action video and review the associated fact sheet:

http://sustainable.stanford.edu/climate_video

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_EC_factsheet_20

11.pdf

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

The conversion of over ten miles of steam pipelines covering the entire campus to hot-water piping has already begun on an as-needed basis to support construction of new buildings. Conversion of the remaining parts of campus will proceed in 2012 after the Board of Trustees approves the project. Since most campus buildings are currently configured to receive steam, building-level modifications are also under way. Last
fall the first regional heat exchange station went live, serving more than a dozen buildings, including the new Knight Management Center and nearby athletic facilities. Over time, the conversion of buildings and steam distribution pipes to hot water will draw closer to the existing CEF, at which point a full transition to the new Heat Recovery Plant will be complete. To minimize disruption to the university, the conversion process is estimated to last five to seven years.

For more information, please watch Stanford's Climate Action video and review the associated fact sheet:

http://sustainable.stanford.edu/climate_video

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/Stanford_EC_factsheet_20

11.pdf

Year the climate plan was formally adopted or approved :

2009

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

Yes

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

Levels 1 and 2

The reduction level (percentage) institution has committed to :

50% from 1990 levels by 2050; 20% from 1990 levels by 2020

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

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

133,800

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

Dec. 31, 2020

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

http://sustainable.stanford.edu/climate_action

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

There are two committees that meet the intent of this credit at Stanford: the Diversity Cabinet (university-wide) and the Panel on Faculty Equity and Quality of Life (faculty only).

The Diversity Cabinet serves as the university's executive body charged with keeping the issue of diversity at the forefront of the university's agenda. Comprised on the basis of roles rather than people, the Cabinet consists of executive officers who have the power to make key decisions. The group provides strategic advice to the Provost on how to continue to improve campus diversity.

The Panel on Faculty Equity and Quality of Life (rotational membership, comprised of faculty members from different schools) administers the Faculty Quality of Life Survey, and also collects and assesses data from the university's seven schools concerning non-salary forms of compensation and support.

Members of the committee, including job titles and affiliations :

Roles, rather than people, define the Diversity Cabinet membership:

-- Vice Provost for Faculty Development/Diversity, co-convener
-- Vice Provost for Graduate Education, co-convener
-- Chair, Committee on Graduate Studies
-- Chair, Committee on Undergraduate Admissions and Financial Aid
-- Dean of Undergraduate Admissions and Financial Aid
-- Director, Center for Comparative Studies in Race and Ethnicity
-- Director, Clayman Institute for Gender Research
-- Director, Diversity and Access Office

-- Senior Associate Dean for Diversity and Leadership, School of Medicine
-- Special Assistant to the Provost for Faculty Diversity
-- Vice President Human Resources, Human Resources
-- Vice Provost for Student Affairs
-- Vice Provost for Undergraduate Education, co-convener

There is no website associated with either body, but the full 2010 Quality of Life Report is accessible online (

https://facultydevelopment.stanford.edu/main/reports-publications

).

For other general information on the university's committment to faculty diversity, please visit:

https://facultydevelopment.stanford.edu/main/stanford-s-commitment-faculty-diversity-reaffirmat

ion

The Stanford News announcement of the Diversity Cabinet formalization in 2005 can also be found online (

http://news.stanford.edu/news/2005/december7/diversity-120705.html

).

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 :

As stated on the Diversity & Access Office website:

Stanford is committed to maintaining a diverse population of students, faculty, and staff; creating a community of fairness and respect; ensuring that resources are accessible to all and complying with related laws and guidelines.

The Diversity & Access Office was created to advance the University's affirmative action goals and commitment to diversity, and in this spirit we are pledged to create an environment in which differences are both welcomed and appreciated.

This office ensures University compliance with federal, state, and local regulations concerning diversity and disability. The following descriptions explain our primary responsibilities and the services we provide.

To accomplish our mission, we work collaboratively with Vice Presidents, Deans, Department Chairs, Administrative Managers, and Human Resources staff who have direct responsibility for achieving the University's objectives. We also provide an array of services

designed to help solve specific problems and to ensure that all staff have a forum in which they can air concerns. Our goal is to effectively address issues before they become formal grievances.

Fore more information, please visit:

http://www.stanford.edu/dept/diversityaccess/

The number of people employed in the diversity office :

2.50

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

http://www.stanford.edu/dept/diversityaccess/

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator’s name :

Rosa Gonzales

Diversity coordinator's position title :

Director, Diversity and Access Office

A brief description of the diversity coordinator's position :

Rosa directs the Diversity & Access Office in its mission to advance Stanford University's affirmative action goals and commitment to diversity, and to ensure that Stanford fulfills its obligation under the law to prohibit discrimination, including harassment, on the basis of sex, race, age, color, disability, religion, sexual orientation, gender identity, national and ethnic origin, and any other characteristic protected by applicable law in the administration of its programs, and the operation of the University.

She also serves as a compliance officer for the requirements of federal and state non-discrimination laws, including (but not limited to): Titles VI, VII and (in coordination with the Special Assistant to the President) IX of the Civil Rights Act; the Equal Pay Act; the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act; the Age Discrimination Act and the Age Discrimination in Employment Act; Executive Order 11,246; the California Fair Employment and Housing Act (FEHA); and the Unruh Civil Rights Act. This responsibility includes providing guidance and evaluating efforts to improve access to campus facilities and programs as well as advising staff, faculty, and visitors regarding disability accommodations.

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

http://www.stanford.edu/dept/diversityaccess/contact.html

Measuring Campus Diversity Culture

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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) :

There are two surveys that satisfy the intent of this credit, the Report on the Quality of Life of Stanford Faculty and the Senior Exit Survey.

REPORT ON THE QUALITY OF LIFE OF STANFORD FACULTY:
(

https://facultydevelopment.stanford.edu/main/reports-publications

)
This report summarizes the results from a survey of the Stanford University faculty that was conducted by the Panel on Faculty Equity and Quality of Life in November 2008. The survey included questions about satisfaction with being a faculty member, perceptions of workplace climate and reasonableness of workload, and satisfaction with life beyond work.

SENIOR EXIT SURVEY
Stanford sends out an exit survey to all graduating seniors every other year. Items in the survey specifically address diversity issues, including assessing student satisfaction with the level of diversity on campus, student participation in racial/cultural awareness programs, and the extent to which students have interacted with those of different backgrounds from themselves while at Stanford.

Year the assessment was last administered :

2010

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

REPORT ON THE QUALITY OF LIFE OF STANFORD FACULTY:
(

https://facultydevelopment.stanford.edu/main/reports-publications

)
The university used feedback generated from the assessment as inputs in university planning processes. Examples of policies/programs developed or strengthened using assessment feedback include: Faculty Women's Forum, childcare policies, family leave policies and back-up (sick child) childcare program.

SENIOR EXIT SURVEY
This assessment is used to ensure Stanford is meeting its diversity goals and that its various diversity programs, including campus community centers and themed housing for specific ethnic groups, are meeting the needs of the student body. Because the survey is given on a regular basis, Stanford can compare the data going back many years to see if it is improving over time, and to judge whether programmatic changes or improvements are needed.

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

Support Programs for Underrepresented Groups

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

Stanford understands that holistic student development happens with support and access both inside and outside the realm of academics. The diversity on Stanford's campus can be felt through classes, student organizations, residential life, and eight individual community centers. These different venues not only serve as a general resource for the campus community, but more importantly, serve the critical purpose of empowering students to strive to reach their full potential. The community centers include:

Asian American Activities Center

http://www.stanford.edu/dept/a3c/cgi-bin/

Bechtel International Center

http://www.stanford.edu/dept/icenter/

Black Community Services Center

http://studentaffairs.stanford.edu/bcsc

Office of Accessible Education

http://studentaffairs.stanford.edu/oae

El Centro Chicano

http://elcentro.stanford.edu/

Native American (American Indian, Alaska Native, and Native Hawaiian Program) Cultural Center

http://www.stanford.edu/dept/nacc/

Women's Center

http://studentaffairs.stanford.edu/wcc

Lesbian, Gay, Bisexual, Transgendered (LGBT) Community Resource Center

http://studentaffairs.stanford.edu/lgbtcrc

In addition to these community centers, a list of the hundreds of student-organized affinity groups and clubs can be found online (

http://admission.stanford.edu/student/diversity/student_organizations_list.html

).

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

-- Office of Vice Provost for Faculty Development and Diversity (

https://facultydevelopment.stanford.edu/

)
-- Office of (Senior Associate Dean) Leadership and Diversity, Stanford University School of Medicine
-- Clayman Institute for Gender Research (

http://gender.stanford.edu/

)
-- Center for Comparative Studies in Race and Ethnicity (CCSRE) (

http://ccsre.stanford.edu/

)
-- Faculty Women's Forum (

http://fwf.stanford.edu/

)
-- (Black) Diaspora Faculty Group (loosely affiliated faculty group)
-- Chicano/Latino Faculty Group (loosely affiliated faculty group)
-- Various additional school-based faculty affinity groupings

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

-- The American Indian Staff Forum (AISF) is a fellowship of American Indians, Alaska Natives, and Native Hawaiians who work at, or are affiliated with, Stanford University, Stanford Medical Center, and the Stanford Linear Accelerator Center. The goal of AISF is to promote social, cultural, and educational opportunities for our members, and to provide opportunities for the non-Native community at Stanford to learn more about our rich heritage and diverse cultures. Forum membership is automatically extended to all Native American employees at Stanford.

-- Asian Staff Forum (ASF) is an informal group of Asian/Pacific/Indian Sub-Continent employees of Stanford University, the Hospital, and SLAC. Formed in 1986, ASF seeks to be a vehicle for representing, supporting and promoting the interests of these employees. This is accomplished by sponsoring and funding activities which support the mission of the organization; presenting the concerns of the membership to relevant parties and encouraging appropriate action; developing a supportive network of Asian Americans in the Stanford community; and by participating in the development of a multicultural community at Stanford.

http://www.stanford.edu/group/ASF/

-- The Black Staff Alliance (BSA) serves as a source of support for all Black employees at Stanford. The BSA seeks to address the individual and collective concerns of Black staff on campus. We strive to promote a culture that stresses upward mobility and advancement in the workplace by creating an environment that enables networking, collaboration, and mentorship, promoting a tradition of lifelong learning as part of professional development. The BSA, formerly the African-American Staff Group, encourages cooperative and interactive relationships with all members of the Stanford community.

-- Disability Staff Forum's (DSF) mission is to help improve and facilitate communication between Stanford community members with and without disabilities. Educational and social events are planned throughout the year.

http://www.stanford.edu/group/dsf/

-- Filipino American Community at Stanford (FACS) is a civic, cultural, educational and nonprofit organization aimed at bringing together the Filipino-Americans in the Stanford Community to promote the Filipino culture and community-building awareness and to support the University in realizing its mission. FACS works closely with the Diversity and Access Office, the Pilipino American Student Union (PASU), Bechtel International Center, Asian American Activities Center, and other Staff Forums.

http://www.stanford.edu/group/facs

-- La Raza Staff Association (LRSA) formed in 1981 to improve the status and presence of Chicano / Latino Staff at all levels of the University community. The Association continues to work toward the development of an environment conducive to the welfare of Chicano / Latino staff, students and faculty. LRSA holds monthly meetings throughout the year where speakers are invited for informal discussion on various topics of interest such as cultural issues and professional development. The Association also co-sponsors various events and activities with other staff groups, El Centro Chicano and The Guiding Concilio.

-- Queer University Employees at Stanford (QUEST) is a network of Stanford LGBT staff and faculty who work to foster and support a diverse LGBT campus community by addressing social issues, as well as, assisting the University with individual, group, and political concerns of the LGBT staff and faculty. Through programming, QUEST works to support Stanford in its effort to become a model institution on LGBT issues, provide opportunities to connect to Stanford, and to each other, and to network and have fun. Membership is open to all LGBT Stanford faculty and staff as well as their friends, partners, and allies. QUEST is closely allied with two other campus LGBT organizations: the LGBT CRC (students) and Stanford Pride (LGBTQQl alumni/ae).

http://www.stanford.edu/group/quest/

-- Stanford Staffers has existed since 1951, and is a partnership of staff members with the purpose of providing career support, sharing resources, broadening networks, working together on community service endeavors, developing a diverse workplace, and enjoying co-workers socially through special events, brown bag lectures, and other special activities.

For more information, please visit:

http://www.stanford.edu/dept/diversityaccess/about/staff_groups.html

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

http://studentaffairs.stanford.edu/diversityworks

Support Programs for Future Faculty

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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 :

STANFORD DISTINGUISHED ALUMNI SCHOLARS PROGRAM (DAS)

Established in 2006, DAS is an institutional response to the scarce presence of diverse racial/ethnic group members within the faculty ranks of our nation's colleges and universities, and within the Ph.D. programs that produce these faculty. The purpose of this program is to bring Stanford students from cultural groups underrepresented in academia into contact and discussion with distinguished alumni scholars from a broad range of backgrounds, disciplines and institutional types to inspire new generations of students to consider academia as a career. Last held in 2010, a new program is in planning for the 2012-2013 academic year.

For more information, please visit:

https://facultydevelopment.stanford.edu/main/distinguished-alumni-scholars-day

OTHER UNIVERSITY PROGRAMS INCLUDE:
• Diversifying Academia, Recruiting Excellence (DARE) Doctoral Fellowships;
• Other programs administered by Vice Provost for Graduate Education;

• Enhancing Diversity in Graduate Education in the Social, Behavioral and Economic Sciences (EDGE-SBE) -

https://iriss.stanford.edu/EDGE;

• Career Development Center (see office website);
• Medical School (various programs, including programs sponsored by Senior Associate Dean, Office of Leadership and Diversity – see school website);
• Programs sponsored by CCSRE;
• Programs administered by Office of Vice Provost for Undergraduate Education, e.g., Mellon Mays Undergraduate Fellowship program;
• Programs sponsored by Office of Vice Provost for Undergraduate Education, including student programming administered by the various race/ethnic/gender-based Student Community Centers.

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

https://facultydevelopment.stanford.edu/main/distinguished-alumni-scholars-day

Affordability and Access Programs

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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.

Submission Note:

The websites below support the information provided for this credit:

http://studentaffairs.stanford.edu/haas/students

http://parents.stanford.edu/

http://www.stanford.edu/dept/undergrad/cgi-bin/drupal/research#Overview

http://www.stanford.edu/group/flip/FLIP/Home.html

http://phoenixscholars.org/

http://financialaid.stanford.edu

http://admission.stanford.edu

"---" 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 :

Stanford does not currently participate in the federal TRIO programs. While Stanford formerly supported an Upward Bound program on campus through the Haas Center for Public Service, in 2008, Stanford Upward Bound became Stanford College Prep, relying on grants and donations through the Haas Center for Public Service instead of federal funding.

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

Stanford's admission program is need-blind and all undergraduate aid is need-based, with the exception of athletic scholarships. Through the financial aid program Stanford meets 100% of the demonstrated financial need of all eligible students. Parents whose total annual income is less than $60,000 and who have assets typical for their income level are not expected to contribute toward educational costs. Parents with income between $60,000 and $100,000 are expected to contribute somewhere between $0 and the cost of room and board, ensuring enough scholarship funds to cover the cost of tuition at a minimum. Students are not expected to borrow to cover their educational costs.

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

Early in 2011 Stanford created a new position for a director of diversity and first-gen programs. In addition to serving as a resource for students, the director's role includes outreach and coordination among other campus resources to meet the needs of first generation and low income students. Student Affairs staff and academic advising staff coordinate regularly with the Financial Aid Office to ensure availability of resources for students from low-income backgrounds.

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

A plethora of summer programs are offered on campus to prepare students to attend either Stanford University or the college/university of their choice. Through programs like the Stanford Summer Engineering Academy, first offered in 1998 to provide a rigorous introduction to engineering, math and physical sciences programs for incoming Stanford freshmen and the Stanford College Prep program that partners with the charter East Palo Alto Academy High School to provide resources and support to first-generation and low-income

minority students to succeed academically in high school and college, the university is reaching out to both potential Stanford students as well as members of the public in the local area. Through the Haas Center for Public Service Stanford students participate in programs that support students in local low income neighborhoods. Some examples are the East Palo Alto Stanford Academy, Jumpstart, Stanford College Prep, Science in Service and Ravenswood Reads.

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

For the current 2011-2012 academic year, Stanford has committed more than $122 Million in institutional funds to support scholarships for students who would not otherwise be able to attend. There are two basic criteria to establish eligibility for these funds: students must be admitted to Stanford and demonstrate financial need. Scholarships are used to meet students' full need, giving all admitted students the opportunity to attend Stanford.

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

A collection of resources for parents can be found with just one click from Stanford's home page. A Parents' Guide is published annually and distributed to all new parents. A parents' helpline phone number and email address are available for all questions, big and small, year round.

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

Stanford University engages with Community Based Organizations every time the Office of Undergraduate Admission travels. The Office has partnered with the Center for Student Opportunity for a list of all CBO organizations in each travel area. During the fall of 2011, Admission Officers from Stanford engaged with over 50 different CBOs across the country. In addition, the Office hosted training sessions for CBO leaders to review case studies and gain professional development in writing letters of recommendation. The Office also includes CBOs and under-resourced high schools throughout the country in quarterly newsletters and admission posts.

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

As part of the University's commitment to a comprehensive holistic review process, each admission officer takes into account the context of the student's background. This includes but is not limited to, socioeconomic status, parent/guardian degree attainment, high school graduation rates and college placement rates, fee waivers, free and reduced lunch programs, emergency credentialing and EOP programs. The Office of Undergraduate Admission also participates in the Quest Bridge Scholarship matching program. This year Stanford has selected 28 students as Quest Bridge finalists.

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

All financial aid for undergraduates offered by the University is awarded by the Financial Aid Office based on financial need. The only exception is Athletic Aid. In addition, through Undergraduate Advising and Research, the Office of the Vice Provost for Undergraduate Education partners with faculty, departments, research centers, and interdisciplinary programs to facilitate and promote research opportunities for undergraduates.

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

In recent years Stanford students have been increasingly interested in issues surrounding access and affordability. One student group that has focused specifically on first generation and low income students is FLIP, the First Gen and Low Income Partnership (

http://www.stanford.edu/group/flip/FLIP/Home.html

). Students from FLIP have organized welcome events for students and parents during orientation, regular study-breaks for students, speakers and resources for students both at Stanford and in their home communities. Stanford students have formed organizations like The Phoenix Scholars (

http://phoenixscholars.org/

) to support aspiring students from first generation and low income backgrounds. These are just 2 examples of the types of programs Stanford students have created.

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

http://financialaid.stanford.edu/

Gender Neutral Housing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

Does the institution offer housing options to accomodate 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 :

Stanford has a gender-neutral/gender-inclusive housing program that allows students of different genders to share a room. The program is available in all graduate residences, eleven (11) undergraduate residences, and many campus co-ops. Transgender and transitioning students may use the gender neutral housing option or apply for housing through a confidential process to ensure proper accommodations are provided.

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

http://www.stanford.edu/dept/rde/shs/ugrad/gender_neutral.htm

Employee Training Opportunities

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

Stanford's Diversity and Access Office provides resources on diversity for staff and students. The office provides facilitated training programs on diversity and cultural competency for interested employees. One program is a staff development seminar which introduce participants to members of the university community from varying backgrounds over the course of a year.

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

http://www.stanford.edu/dept/diversityaccess/index.html

Student Training Opportunities

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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 :

There are many avenues available to Stanford students to engage in cultural competency training on campus. For example, New Student Orientation activities include a program entitled “Faces of Community.” This program introduces incoming freshmen to the diversity of the Stanford campus. The program includes student speakers and performers from across the campus spectrum as well as interactive workshops for freshmen to explore campus diversity.

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

http://orientation.stanford.edu/

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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:

NOTE 001:
The employee count includes benefits-eligible employees (faculty and staff, including bargaining unit [union] employees) as well as temporary and casual employees who are currently being paid by Stanford.

NOTE 002:
Employees of vendors/contractors that are paid directly by that vendor/contractor, even though working on the Stanford campus are not included in the employee count data. Human Resources does not have access to those records to ensure they are paid a living wage; Stanford Procurement typically includes verbiage in contracts stating the university's recommendation that the vendor/contractor pay at least the minimum living wage to their employees working on the Stanford campus.

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

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

15537

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

15537

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

Since September 1, 2007, Stanford University has recognized the importance of paying a living wage to all service workers at Stanford, whether they are directly employed by Stanford or by contractors. This applies to services performed on the core campus premises (including the Stanford Linear Accelerator Center) that Stanford might otherwise perform with directly hired hourly paid employees. This applies to contractor employees not represented under a collective bargaining relationship.

Stanford further recognizes that a living wage and other benefits enhance the quality of an individual's work experience. Stanford already pays a living wage to its employees and now adopts this living wage and benefit policy to guide its procurement of such services from contractors. Through these guidelines, Stanford seeks to establish minimum pay, access to healthcare benefits and compensated time off for service workers. These guidelines are not intended to prevent contractors from providing wages and benefits in excess of the minimums created here.

The wage guidelines are two tiered, with an identified minimum living wage established if the employer provides a health plan, and a higher minimum living wage required if no health benefits are provided.

The living wage is set at a minimum as noted below:

Minimum Living Wage: Current and Past Wages

Effective Date Wage w/ Health Benefits Wage w/out Health Benefits
09/01/2011 $11.98/hr $13.63/hr
09/01/2010-08/31/2011 $11.88/hr $13.49/hr
09/01/2009-08/31/2010 $11.70/hr $13.37/hr
09/01/2007-08/31/2009 $11.15/hr $12.59/hr

The date of the last living wage review of all employee records was May 2011. Staff Compensation reviews all active employee records to ensure all are earning the minimum living wage according to Stanford's policy. If any employees are not earning the minimum living wage, the host department is notified that a record change must occur on or before the following September 1st to increase the living wage to at least the minimum. This review is done annually, each spring.

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 :

2011

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

http://www.stanford.edu/group/fms/fingate/suppliers/dobusiness/policy_living_wage.html

Employee Satisfaction Evaluation

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

An employee satisfaction survey was conducted in two separate implementations in 2010 with a total of 12 of Stanford's schools and business units, with 5,200 staff members invited to take the survey. This was a pilot effort to determine the feasibility of an institution-wide survey for close to 10,000 staff members, now targeted to take place in the fall of 2013.

Stanford contracted with 3D Group of Emeryville, California, to develop the survey tool, which was deployed online using the vendor's Internet servers. The survey was developed with input from a Steering Committee, which reviewed vendor proposals and selected a qualified vendor. The online survey was available for a two-week period, and 3,980 staff responded, an 80% response rate.

A website was developed to highlight the purpose of the survey and the timing, including a set of frequently asked questions:

http://employeesurvey.stanford.edu

.

Results were aggregated for each of the 12 participating schools and business units, in 11 dimensions of employee satisfaction:

• Change Management
• Commitment
• Communication
• Feedback and Coaching
• Job Compatibility
• Organizational Direction
• Professional Development
• Recognition

• Teamwork
• Supervisory Consideration
• Working Conditions

The highest rated dimension across all 12 schools and business units was commitment; the lowest rated dimension was Feedback and Coaching.

The survey included 53 rated items with a five-point Likert scale, each of which was associated with a specific dimension (document attached). Additionally, there was one open-ended question: Your opinion is important to us in the continual improvement of our organization. What one action can we take to make this a better place to work?

Reports were provided to all participating schools and business units that showed aggregate results for the organization. Managers with more than five responses from direct reports also received aggregate reports.

The primary use of the survey results was the expectation that managers in all participating schools and departments would engage their staff members in discussions to:

• Review results and discuss, using the results as a springboard to open conversation within the group.
• Identify actions to take that uphold aspects of the organization that were rated highly and strengthen aspects of the organization that were rated lower. In most cases, managers submitted action plans to their school or unit human resources officer.

University-wide, results from the 2010 survey implementations were used by leaders to:

• Develop a new “Manager as Coach” training that was delivered to several hundred managers and then incorporated as one of the sessions of a comprehensive manager development program.
• Develop a pilot “Performance Management @ Stanford” program, with 800 employees participating during the 2012 academic year; the emphasis of the program is on frequent conversations and coaching about performance, and on identifying specific experiences, education, or exposure to support employee growth and development.
• Associate performance increases on the degree to which manager action plans were carried out; this was an approach taken by Stanford’s largest school, the School of Medicine, to ensure serious attention was paid to each manager having a discussion and taking concrete actions to improve the workplace.
• Create a new communications group within Human Resources to help employees learn more about the services and resources available to them, including a health care consumer education initiative, a new Human Resources website highlighting services, and ongoing opportunities for employees to give input and feedback on university-wide employment-related services.

The year the employee satisfaction evaluation was last administered :

2010

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

http://employeesurvey.stanford.edu/

Staff Professional Development in Sustainability

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

"---" *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 :

Through Sustainable Stanford's Cardinal Green campaigns, a series of campus-wide sustainability campaigns, all members of the Stanford community are invited to participate in online sustainability training. Each Cardinal Green campaign focuses on a specific sustainability topic and asks members of the Stanford community to take a specific action in support of conservation in that area. Each campaign launches with a webinar featuring relevant Stanford staff who provide training on campus operations and individual action. The webinars are recorded and made publicly available online for any member of the community to view at a later date. The webinars are advertised through the Sustainable Stanford website and email communication channels to the staff population.

For more information or to view any of the recorded presentations, please visit any of the Cardinal Green campaign pages:

http://sustainable-temp.stanford.edu/be_cardinal_green

In addition to the Cardinal Green online webinars, Office of Sustainability staff have provided training to building-level green teams and at the annual Building Managers meeting.

http://bgm.stanford.edu/sites/all/lbre-shared/files/bgm/files/shared/file/enewsletter_online_wi

nter10.pdf

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

http://sustainable.stanford.edu/be_cardinal_green

Sustainability in New Employee Orientation

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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 :

Stanford's new employee orientation process (Onboarding@Staford) consists of a half-day training program and a plethora of web resources and support organizations, including a monthly electronic newsletter specifically targeted to new hires. Sustainability is a component of the new hire experience through the following:

-- explicit slides dedicated to Stanford's recycling programs during the training presentation
-- a handout for all new employees during training that highlight Stanford's sustainability programs and accomplishments
-- inclusion on the new hire website in the discussion of community values
-- advertisement of Cardinal Green sustainability campaigns through the new hire electronic newsletter

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

http://newhire.stanford.edu/organization/index.html#values

Employee Sustainability Educators Program

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Employee headcount information includes faculty and staff (>50% FTE appointments), but does not include contract workers or outside consultants. Faculty and staff counts for the groups with active Green Teams included in this credit calculation are as follows:

VPUE = 170
School of Earth Sciences = 147
School of Medicine = 4508
LBRE = 439
General Counsel = 78
Public Affairs = 50
Alumni Association = 115
Information Technology = 417

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

Total number of people employed by the institution :

12247

Program name (1st program) :

Building Level Sustainability Program (Building Champions / Building Heroes / Green Teams)

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

5924

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

Stanford's "Green Teams" are self-selected groups of employees (faculty and staff) who are a resource to their department and/or school and help implement Stanford's Building Level Sustainability Program (

http://sustainable-temp.stanford.edu/building_level_sustainability

). Recruitment of Green Team members, sometimes called "Building Champions" or "Building Heroes" on campus, has occurred through a variety of formats. In the School of Medicine, there was an open call to join the initial training program (

http://med.stanford.edu/sustainability/

). In the case of VPUE, Building 170 (General Counsel, Public Affairs), IT Services, and the Alumni Association, existing Green Teams approached the Office of Sustainability for program participation and support. The School of Earth Sciences was a case-study for the CEE/ES 109 course, and the Green Team formed through that process. Finally, a campus-wide campaign recruited other interested parties throughout the school during the fall of 2011 (

http://sustainable-temp.stanford.edu/be_cardinal_green_cardinalbuildings

).

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

Office of Sustainability staff work closely with each Green Team, especially at the start of BLSP implementation, to ensure the group is aware of Stanford's core practices related to sustainability, as well as the specific opportunities within the program. The School of Medicine has also implemented its own training for Green Teams.

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

The Office of Sustainability and the Sustainable Stanford program support Stanford's Green Teams / Building Champions / Building Heroes. Examples of support include but are not limited to the following:

-- Specific additional training upon request (from the Office of Sustainability)
-- Staff support through the building audit process (from the Office of Sustainability and its student interns)
-- The ERP Express rebate program to incentivize Smart Strip and appliance timer purchases (administered by the Office of Sustainability)
-- Templates, surveys, audit forms, and standard email language (developed by the Office of Sustainability)
-- A professional network of other interested Building Heroes (supported by the Sustainability Working Group and Sustainable Stanford)

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

http://sustainable-temp.stanford.edu/be_cardinal_green_cardinalbuildings

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) :

Childcare

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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? :

Yes

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

Stanford offers a number of on-site childcare programs for faculty and staff. There are four different children's centers on campus as well as two pre-schools and one after-school program for young children. Stanford also provides a Child Care Subsidy Grant and other child care grants, reimbursements, and financial assistance for eligible employees.

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

http://www.stanford.edu/dept/worklife/cgi-bin/drupal/childcareresources

Employee Wellness Program

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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 :

BeWell @ Stanford serves as the overarching health and wellness resource for Stanford University students, faculty, staff and retirees.

By facilitating a culture of wellness at Stanford, BeWell encourage individuals to adopt and maintain healthy lifestyle behaviors and to improve their health, well-being and quality of life.

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

http://bewell.stanford.edu/

Socially Responsible Retirement Plan

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford's retirement savings plans include four investing options, one of which is self-directed brokerage. Through this option employees can choose socially responsible investments for their retirement accounts.

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

http://benefits.stanford.edu/cgi-bin/retirement/

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

The Trustee Committee & Advisory Panel are charged with addressing concerns of "substantial social injury" and making proxy voting guideline updates or some other form of corporate engagement, but the Committee & Panel do not make investment recommendations.

"---" *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? :

Yes

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 :

SCIR is the Trustees' Special Committee on Investment Responsibility is advised by the APIR-L, the Advisory Panel on Investment Responsibility, to address "substantial corporate social injuries" by adopting social issue policies and proxy voting guidelines and engaging corporations. Methods include voting all proxies (for U.S. and global corporate governance and social issues); holding written, verbal, &/or in-person dialogues as necessary; notifying corporate boards & management of intent to disinvest or, if all other methods of engagement have failed to influence changes in business practices, use of divestment.

Members of the CIR, including affiliations :

SCIR has membership that ranges from ranges from 4 to 12 Trustees (currently 4) who are also former alumni with a broad range of academic as well as professional experience.

APIR-L contains 12 Members from the Stanford Community and from all academic areas: 4 Students (2 graduate, 2 undergraduate), 4 Faculty from different schools (1 faculty member is usually appointed Chair), 2 Alumni, and 2 Senior University Administrators (currently 1 from Student Affairs, 1 Business Development & Privacy Officer).

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

The website URL where information about the committee is available :

http://www.stanford.edu/dept/ucomm/apir

Shareholder Advocacy

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Please note that Stanford:
(1) Does not file or co-file shareholders resolutions.
(2) Engages corporations as a next step if companies do not respond to shareholder supported social issue resolutions.
(3) Only restricts (screens-out) potential investments approved by the Trustees (currently the list includes core tobacco companies and 3 of the remaiing companies Stanford divested from for doing business in &/or with the government of Sudan).

"---" *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? :

No

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? :

No

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

Yes

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

Stanford screens its investment pool for diversity, environmental, labor, human rights, and health issues every year.

Over the last 3 years, Stanford updated or created new Investment Responsibility corporate governance and social issue policies and proxy guidelines to address "substantial social injury;" voted all U.S. and global portfolio holdings proxy ballots.

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 :

http://www.stanford.edu/dept/ucomm/apir

Positive Sustainability Investments

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Information about University endowment investment policy and performance is published annually in February in the Stanford Annual Report within the Stanford Management Company section. Information as of August 2010 is available at http://bondholder-information.stanford.edu/home.html
.

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

Total value of the investment pool :

19000000000 *US/Canadian $*

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

0 *US/Canadian $*

Value of holdings in businesses selected for exemplary sustainability performances :

0 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

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 :

http://bondholder-information.stanford.edu/home.html

Student-Managed Sustainable Investment Fund

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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? :

No

A brief description of the student-managed sustainable investment fund :

The website URL where information about the fund is available :

Sustainable Investment Policy

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" *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? :

Yes

A brief description of the sustainable investment policy :

The Stanford University has an Advisory Panel on Investment Responsibility and Licensing (APIR-L), which advises the Trustees' Special Committee on Investment Responsibility (SCIR). The APIR-L is comprised of representatives from Stanford's Community and includes faculty, students, alumni, and senior administrators. The APIR-L: (1) holds an Annual Town Hall Meeting inviting all community members to raise and discuss Investment Responsibility-related social issues; (2) provides a "Request For Review" (RFR) form which goes directly to the APIR-L and is available to all University Community members on its website; and (3) continually monitors core social issues (Diversity/Non-discrimination, Environment, Human Rights, Labor and Miscellaneous) whether contained in Community "RFRs," shareholder social issue proxy resolutions, or covered in global political, social and/or business news stories. These efforts continue throughout the proxy season as well as the calendar year so that APIR-L and the SCIR can determine and decide whether Stanford's Statement on Investment Responsibility (IR), and/or its IR Policy Statements and Proxy Voting Guidelines require updating.

The university—operating through the APIR-L and the SCIR—has developed and decided upon certain Investment Responsibility Core Social Issue Policy Statements and Proxy Voting Guidelines which cover and address many current issues, including Environmental Sustainability. Where it has decided upon such a guideline, the University's Statement on Investment Responsibility directs that the University will "normally vote according to existing University Investment Responsibility Proxy Voting Guidelines." Stanford has currently identified 15 Environment issue sub-categories: Air Quality; Biotechnology, Genetically Modified Organisms (GMO) and Living Modified Organisms (LMO); Board Environmental Oversight; Climate Change; Energy, Alternative Energy, and Arctic Drilling; Fair Trade; Lands (Biodiversity, Indigenous and Local People); Maquilladoras ; Nuclear-related; Risk Linked to Environmental Practices; Sustainable Environmental Practices (Energy Reduction, Land Use, Materials & Natural Resources Use, Material Recycling); Timber (Logging and Old-Growth Forests); Toxics (Chemical, Nuclear, PCBs, Radioactive); Water (Access, Clean Water, Privatization). For example, Stanford has been active since 1998 in implementing a climate change guideline that states the following:

"Stanford votes 'Yes' on resolutions requesting [that] companies analyze levels of greenhouse gas emissions, develop action plans to reduce them, report on significant company actions to remediate, reduce and/or eliminate them, and continually assess and report on material impacts caused by company action and/or inaction with respect to greenhouse gas emissions."

To view the complete Stanford Statement on Investment Responsibility, please visit:

http://apir.stanford.edu

The website URL where information about the policy is available :

http://apir.stanford.edu/

Investment Disclosure

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Submission Note:

Through Stanford's Annual Report, Stanford Management Company (SMC) publishes the University's endowment performance at the asset allocation level measured against identified benchmarks and peers. This report is publicly available on both the University and SMC websites (
http://bondholder-information.stanford.edu/home.html
and
http://www.smc.stanford.edu/communication
). Stanford, like other large institutional investors, applies Modern Portfolio Theory (MPT) when investing endowment assets in domestic and global market funds and with fund managers. To invest in funds and with fund managers, institutional investors are required to sign confidentiality agreements protecting the proprietary nature of fund portfolios. SMC reports asset allocation holdings and performance as a percentage of the total endowment; Stanford does not publicly disclose endowment holdings below the asset allocation level.

"---" *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? :

No

A brief description of the institution's investment disclosure practices :

Through Stanford's Annual Report, Stanford Management Company (SMC) publishes the University's endowment performance at the asset allocation level measured against identified benchmarks and peers. This report is publicly available on both the University and SMC websites (

http://bondholder-information.stanford.edu/home.html

and

http://www.smc.stanford.edu/communication

). Stanford, like other large institutional investors, applies Modern Portfolio Theory (MPT) when investing endowment assets in domestic and global market funds and with fund managers. To invest in funds and with fund managers, institutional investors are required to sign confidentiality agreements protecting the proprietary nature of fund portfolios. SMC reports asset allocation holdings and performance as a percentage of the total endowment; Stanford does not publicly disclose endowment holdings below the asset allocation level.

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Stanford engages and partners with the local community through a number of organizations and platforms. The best catalog of ongoing partnerships can be found in the archives of the Community Partnership Awards.

Stanford's Office of Public Affairs initiated the Community Partnership Awards program in 2003 to honor the valuable partnerships that exist between Stanford and its neighbors, and to celebrate community efforts that successfully tackle real world problems and advance the public good. Award winners are selected based on their initiative, leadership, and involvement in projects that embody the spirit of genuine partnership and benefit the overall community. In each case, the projects have resulted in collaboration and better understanding between Stanford and communities of the Mid-Peninsula.

Since 2003, a number of these awards have been related to one or more aspects of sustainability. For example, consider one of the 2011 winners, the Redwood Environmental Academy of Leadership (

http://www.sequoiadistrict.org/20441091817520267/site/default.asp):

The Redwood Environmental Academy of Leadership (REAL) grew out of a Stanford K-12 Initiative grant called "Ecology: Learning by Doing and Making a Difference." It has grown into a Sequoia Union High School District academy program for environmental science education and stewardship. Since 2007, Stanford participants have included Rodolfo Dirzo, Bing Professor in Environmental Science; Cindy Wilber, Jasper Ridge education coordinator; Alan Launer, conservation program manager; Laura Jones, director of heritage services and campus archaeologist; and students from Strategies for Ecology Education, Diversity and Sustainability. REAL uses Cordilleras Creek, which runs through the campus of Redwood High School, to engage students in hands-on ecology-based learning, creek restoration and research. REAL also makes visits to research sites at the Jasper Ridge Biological Preserve.

To view all Community Partnership Awards, please visit:

http://www.stanford.edu/dept/govcr/community-partnership-awards/

In addition, Stanford is a member of the Palo Alto Community Environmental Action Partnership (CEAP). This collaborative, citywide initiative, "engages the various segments of the Palo Alto community to identify opportunities and create and implement sustainable environmental solutions."

To learn more about CEAP, including its history and the organizational goals, please visit:

http://pa-ceap.pbworks.com/w/page/7462959/CEAP

http://www.cityofpaloalto.org/environment/doing_your_part/ceap.asp

The website URL where information about sustainability partnerships is available :

http://www.stanford.edu/dept/govcr/community-partnership-awards/

Inter-Campus Collaboration on Sustainability

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Each year Stanford takes an active role in regional and national sustainability conferences related to higher education. The Association for the Advancement of Sustainability in Higher Education (AASHE) and California Higher Education Sustainability Conference (CHESC) annual events provide opportunities for Stanford interact with other institutions, share best practices, and further develop sustainability in the context of higher education. Specific Stanford presentations from recent AASHE and CHESC events are listed below with a link where the abstract and presentation material can be found:

AASHE 2010 CONFERENCE

http://www.aashe.org/resources/conference/search

-- Behavior Matters: Program Results from Stanford, MIT, and Cornell
-- Climate Action Implementation on Research Campuses: Lessons from Large-Scale Energy Projects
-- Sustainable Transportation at Stanford University: The Role of Transportation Demand Management
-- Driving Down Energy Use While IT Load Increases
-- Room Temperature Biological Sample Storage
-- Y2E2: Built to Conserve, Inspire, and Teach

CHESC 2011 EVENT (Presentations by both Sustainable Stanford and Stanford Hospital & Clinics)

http://www.cahigheredusustainability.org/program/presentationsandhandouts.aspx

-- Healthy and Sustainable Foods (SH&C)
-- Making a Business Case for Behavior-Based Programs and Engaging Stakeholders (SU)
-- Teaching Students to Address Sustainability Challenges through Market-Based Solutions (SU)
-- Waste Reduction Efforts in a Healthcare Setting (SH&C)
-- A Comprehensive Campus-Wide Approach to Water Resources
Management (SU)
-- Utilizing Service Learning to Enhance the Curriculum (SU)
-- Greening the Operating Room (SH&C)
-- Surpassing Green Standards in Science Buildings (SU)

AASHE 2011 CONFERENCE

http://www.aashe.org/resources/conference/search

-- Cardinal Green Campaigns: Tackling Environment, Economy, and Social Engagement at Stanford
-- Building a Business Case for Behavior-Based Conservation Programs
-- A Service Learning Course that Engages a Student Workforce to Help Implement Stanford's Sustainability Programs

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

-- Association for the Advancement of Sustainability in Higher Education (

http://www.aashe.org/

)
-- California Higher Education Sustainability Conference (

http://www.cahigheredusustainability.org/default.aspx

)
-- Ivy Plus Sustainability Working Group (

http://sustainability.yale.edu/ivy-plus

)
-- U.S. Green Building Council (

http://www.usgbc.org/

)
-- Silicon Valley Leadership Group (

http://svlg.org/

)

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

Stanford participates in conferences and belongs to consortia and other organizations to share best practices and advance sustainability in higher education.

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

Sustainability in Continuing Education

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Continuing studies courses focused and/or related to sustainability during the 2010 - 2011 academic year include the following:

“Earth Sculpture: Deciphering the World’s Great Landforms”
“The Future of Energy: The Effect of Climate Change, Policy, and Markets”
"Strategic Marketing of high tech and cleantech"
"Cleantech entrepreneurship"
"Clean Energy: Market and Investment Opportunities"
"Green Grows Green: Harvesting the Hidden Returns of Sustainability"
"The History of Food and Nutrition"
"Human Biological History"
"Creating Peace: One Conversation at a Time"
"Philosophy of Science"
"Nutrition for Reducing Body Fat"

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

11

Total number of continuing education courses offered :

298

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

No

A brief description of the certificate program :

Year the certificate program was created :

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

https://continuingstudies.stanford.edu/

Community Service Participation

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

The total number of students includes both graduate and undergraduate students. The total number of students involved in community service hours during one-year period is an estimate, which is drawn from our 2011 submission for the President's Higher Education Community Service Honor Roll. The survey does not provide detailed guidance or a definition for what constitutes "community service", and Stanford University does not track this data centrally. The definition provided, (i.e., "activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals") is extremely broad.

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

The number of students engaged in community service :

7500

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

15666

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

http://haas.stanford.edu/

Community Service Hours

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

The total number of students includes both graduate and undergraduate students. The total number of community service hours contributed in a one-year period is an estimate, which is drawn from Stanford's 2010 submission for the President's Higher Education Community Service Honor Roll. The survey does not provide detailed guidance or a definition for what constitutes "community service", and Stanford University does not track this data centrally. The definition provided, (i.e., "activities designed to improve the quality of life of off-campus community residents, particularly low-income individuals") is extremely broad.

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

The number of student community service hours contributed during a one-year period :

301450

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

15666

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

http://haas.stanford.edu/

Sustainability Policy Advocacy

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

SANTA CLARA COUNTY GREEN BUILDING ORDINANCE:

In 2010, the Santa Clara County Board of Supervisors approved a "Green Building Ordinance" for unincorporated Santa Clara County (a second phase of the the 2008 ordinance of the same name, which only addressed single-family homes). Stanford lies in unincorporated Santa Clara county and is the source of most non-residential and multi-family new construction in this area. Building on its track record of environmental stewardship with respect to water use and sustainable design and construction, Stanford worked actively with the county to develop alternate means compliance paths for the ordinance. Alternate means allow inclusion of innovative practices and methods that go beyond either CAL Green or LEED to be included in demonstration of building performance equivalent with the county ordinance.

For more information on Stanford's specific involvement, please review the following documents from Santa Clara County Board of Supervisors agendas and open meetings:

http://www.sccgov.org/keyboard/attachments/BOS%20Agenda/2010/September%2014,%202010/203157289/K

eyboardTransmittalWeb203207753.PDF

http://www.sccgov.org/keyboard/attachments/BOS%20Agenda/2010/September%2014,%202010/203157289/TMPKeyboard203208997.pdf

THE WOODS INSTITUTE FOR THE ENVIRONMENT:

The Woods Institute is playing an important role in helping leaders from the public and private sectors address sustainability challenges through a series of dialogues and workshops focused on key public policy issues. As a trusted and neutral source of research and information, Woods brings business, government and NGO leaders together with experts from Stanford and other academic institutions to create practical solutions to the world's most pressing environmental challenges. In addition, these dialogues create a two-way flow of information to help inform Stanford's environmental research.

For specific information and details related to each "uncommon dialogue" please visit:

http://woods.stanford.edu/uncommon-dialogues.php

In addition to the "uncommon dialogues" there are other examples of Woods Institute events that have informed policy:

• Disseminated the results of Senior Fellow Jon Krosnick's global warming survey of Florida residents to Florida Senator Bill Nelson (Sept. 28, 2010).

• Organized faculty meetings for Kevin Rennert, staffer on the Senate Energy and Natural Resources Committee (Oct. 14, 2010).

• Advised Jon Krosnick on presenting lectures in states where he conducted public opinion surveys on climate change (October-November 2010).

• Assisted in in planning, production of materials and developing website for Woods Institute Ocean Salon, held November 30, 2011.

• Coordinated with staff from the Stanford Center for Sustainable Development and Global Competitiveness to include Woods Institute branding during Co-Director Buzz Thompson's presentation at the Stanford-IDG China CEO Forum (Dec. 3, 2010).

• Coordinated with staff from Sustainable Silicon Valley to include sessions featuring senior fellows Craig Criddle, Jeff Koseff and Buzz Thompson at the Water, Energy, Smart Technology (WEST) Summit (Dec. 6, 2010).

• Advised Higgins-Magid Faculty Fellow Jenna Davis on communication and outreach strategies for informing policymakers about her team's water, health and development research (Dec. 13, 2010).

• Facilitated participation of New Mexico Senator Jeff Bingaman, chairman of the U.S. Senate Energy and Natural Resources Committee, and Jeff Byron, California Energy Commissioner, on keynote remarks at the Grid Integration of Renewables Workshop sponsored by the TomKat Center for Sustainable Energy (Jan. 13, 2011). The communications program also produced a new Energy and Environment Affiliates Program brochure that was distributed at the workshop.

• Managed hosting of California Rangelands Uncommon Dialogue, May 13-14, 2011, including facilitated participation of key stakeholders and producing dialogue summary.

• Advised and assisted Center for Ocean Solutions staff on engaging coastal policy makers on their policy brief on combating ocean acidification in coastal communities (May 26, 2011).

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

Trademark Licensing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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.

Submission Note:

Stanford does not support the Designated Suppliers Program initiative in its current form, but would consider supporting the initiative in a different form.

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

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

Yes

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

Yes

Has the institution expressed 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

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

Yes

A brief description of the graduation pledge program :

Students for a Sustainable Stanford administers a graduation pledge each year. The pledge reads as follows:

I pledge to explore and take into account the social and environmental consequences of any job I consider, and I will try to improve these aspects of any organizations for which I work.

Graduating students may take the pledge online and those who pledge wear a green ribbon on their graduation robes.

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

http://sustainability.stanford.edu/cgi-bin/pledge.php

Community Service on Transcripts

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

"---" 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

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

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

Does the institution host a farmers' market for the community? :

Yes

A brief description of the farmers’ market :

The Stanford Farm Stand is a weekly student-run produce stand that sells locally-grown, seasonal, organic produce from Stanford’s community organic farm and from campus partners. The Farm Stand is located on campus and sells produce to both the Stanford community and members of the surrounding Palo Alto community.

Please note that this Farm Stand is one of many "farmer's markets" that serves the campus and the neighboring communities.

The website URL where information about the market is available :

http://www.stanford.edu/dept/rde/dining/farmstand.htm

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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 :

The BeWell@Stanford Employee Incentive Program is a multi-dimensional health and wellness web-based program designed to enhance the culture of wellness at Stanford. The program goal is to promote a better understanding of healthy behaviors and help faculty and staff achieve significant improvement in the quality and length of life. The program encourages employees to take action to improve their health and well-being through an interactive website and multitude of health and wellness related services and programs. Employees begin the process by completing the Stanford Health and Lifestyle Assessment (an on-line HRA). Following the assessment employees can engage in the Wellness Profile (health screening and wellness advising session), and BeWell Berries (activities to engage in healthy

behaviors) depending on their needs.

A letter of affirmation from an individual with relevant expertise :

IN_1_BeWell@Stanford_Letter_January_2012.pdf

The website URL where information about the innovation is available :

http://bewell.stanford.edu/

Innovation 2

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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 :

Stanford's water conservation program developed and unveiled an interactive map that details conservation projects from 2002 to the present. A variety of sorting parameters allow users to quickly search more than 300 projects linked to the map. The map graphically illustrates locations of all water conservation projects, including the project year, group responsible for site management, and a summary about the type of project completed as well as water savings. Stanford's water conservation project data was previously stored in a number of separate databases, and this interactive mapping tool enables a unified and user-friendly presentation. As an outreach tool, the water conservation map enables greater exposure of the program's efforts and achievements to the entire campus

population, as well as the local community.

The map is publicly available and accessible online:

http://lbre-apps.stanford.edu/wc_map/index.cfm

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A letter of affirmation from an individual with relevant expertise :

IN_2_Water_Map_Letter_February_2012.pdf

The website URL where information about the innovation is available :

http://lbre-apps.stanford.edu/wc_map/index.cfm

Innovation 3

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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 :

SUSTAINABLE IT PROGRAM

Stanford's Sustainable IT program began in 2008 as a joint effort between the Department of Sustainability and Energy Management and Information Technology Services to address sustainability issues for both IT equipment and the facilities that house these systems. The ongoing program goals are to increase the efficiency of the university's IT infrastructure, and to reduce greenhouse gas emissions caused by computing and IT-related activities.

Stanford hosts approximately 40,000 desktop and laptop computers and has roughly 6,000 servers used for administrative and research computing. All of this equipment is a significant source of energy use and greenhouse gas emissions, especially when considering the entire lifecycle (manufacturing, transportation, use, and disposal). In addition, computers generate heat and it often takes as much energy to cool computing equipment as it takes to run it. Approximately 15% of the campus electricity use is due to IT infrastructure, and this percentage is expected to rise.

Stanford's Sustainable IT program over the past three years delivered energy, carbon and cost savings across the campus. Savings attributed to the program from 2008 to 2011 include $1.8 million in energy savings, consisting of 12.8 million kWh of electricity saved, as well as 1.3 million ton■hours of chilled water avoided. The major initiatives from the past three years, detailed more fully on

http://sustainable.stanford.edu/sustainable_it

, include the following:

-- Desktop power management
-- Datacenter energy efficiency
-- Satellite Server Room analysis, retrofit, and standardized design
-- Campus■wide awareness■building, partnership forging, and mindset changing
-- Public outreach and communication

The campus is now in a position where schools and departments recognize the impact that IT equipment has on their operations, and are identifying opportunities on their own to reduce that impact. Facilities staff are armed with tools and resources to help understand and address the impact that IT equipment has on campus buildings. As such, IT■based initiatives are a core component of sustainability programs run not only by the Office of Sustainability, but also by schools and departments themselves.

For more information, please review the following:

2008 - 2011 Review Paper:

http://sustainable.stanford.edu/sites/sustainable.stanford.edu/files/documents/SustainableIT_Re

view_2008-2011.pdf

2012 - 2014 Strategic Plan:

http://sustainable.stanford.edu/sites/sustainable.stanford.edu/files/documents/SustainableIT_St

rategicPlan_2012-2014.pdf

A letter of affirmation from an individual with relevant expertise :

IN_3_Sustainable_IT_Letter_January_2012.pdf

The website URL where information about the innovation is available :

http://sustainable.stanford.edu/sustainable_it

Innovation 4

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as 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 :

Stanford University sees bicycling as one of the greenest ways to commute. Promoting bicycle safety and resources go hand-in-hand with the university's efforts to encourage bicycling on campus.

Stanford offers a comprehensive bicycle program to encourage bicycling as a way to reduce emissions. Recent noteworthy innovations include a Bike Safety Dorm Challenge to encourage bike safety among undergraduate students, innovative partnerships that include hosting a Stanford Trauma Bike Safety Summit, bike program subsidies and incentives, partnering with the Graduate School of Business

using bike safety as a case study, and partnering with the Department of Public Safety to offer Bike Safety Diversion Classes as an alternative to paying a fine for those who receive a bicycle citation at Stanford. In addition, Stanford organized a Bike Safety Invention Challenge to engage teams of students to invent products or devices to improve bike safety.

The results of our efforts are reflected in the numbers: 22 percent of university commuters choose bicycling as their primary commute mode, and students are among the 13,000 bicyclists on campus daily.

A letter of affirmation from an individual with relevant expertise :

IN_4_TDM_Bike_Letter_January_2012.pdf

The website URL where information about the innovation is available :

http://bike.stanford.edu/

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

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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 :

Held at Memorial Auditorium and organized by the Associated Students of Stanford University (ASSU) and Undergraduate Advising and Research, the Beginnings panel during New Student Orientation featured sustainability as its central theme in 2009. Offered each year, Beginnings provides an opportunity for new and returning students to hear from alumni and faculty about creating value and meaning during their Stanford experience and beyond. The panel, moderated by President Hennessy, included guest speakers Vinod Khosla, MBA ’80, founder of venture capital firm Khosla Ventures, which funds clean-tech efforts; Jeffrey Koseff, Professor of Civil and Environmental Engineering and Director of the Woods Institute for the Environment at Stanford; Jeff Orlowski, ’06, filmmaker; and Jane Woodward, Consulting Associate Professor of Civil and Environmental Engineering and CEO of Mineral Acquisition Partners (MAP). This event also served as the kick-off for the first-ever ASSU Sustainability Chair position.

In addition, New Graduate Student Orientation featured a "Sustainability @ Stanford" presentation open to all incoming graduate students. Sustainability staff presented current campus initiatives, resources, and simple behavior-based ways to reduce individual environmental impact.

For more information, please visit the following websites:

http://woods.stanford.edu/

http://ual.stanford.edu/pdf/uar_StudentEventsCalendar_0910.pdf

http://studentaffairs.stanford.edu/glo/gsic/welcome

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 :

Peer-to-peer educators, Green Living Coordinators, serve Stanford's residences. The students educate housemates on environmental issues and promote sustainable behaviors in everyday student life at Stanford. The role includes a wide range of responsibilities, from organizing residential programming and activities to bringing sustainability-related concerns of their residents to the attention of the Green Living Council. Presentations are held throughout New Student Orientation to educate incoming students about how to lead a sustainable residential life at Stanford.

For more information, please visit the following website:

http://glc.stanford.edu/

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 :

Stanford Pre-Orientation Trips (SPOT) provide opportunities for students to engage in sustainability. Incoming students may select wilderness backpacking trips, sustainable farming trips, or a public lands service project.

As described on the SPOT overview website(https://www.stanford.edu/dept/pe/cgi-bin/services/outdoor-education/spot/):

SUSTAINABLE FARMING TRIP:
Join us to explore the life of organic farmers in the emerging California sustainable agriculture movement. We will spend five days at a small innovative production and education farm situated just about an hour from Stanford. We will camp on farm property and participate in the many tasks that go into making a farm run: harvesting and weeding crops, caring for animals, and helping with general farm upkeep. A typical day might begin when we emerge from our tents and prepare a breakfast of pancakes, granola, oatmeal or omelets. After eating, we'll head out for a morning of farm work, conversation, and games. We might harvest and sort tomatoes, pick kale, or build chicken coops. Time in the field offers a great opportunity for SPOT participants to get to know fellow frosh and to ask leaders questions about life at Stanford. At midday, we might break for a lunch of freshly picked produce from the farm and then head out for a hike. As the day winds down, we'll prepare delicious dinners outdoors and fall asleep under the stars. This trip will provide an invaluable chance for incoming freshmen to learn about sustainable agriculture in California, enjoy the outdoors, and make friends before the start of their time at Stanford.

EASTERN SIERRA WILDLAND STEWARDSHIP AND EXPLORATION TRIP:
The Eastern Sierra is a fantasyland for the outdoor enthusiast. Encompassing the area east of Yosemite National Park south to Mount Whitney and beyond there is a lifetime of exploration, learning and fun to be had there. Another name for the region is the Inyo, a Paiute Indian word meaning “home of the great spirit” and we’ll be joined on this trip by the local group “Friends of the Inyo” which works to help protect and preserve the public lands of the Eastern Sierra. Well-known landmarks of the area include Mono Lake, the John Muir and Ansel Adams Wilderness, Mammoth Mountain (an active volcano) and countless peaks and streams. Hiking trails abound and we will spend some time day-hiking a selection of local favorites. The Inyo National Forest administers much of the public land in the Eastern Sierra and, working with Friends of the Inyo, one of our goals on the trip is to lend a hand on a variety of community service projects for the National Forest – after a busy summer tourist season they can surely use the help! This trip will be a great introduction to the area – we’ll spend equal time exploring and working on interesting stewardship projects such as trail and campsite maintenance.

SPOT WILDERNESS TRIPS:
The SPOT wilderness trips will take you out into the beautiful California wilderness for a five-day backpacking trip. Many of our participants are first time backpackers, and our leaders are excited to teach you everything you need to know to have an enjoyable experience. Your group of 7-12 new students and 2-3 trip leaders will be entirely self-sufficient, carrying everything you need for the week in your backpacks. You will spend each day hiking about 4-7 miles with plenty of rest breaks. You will take in the amazing views as you cross mountain passes, feel refreshed as you swim in alpine lakes, and have lots of time to interact with the people in your group. The focus of these trips is on sharing a wilderness experience, getting to know each other, and getting ready for the year ahead. In the evening, at the campsite for that night, you will play games, share stories, and discuss life at Stanford with your leaders. At the end of the trip, you’ll return to campus energized, with a fresh perspective and a new group of friends, ready to begin New Student Orientation.
Top

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 :

All freshmen participate in a zero waste lunch during New Student Orientation. Boxed lunches that
are 100% compostable and recyclable are prepared for all students. Each boxed lunch contains an insert developed by the Office of Sustainability which highlights campus programs and opportunities for students to engage in sustainability at Stanford. At the zero waste lunch students learn details
about waste reduction efforts at Stanford, including how to compost and recycle on campus. Student volunteers
station themselves at each compost and recycle bin to ensure waste is sorted and disposed of properly.

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

As part of “Approaching Stanford,” a set of materials and activities sent to first-year and transfer students as they prepare for their time at Stanford, all students are emailed a digital copy of “Sustainability on the Farm,” a student's guide to sustainable living on campus. The guide is accompanied by a letter from the Office of Sustainability describing why Stanford considers sustainability to be a key component of the university’s mission and the Stanford experience.

For more information, please visit the following website:

http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/oos_student_guide_081211

.pdf

Food Education

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

There are more than 20 courses taught on campus that relate to the food system in the context of its environmental and social impacts, including Earth Systems 11si, “Grow It, Cook It, Eat It”. This course is explicitly designed to educate students about their food choices by exploring all aspects of the food system in a hands-on, practical manner.

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

Bi-weekly table-top newsletters, sneeze-guard signs and icons, posters, social media, peer-to-peer, overt and stealth interventions, and other communication channels are regularly used to educate, inform, and influence students about their food choices in the dining halls.

Are students educated during orientation about how to make eco-positive food choices? :

Yes

Provide a brief description :

Every incoming freshman and transfer student attends a zero-waste box lunch. Each lunch box contains information with respect to making sustainable food choices. Resident Assistants and Dining Ambassadors in freshman residence halls, as well as and New Student Orientation staff, are trained on how to make sustainable food choices with the expectation that they communicate such decisions to incoming students and support their choices.

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

Stanford Dining's Sustainable Food Program manages an extensive student internship program in which students are employed to work on strategic sustainable food initiatives. This provides real-world experience in working on various aspects of sustainable food in the context of business management.

For more information, please visit the following website:

http://www.stanford.edu/dept/rde/cgi-bin/drupal/dining/sustainable-food-program

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

Students may take Earth Systems 180b "Principles of Sustainable Agriculture", which is taught on the Stanford Educational Farm. This class provides education to students on how to grow food. Many volunteer opportunities are also available on the Farm in which students gain practical skills in growing food. Each of 8 dining halls has an organic kitchen garden, which are used to grow food from which other things are made, including sauerkraut from cabbage, beer from barley and hops, and bread from wheat. Workshops on these skills are regularly taught through the Farm to Fork program, which is a collaborative effort between Stanford Dining's Sustainable Food Program and the student-led Stanford Farm Project.

Food and Beverage Purchases

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Stanford defines "local" to be within 150 miles of campus, and therefore does not separately tabulate a data subset within 100 miles of campus.

Please note that Stanford committed to 100% cage-free eggs during the 2010 - 2011 academic year, but could not find a local source for that product.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

26

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

27

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

Microsoft Excel

List items procured for dining services from on-campus organic garden(s) :

beans, beets, broccoli, brussels sprouts, cabbage, carrots, cauliflower, chard, corn, cucumber, eggplant, garlic, kale, leeks, melons, onions, peas, peppers, radishes, spinach, squash, tomato, among others including herbs and some perennial fruit trees

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

1

List all Fair Trade certified items purchased :

coffee, tea, chocolate, sugar

Confinement-Free Food Purchases

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased :

shelled and liquid

Percentage purchased :

100

Comments :

Type of confinement-free product purchased (1st product) :

beef, pork, lamb

Percentage purchased (1st product) :

12

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

poultry

Percentage purchased (2nd product) :

58

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

diary and dairy byproducts

Percentage purchased (3rd product) :

3

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

beef, pork, lamb

Percentage purchased (1st product) :

12

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

eggs

Percentage purchased (2nd product) :

100

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

milk

Percentage purchased (3rd product) :

100

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product) :

beef, pork, lamb

Percentage purchased (1st product) :

31

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

milk

Percentage purchased (2nd product) :

100

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

milk byproducts

Percentage purchased (3rd product) :

28

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

all seafood purchases

Percentage purchased (1st product) :

54

Standard used (1st product) :

Monterey Bay Aquarium Seafood Watch guidelines

Comments (1st product) :

"Best Choice" category = 54% of all seafood purchases

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

all seafood purchases

Percentage purchased (2nd product) :

13

Standard used (2nd product) :

Monterey Bay Aquarium Seafood Watch guidelines

Comments (2nd product) :

"Good Alternative" category = 13% of all seafood purchases

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

No

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

No

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Yes

Does the institution offer other types of dishware at its dining services locations? :

Yes

Provide a brief description. :

Every incoming freshman is given a free water bottle that may used at participating retail locations around campus for a discount on beverage purchases.

Energy Initiatives

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details about its energy initiatives.

Submission Note:

Please note that Stanford completed a lot of retrofit work prior to 3 years ago.

Stanford's energy management portfolio includes a Whole Building Energy Retrofit Program (WBERP), an Energy Retrofit Program (ERP), Sustainable IT programs, and other demand-side management activities.

For more information, please visit the following website:

http://sustainable.stanford.edu/energy_initiatives

Over the last three years (2009, 2010, and 2011), significant projects include:
- Forsythe (WBERP)
- Avery Pool (ERP)
- Cantor (WBERP)
- Alumni Center (WBERP – window film)
- Beckman (WBERP)
- Green West (WBERP)
- Gilbert (WBERP)
- New Psych (ERP – lighting)
- Parking Structures (ERP – lighting)

The savings from the above-listed projects totals $2.1 million per year. Other ERP projects from the past three years total and additional $2.3 million.

In addition, Stanford's behavior-based Building Level Sustainability Program (BLSP) has decreased campus energy consumption. Since 2009, pilot BLSP implementation in 14 campus buildings resulted in up to a 20% reduction in electricity consumption with an average payback in just 9 months. If all buildings achieved the pilot average 8% electricity savings, Stanford's cost savings could total $350,000 annually.

For more information, please visit the following website:

http://sustainable.stanford.edu/building_level_sustainability

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

10

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

7

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

6

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

8

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

86000

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

Please note that Stanford's building portfolio, mostly mixed-use laboratory buildings, is not compatible with ENERGY STAR ratings. The Olmsted Terrace Faculty Homes & Olmsted Road Staff Rentals, however, include the following ENERGY STAR features:

(1) ENERGY STAR building envelopes (exceeding State of California energy standards by at least 15%)
(2) ENERGY STAR appliance packages and low-flow toilets

The combined gross square footage of all buildings that are ENERGY STAR labeled :

86000

The names of all buildings that are ENERGY STAR labeled :

Please note that Stanford's building portfolio, mostly mixed-use laboratory buildings, is not compatible with ENERGY STAR ratings. The Olmsted Terrace Faculty Homes & Olmsted Road Staff Rentals, however, include the following ENERGY STAR features:

(1) ENERGY STAR building envelopes (exceeding State of California energy standards by at least 15%)
(2) ENERGY STAR appliance packages and low-flow toilets

Energy Use by Type

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution reports its energy use by type.

Submission Note:

In December 2011, Stanford's Board of Trustees gave concept approval to the $438 million Stanford Energy System Innovation (SESI) project, which is designed to meet the university's energy demand though 2050. SESI represents a significant transformation of the university from 100% fossil-fuel-based cogeneration to a more efficient electric heat recovery system, powered by a diverse mix of conventional and renewable electricity sources.

Due to the significant overlap between campus heating and cooling demand, SESI entails an innovative heat recovery design that is 70% more efficient than the existing Central Energy Facility (CEF) operations. In the new system, heat collected from buildings via the chilled-water loop will be captured at the CEF for reuse, reducing the use of conventional chillers to discharge waste heat via cooling towers. Instead, heat recovery chillers will move the heat collected from the chilled water loop to a new hot-water loop scheduled to replace Stanford's aging steam distribution system.

SESI will result in immense benefits for Stanford University in the decades to come. When completed, SESI will reduce campus greenhouse gas emissions by 50%, save 18% of campus potable water, open up the energy supply platform to future technologies, enable campus to better manage its power portfolio, and yield significantly higher utilities savings though 2050.

For more information, please see the following website:

http://sustainable.stanford.edu/climate_action

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

The percentage of total electricity use from coal. :

0

The percentage of total electricity use from wind. :

0

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

98

The percentage of total electricity use from solar PV. :

2

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

0

The percentage of total electricity use from hydro. :

0

The percentage of total electricity use from other. :

0

Provide a brief description. :

Approximately 98% of Stanford's electricity comes from the on-campus cogeneration facility fueled by natural gas. Approximately 2% of Stanford's electricity comes from on-campus renewable energy, exclusively solar PV panels.

The percentage of total energy used for heating buildings from coal. :

0

The percentage of total energy used for heating buildings from biomass. :

0

The percentage of total energy used for heating buildings from electricity. :

0

The percentage of total energy used for heating buildings from natural gas. :

100

The percentage of total energy used for heating buildings from geothermal. :

0

The percentage of total energy used for heating buildings from fuel oil. :

0

The percentage of total energy used for heating buildings from other. :

0

Provide a brief description. :

The vast majority of campus building heating needs are met by steam generated from Stanford's cogeneration facility fueled by natural gas. The remainder is provided by natural-gas fired furnaces or boilers at the building level.

If cogeneration, please explain. :

Please see "notes" section for more information.

Procurement

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details about its procurement efforts.

Submission Note:

ENERGY STAR APPLIANCE NOTES:

New office equipment and new dining appliances are now required to be Energy Star-rated. Stanford continues to work with its suppliers to flag all catalog-ordering items with ENERGY STAR indicators. Much of this information is available on websites on a product-by-product basis, but it is not information provided by the supplier for tracking purposes. Therefore, current purchasing information does not include this detail in its description.

There is no ENERGY STAR metric set up for research-grade ultra low temperature freezers (a large volume purchase for the University), thus the establishment of the Cash for Clunkers freezer retirement program (
http://news.stanford.edu/news/2010/june/freezer-retirement-program-060210.html
).

FSC-CERTIFIED OFFICE PAPER NOTES:

The Staples house brand 30% and 100% Recycled Copy Paper is FSC Certified. Stanford purchases more than 10,000 reams of Staples Brand Recycled copy paper each year. Stanford purchases both Xerox and HP office paper that is certified by the Sustainable Forestry Initiative (
www.sfiprograms.org
).

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

Does the institution's vendor code or policy require vendors to use less packaging? :

Yes

Bike Sharing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

Stanford has nearly 100 bikes publicly available for free through various bike-sharing programs on- and off-campus. Each department, school, and program at Stanford, no matter how large or how small, can start a bike share program. An online guide walks interested groups through the process (http://sustainable.stanford.edu/sites/sem.stanford.edu/files/documents/how_to_bike_share.pdf). Such fleets have been established for many groups on campus, including the School of Medicine, the Vice Provost for Undergraduate Education, the Department of Sustainability and Energy Management, and many others.

Although there are many avenues for bike fleet creation, many groups have chosen to work with the Campus Bike Shop to lease a fleet of shared bicycles. Program details are available online (http://campusbikeshop.com/articles/stanford-departments-bikes-lease-program-pg258.htm).

Stanford employs a full-time Bicycle Program Coordinator, and she serves as a resource to all those who participate in bike share programs, connecting the groups together and providing advice and guidance.

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

The number of bicycles available through bike sharing programs :

100

Water Initiatives

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details about its water initiatives.

Submission Note:

BOTTLED WATER NOTES:
Stanford's institutional focus tends to emphasize behavior change and appropriate infrastructure support rather than campus-wide product mandates. Over the last few years there has been widespread replacement of bottled water coolers with water filters. Stanford Dining presents a reusable water bottled to each student with a meal plan and does not offer bottled water in the dining halls. Major campus events, such as Reunion/Homecoming, New Student Orientation, Commencement, and Parent's Weekend have made major strides towards eliminating bottled water. In conjunction with the 2009 Senior Games, a number of the outdoor water bottle filling stations were installed near athletic areas on campus. Please note that bottled water is made available at athletic-type events with a diverse audience, and bottled water is also stored on campus for safety as part of the university's earthquake preparedness program.

WATERLESS URINAL NOTES:
Approximately 30% of urinals are either pint-flush or waterless. Please note that Stanford installed five (5) waterless urinals as a pilot project. Through parallel pilot projects, the university determined the pint-flush urinal to be a preferred option for campus. Following the pilot, 299 pint-flush urinals were installed on campus.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Please see "notes" section for more details.

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

0.50

Endowment

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / Office of Sustainability

Criteria

Institution provides details about its endowment.

Submission Note:

Notes in this section provide additional details and context for responses limited to "yes/no" entry fields. Each question is written again for clarity, and then followed by a detailed response.

-- Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?

The majority of endowment gifts are given without restrictions and the gift value goes directly into the Merged Endowment Pool. Stanford does accept restricted gifts into the endowment for environmental-related purposes such as high-performance campus buildings, environmental institutes, and specific fundraising campaigns, including the Initiative on the Environment and Sustainability, through which the university raised $432.8M for programs related to sustainability (http://thestanfordchallenge.stanford.edu/by-the-numbers/environment-and-sustainability/).

-- Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds)?

Yes, the endowment provides funds for the capital budget (as well as the operating budget) of the university, which includes investment in on-campus energy and/or water efficiency projects. See the next question for examples.

NOTE: In 1991 the decision was made to separate the university’s endowment management responsibilities from the capital budget as well as from the operating budget. Previously, both had been the purview of the Treasurer’s Office. The Board of Trustees established bylaws for the Stanford Management Company (SMC), the organization whose role is to invest and manage Stanford University's endowment and other financial assets. The SMC goal is to provide financial support for the continued strength of Stanford University. This requires balancing current needs and obligations with the opportunity to grow the endowment over time, through portfolio diversification and innovative approaches to investing. SMC is a division of the University, governed by a Board of Directors who are appointed by the Board of Trustees of the Leland Stanford Junior University. SMC, as Stanford's endowment and trust fiduciary, plays an important role in building and maintaining a strong financial foundation to support the University's teaching, learning, and research mission.

-- Describe capital commitments made within the past 3 years?

(1) Stanford Energy System Innovations (SESI) - $438M

http://sustainable.stanford.edu/climate_action

In December 2011, Stanford's Board of Trustees gave concept approval to the $438 million Stanford Energy System Innovation (SESI) project, which is designed to meet the university's energy demand though 2050. SESI represents a significant transformation of the university from 100% fossil-fuel-based cogeneration to a more efficient electric heat recovery system, powered by a diverse mix of conventional and renewable electricity sources.

Due to the significant overlap between campus heating and cooling demand, SESI entails an innovative heat recovery design that is 70% more efficient than the existing Central Energy Facility (CEF) operations. In the new system, heat collected from buildings via the chilled-water loop will be captured at the CEF for reuse, reducing the use of conventional chillers to discharge waste heat via cooling towers. Instead, heat recovery chillers will move the heat collected from the chilled water loop to a new hot-water loop scheduled to replace Stanford's aging steam distribution system.

SESI will result in immense benefits for Stanford University in the decades to come. When completed, SESI will reduce campus greenhouse gas emissions by 50%, save 18% of campus potable water, open up the energy supply platform to future technologies, enable campus to better manage its power portfolio, and yield significantly higher utilities savings though 2050.

(2) Whole Building Energy Retrofit Program - $30M

http://sustainable.stanford.edu/energy_initiatives

The Whole Energy Retrofit Program is a $30 million capital program that was established to reduce energy consumption in Stanford's largest, most energy-intensive buildings. The program began in 2003/04 with studies of the top 12 energy-using buildings, representing $15.9 million of energy expenses per year, or nearly 36% of the total campus energy expense. It has now been expanded to include the top 26 energy-using buildings, representing an additional $9.2 million of energy expenses (total $25.1 million) per year and 60% of the total campus.

-- Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?

No. All proxies are voted in-house based on Stanford's Core Social Issue Policy Statements and Proxy Voting Guidelines. One of the four core policy statements is Environmental Sustainability. The fifteen specific sub-issues include: energy alternatives, toxics, water, and forced/slave labor. Please see
http://apir.stanford.edu/
and specifically
http://apir.stanford.edu/social_issues
.

-- Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?

No. All proxies are voted in-house based on Stanford's Corporate Governance Policy Statements and Proxy Voting Guidelines. The policy statements specifically include board responsibility and management of environmental risk.

-- Do investment managers handle the details of proxy voting on environmental and social resolutions?

No. Stanford votes all proxies in-house based on Stanford's Core Social Issue Policy Statements and Proxy Voting Guidelines. Please see
http://apir.stanford.edu/
. See the prior questions for details.

-- Do investment managers handle the details of proxy voting on corporate governance resolutions?

No. Stanford votes all proxies in-house based on Stanford's Corporate Governance Policy Statements and Proxy Voting Guidelines. See the prior questions for details.

-- Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?

Yes. Stanford provides a copy of the university's Statement on Investment Responsibility, Core Social Issue Policy Statements (see prior question), and Investment Restriction Letters (e.g. tobacco) annually to external Investment Fund Managers and new Investment Fund Managers during SMC's due diligence process.

-- Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?

Yes. Stanford provides a copy of the University's Statement on Investment Responsibility and Corporate Governance Policy Statements (see prior question) annually to external Investment Fund Managers and new Investment Fund Managers during SMC's due diligence process.

-- Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?

No. Stanford votes all proxies in-house.

-- Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?

No. Stanford votes all proxies in-house.

-- Does a single administrator determine proxy votes on environmental and social resolutions?

No. Stanford's Core Social Issue Policy Statements and Proxy Voting Guidelines (see question 9) are developed by the University's Advisory Panel on Investment Responsibility (APIR-L); recommendations are submitted to the Trustees' Special Committee on Investment Responsibility, and are then reviewed, discussed, and approved by Stanford's Board of Trustees. The Proxy Administrator votes all proxies based on the university's approved Core Social Issue Policy Statements and Proxy Voting Guidelines.

-- Does a single administrator determine proxy votes on corporate governance resolutions?

No. Stanford's Social Issue Policy Statements and Proxy Voting Guidelines (see prior question) are developed by the University's Advisory Panel on Investment Responsibility; recommendations are submitted to the Trustees' Special Committee on Investment Responsibility, and are then reviewed, discussed, and approved by Stanford's Board of Trustees. The Proxy Administrator votes all proxies based on the university's approved Corporate Governance Statements and Proxy Voting Guidelines.

-- Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?

Any needed modifications of or additions to Stanford's Core Social Issue Policy Statements and Proxy Voting Guidelines are reviewed annually by APIR-L which submits recommendations to the Trustees' Special Committee on Investment Responsibility (SCIR), where they are reviewed, discussed, and approved by Stanford's Board of Trustees. The Proxy Administrator votes all proxies based on the university's approved Core Social Issue Policy Statements and Proxy Voting Guidelines.

-- Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?

Any needed modifications of or additions to Stanford's Corporate Governance Policy Statements and Proxy Voting Guidelines are reviewed annually by APIR-L which submits recommendations to the Trustees' Special Committee on Investment Responsibility (SCIR), where they are reviewed, discussed, and approved by Stanford's Board of Trustees. The Proxy Administrator votes all proxies based on the university's approved Corporate Governance Policy Statements and Proxy Voting Guidelines.

-- Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions?

Stanford's Advisory Panel on Investment Responsibility & Licensing (APIR-L) includes students and representatives from all levels of the Stanford community. It annually: reviews Stanford's approved Core Social Issue Policy Statements and Proxy Voting Guidelines against the coming year's Shareholder Social Issue Resolutions; identifies and reviews new issues; and submits any needed new recommendations to the Trustees' Special Committee on Investment Responsibility (SCIR). The SCIR reviews those recommendations and submits them for final review, discussion, and approval by Stanford's Board of Trustees. The Proxy Administrator votes all proxies based on the University's approved Social Issue Policy Statements and Proxy Voting Guidelines.

-- Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?

In 1985, the APIR determined that addressing the myriad Corporate Governance and Social Issue Resolutions was too time consuming (and often too complex) for Panel volunteers to do the issues justice. At the Panel's request, the Trustees approved eliminating Corporate Governance responsibilities from APIR's duties. That task was then transferred to the Manager of Investment Responsibility. Updates and recommendations are developed by the Manager of Investment Responsibility on new issues of corporate governance, and then reviewed and discussed with members of SMC Investment Committee and Stanford's Rock Center on Corporate Governance, which has student and faculty representatives from Stanford Law School and the Graduate School of Business. Final approval of Corporate Governance Policy Statement and Proxy Voting Guidelines recommendations is the responsibility of Stanford's Board of Trustees. The Proxy Administrator votes all proxies based on the university's approved Corporate Governance Policy Statement and Proxy Voting Guidelines.

-- Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?

Stanford Community members have been provided several options for submitting their concerns on &/or feedback to APIR-L relating to Social Issues (which includes Environmental Sustainability):

(1) TOWN HALL MEETINGS: The APIR-L holds an open Annual Town Hall Meeting on Investment Responsibility. The session encourages community representatives to participate in an open discussion of the APIR-L process and corporate social issues.

(2) WEBSITE: All Stanford community members have access to the APIR-L website and the APIR-L "Request for Review" form which allows any member of the community to submit endowment-related Social Issue Resolution concerns to the Panel for review.

(3) REPRESENTATIVE COMMITTEE: The 12 members of the APIR-L are Stanford Community members nominated by an organizational process of colleagues. APIR-L members include – 4 Students (2 undergraduate, 2 graduates), 4 Faculty (from different schools), 2 Alumni, and 2 Senior Administrators. These members are appointed to advise the Trustees on Investment Responsibility issues making recommendations in the best interest of the University and growth of the endowment to meet Stanford's educational and research mission.

(4) STUDENT INTERNSHIPS: Stanford's Investment Responsibility Internship Program offers undergraduate and graduate students the opportunity to research and develop social issue background reports in the areas of Diversity, Non-discrimination & Labor, Environmental Sustainability, and Human Rights. This research supports the work of Stanford's Advisory Panel on Investment Responsibility & Licensing (APIR-L) in addressing allegations of company-caused "substantial social injury" from direct or indirect action or inaction by global corporate business policies and practices. There are 4 to 6 Investment Responsibility Student Research Interns throughout each year.

-- Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?

Concerns from Stanford Community members related to Corporate Governance issues can be addressed by the same mechanisms described in the prior question and these additional avenues:

(1) REQUEST FOR REVIEW FORM: Website availability of Stanford's "Request for Review" (RFR) form for any community member to submit feedback and request action.

(2) ROCK CENTER FOR CORPORATE GOVERNANCE: The Arthur and Toni Rembe Rock Center for Corporate Governance is a joint initiative of Stanford Law School and the Graduate School of Business at Stanford University. The Center was created to advance the understanding and practice of corporate governance in a cross-disciplinary environment where leading academics, business leaders, policy makers, practitioners and regulators can meet and work together.

(3) ADDITIONAL COMMUNITY INPUT: Large and small, national and local Corporate Governance Conferences and Forums where Stanford Community members participate with other Institutional Investors including
(a) Employee Pension Funds (such as CalPERS and CalSTRS),
(b) Corporate Employee Retirement Funds,
(c) Other Endowments and Foundations,
(d) SRI Fund Managers, and
(e) Proxy Advisory Research Services Members who participate in Corporate Governance legal and regulatory reviews, updates and recommendations.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

19500000000 *US/Canadian $*

Date as of :

June 30, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

If yes, or if currently under consideration, provide a brief description :

Please see the "notes" section for more details.

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

Yes

Size of capital commitments made within past 3 years :

468000000 *US/Canadian $*

Provide a brief description :

Please see the "notes" section for more details.

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

No

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

No

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

No

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Yes

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Yes

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

No

Does a single administrator determine proxy votes on environmental and social resolutions? :

No

Does a single administrator determines proxy votes on corporate governance resolutions? :

No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

Yes

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate

governance resolutions? :

Yes

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on enviromental and social resolutions? :

Yes

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Yes

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

Yes

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

Yes

Sustainability Staffing

Responsible Party

Jiffy Vermylen
Sustainability Coordinator
Sustainability & Energy Management / 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).

Submission Note:

The Department of Sustainability & Energy Management and Stanford's Residential & Dining Enterprises together employ more than 30 full-time sustainability professionals. Over 100 other staff have roles that involve sustainability (university architect, project management, grounds, IT services). The Sustainability Working Group convenes monthly to review policies and action on all key sustainability topics. There are also a number of Sustainability Working Teams that focus on a specific topic area.

Please visit the following link for more information on sustainability staff:

http://sustainable.stanford.edu/program_staff

"---" 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) :

30

FTE staff on payroll :

30

FTE student intern/fellow :

5