Santa Clara University

The following information was submitted through the Campus Sustainability Data Collector to be shared with Sierra magazine for consideration in their Cool Schools publication.

Date Submitted: June 1, 2012

STARS Version: 1.2

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

Education & Research

Co-Curricular Education

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

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

Student Sustainability Educators Program

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :
8800

Program name (1st program) :
Sustainability Internships

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program) :
8800

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

Each Intern has a different focus area: Student Initiatives, Faculty & Staff Initiatives, Residence Life, Communications, and Recycling/Waste Diversion.

The Student Initiatives Intern supports the integration of sustainability with the student body, by working with and developing educational resources for graduate and undergraduate student organizations, off-campus student residents, as well as Associated Student Government.

Internship length varies based on the student. Many interns have continued with the program through graduation (1 year or more).

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

Undergraduate students apply to be selected for an internship with the Office of Sustainability. Students are selected based on their professionalism, proof of leadership abilities, and passion to learn more about sustainability.

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

Student Interns receive on-the-job training based on their area of focus. Manuals created by previous interns serve as a set of constantly-evolving tools for outreach programs.

Sustainability Interns are introduced to communication tools (Community-Based Social Marketing and Cialdini's Principles of Influence), and are required to develop and implement programs to develop a culture of sustainability among students, faculty, and staff.

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

Sustainability Interns are paid to work 10 hours/week by the Office of Sustainability. They are supervised by the Director of the Office of Sustainability.

The website URL for 1st Program :

http://www.scu.edu/sustainability/aboutsustainability/

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

Lindsey Cromwell Kalkbrenner
Director
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

Submission Note:
Multiple URLs: RecycleMania! http://www.scu.edu/sustainability/stewardship/recyclemania.cfm

"---" 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) :

RecycleMania! | AND | Residence Energy Challenge

A brief description of the campaign(s) :

RecycleMania

RecycleMania is a nation-wide recycling promotion campaign among colleges and universities designed to increase education, awareness, and excitement on campus about proper recycling habits.

Residence Energy Challenge

The Residence Energy Challenge in 2010 was a three-week long energy saving competition between eight residence halls, and included various momentum events and tips on how to save energy. In 2011 and 2012, the annual Residence Energy Challenge occurred the entire Winter Quarter (10 weeks) and has included off-campus residents who compete to reduce their house or apartment energy consumption.

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

RecycleMania

During the competition, the Office of Sustainability holds waste characterizations to analyze the waste from specific campus buildings. These are part of a longitudinal study to assess the diversion rates of campus residents over time. In 2010, the Office of Sustainability and the Facilities department used RecycleMania! to kick off the desk-side recycling/waste bin switch for on-campus academic buildings. Custodians now empty the single-stream recycling bin at employees' desks, and employees empty their own landfill waste containers. This program led to a dramatic decrease in landfill waste.

Residence Energy Challenge

The 2012 Energy Challenge produced an energy savings of 80 megawatt hours of electricity. That is enough energy to power the Pat Malley Fitness and Recreation Center (our campus gym) for six weeks!

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

http://www.scu.edu/sustainability/energychallenge/index.cfm

Sustainability in New Student Orientation

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:

Also see:
http://www.scu.edu/orientation/

"---" *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 :

The Office of Sustainability presents to all freshmen during their orientation programs. Orientation Leaders are also provided sustainability talking points as well as encouraged to model sustainable behavior during orientation sessions.

Sustainability Interns also tabled at each orientation session to make new students aware of campus initiatives, such as sustainability-related clubs, information on how to live sustainably in the residence halls, and the "Beyond Green" Pledge.

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

Sustainability Outreach and Publications

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

SCU's sustainability website is built upon the framework set by the University's Comprehensive Policy on Sustainability, and aligns with STARS. The website categorizes information into Get Involved, Education and Research, Campus Operations, Community Engagement, Commitments and Policies and Campus Partners.

The website also highlights the University's Climate Neutrality Action Plan, service learning opportunities, FAQs, as well as upcoming events on campus and in the community. The website is a resource for students along with faculty and staff that helps foster a culture of sustainability throughout campus.

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

http://www.scu.edu/sustainability/

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

Santa Clara University's Office of Sustainability publishes a monthly "Sustainability Update" online, which is e-mailed to most students, faculty, and staff. The Sustainability Update highlights sustainability-related projects, news and events around campus, and throughout the community. The e-newsletter also profiles students, faculty and staff that go out of their way to promote sustainability, and offers tips and information on how to live more sustainably.

The website URL for the sustainability newsletter :

http://www.scu.edu/sustainability/sustainabilityupdate.cfm

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 :

The sustainability website features student research across the curriculum.

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

http://www.scu.edu/sustainability/education/research.cfm

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

Yes

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

The Commons at Kennedy Mall is SCU's sustainable design demonstration building. The Commons is a living lab that the University uses for classes, meetings, as well as a testing ground for sustainable components that may be used in upcoming projects. Signs throughout the building highlight the sustainable building features.

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

http://www.scu.edu/sustainability/commons/index.cfm

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 :

Throughout the Marketplace, SCU's main dining hall, Dining Services by Bon Appetit posts information about local agriculture and other ways diners can reduce their carbon footprint through the way they eat. Bon Appetit also provides brochures about their sustainable food initiatives, including the Circle of Responsibility (Farm to Fork, In Balance, Low Fat, Organic, Seafood Watch, Vegan, Vegetarian, and Well Being options).

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

http://www.circleofresponsibility.com/

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 :

Signage throughout campus indicates that landscaping is watered with recycled water.

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

http://www.scu.edu/sustainability/stewardship/water.cfm

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

Yes

A brief description of the sustainability walking map or tour :

The tour emphasizes efforts to maintain environmental justice and sustainability, highlighting some of the sustainability elements of Santa Clara University which contribute to the goal of being carbon neutral by the end of 2015. Stops include the Mission Church, Solar Decathlon houses (2007 and 2009 3rd place winners), the Forge Garden, the many alternative energy sources used on campus and much more.

The website URL of the sustainability walking map or tour :

http://www.scu.edu/sustainability/getinvolved/campustour.cfm

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 :

Yes, SCU Transportation website provides commuters with an alternative transportation guide.

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

http://www.scu.edu/map/parking/transit.cfm

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 :

At the beginning of the school year, both on-campus residents and off-campus residents are given sustainable living guides. Guides are distributed to incoming freshmen during Summer Orientation. Guides for off-campus student residents have been distributed via Student Life's Fall quarter door-knocking project.

Off-Campus student houses can also participate in programs designed to promote sustainable living for college-aged renters. The program formally called "Living Green in the Neighborhood" is now called "Sustainability Exchange". Through participating in the Sustainability Exchange, students learn about sustainable living and be part of a community of other Santa Clara undergraduates who both value sustainability and live off-campus. By connecting these individuals together, we hope to support and develop this community which will be important in our efforts as an office to develop a culture of sustainability both on- and off-campus.

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

http://www.scu.edu/sustainability/getinvolved/students.cfm

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

Yes

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

The campus weekly newspaper regularly features articles and opinion pieces about sustainability.

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

http://www.thesantaclara.com/

Does the institution produce another sustainability publication or outreach material not covered above? (1st 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? (2nd 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? (3rd material) :

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

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

Yes

The name and a brief description of each student group :

The GREEN Club is the University's environmental club which seeks to promote sustainability to the campus community through campaigns, events such as Earth Week and speakers' visits to campus, and community action.

Bronco Leaders for Environmental Justice Investigating Truth (B LEJIT) is focused on promoting environmental justice on campus, in the local community, and on a national and global scale.

Other student groups that are related to Sustainability are:
- Amnesty International, which promotes awareness about worldwide human rights and justice issues and empowers student to make a difference;
- Engineers Without Borders, which partners with developing communities worldwide in order to improve their quality of life;
- Environmental Law Society, which works toward motivating like-minded students interested in environmental issues;
- Gardening Club, a club based out of SCU's community garden, the Forge, where students can work, learn about sustainable agriculture, and perform community outreach.
- Global Medical Brigade, which pools medical resources and professionals together and organizes a brigade to Honduras with the purpose of helping patients in need and delivering medical supplies;
- Into the Wild (Camping Club), which explores the natural beauty present in and around the Bay Area in hiking, camping, and backpacking settings;
- Live OneWorld, is SCU's student-run social justice magazine. OneWorld takes submissions from any Santa Clara students who are interested in showcasing their writing, photography, or artwork that deals with social justice issues;
- Oceans, a club that focuses on opposing the harassment, capture and killing of cetaceans and other marine mammals, and promoting coastal and marine conservation. Oceans accomplishes this by raising awareness, fundraising, beach clean ups, petitions, etc.
- Net Impact, this MBA network in the Leavey School of Business provides a platform and resources to people interested in the causes of social benefit entrepreneurship and corporate social responsibility in order to make positive changes in our curriculum and our community;
- Santa Clara Community Action Program (SCCAP), A community-based, volunteer service organization dedicated to applying education to social service. SCCAP promotes social awareness, leadership for social justice, and compassion;
- Santa Clara Entrepreneurs' Organization, which fosters, promotes, and strengthens entrepreneurial talent both locally and globally;
- SCU Rotaract, A worldwide service organization that works to benefit local and global communities;
- SCUBA Club, the recreational diving club which fosters a connection to nature;
- Social Innovators, looks to encourage students to work together in solving issues facing the reality of third world nations. Just as

entrepreneurs change the face of business, social entrepreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions to change society for the better.

- Sustainable Business Studies Club, enables students to gain a foundation of the role sustainability plays in business through networking, outreach, and academic activities, along with fostering a community of sustainability within the Leavey School of Business.

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

- Global Medical Brigades sent thirty SCU students to Central America during Spring Break to volunteer at a week-long clinic in a marginalized community.
- Into the Wild hosted numerous excursions, including a rafting trip down the American River, snow-camping in Tahoe, and hiking in the mountains not far from campus.
- SLURP hosted its annual Successfest, where student researchers presented their analyses and recommendations to campus leaders.
- Santa Clara Community Action Program partnered with the Office of Sustainability to host the annual Swap for Good. They collected numerous clothing donations from the campus community, and shared the items with partnering community organizations.

List other student groups that address sustainability :

http://www.scu.edu/sustainability/education/studentorganizations.cfm

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

http://www.scu.edu/sustainability/education/studentorganizations.cfm

Organic Garden

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

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

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

Yes

A brief description of the garden :

The Forge is half-acre garden, one block from the SCU campus, and is a project of Bronco Urban Gardens (BUG). BUG aims to teach sustainability while providing a place where members of the SCU community can grow food together.

The website URL where information about the garden is available :

http://www.scu.edu/cas/esi/programs/bug.cfm

Model Room in a Residence Hall

Responsible Party

Heather Dumas-Dyer
Director of Residence Life
Residence Life

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

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

No

A brief description of the model room :

We currently do not have a model residence hall room on campus.

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

Themed Housing

Responsible Party

Heather Dumas-Dyer
Director of Residence Life
Residence Life

Submission Note:

Also see:

http://www.scu.edu/sustainability/education/slurp.cfm

"---" 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) :

Santa Clara University has eight Residential Learning Communities (RLCs), each with a specific theme and programming which focuses on certain core values. CyPhi's theme is rooted in sustainability and the arts. CyPhi also has a floor called SLURP, which stands for the Sustainable Living Undergraduate Research Project. SLURP is dedicated to student research about sustainable living on the Santa Clara University campus.

Other RLC themes are also related to sustainability: "Communitas" focuses on local action and compassion; "Loyola" focuses on faith and justice; "Unity" explores the understanding and appreciation of diversity as a catalyst for social and civic engagement; and "Xavier" is an RLC for those who want to make a difference in the world, and who want to participate in the Jesuit tradition of the integration of faith and justice.

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

http://www.scu.edu/housing/residencelife/RLC_themes/index.cfm

The total number of residents in themed housing. :

Sustainable Enterprise

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

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

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

No

A brief description of the enterprise :

N/A

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

Sustainability Events

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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) :

Sustainability-related events and speakers are often hosted by the Food and Agribusiness Institute, Ignatian Center for Jesuit Education, the Center for Science, Technology, and Society, the Environmental Studies Institute, and various other campus organizations.

Annual events include:
- GREEN Club's Earth Week, which features speakers, an Earth Day Fair, and a battle of the bands;
- Campus Sustainability Week in October is sponsored by the Office of Sustainability, and includes a fair, student panels, workshops, and more.

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

http://www.scu.edu/sustainability/calendar.cfm

Outdoors Program

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Submission Note:

Also see:
CLASP:
http://www.scu.edu/business/clasp/

"---" *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 :

Contemplative Leadership and Sustainability Program (CLASP):
Developed to awaken the business student's commitment to guide society to a sustainable world, the Contemplative Leadership and Sustainability Program is offered over Winter and Spring quarters. The program was originally formed through the resources provided by a Bannan Grant from SCU's Ignatian Center.

The Natural History of Baja:
This course examines the natural history, biology and ecology of desert and coastal ecosystems in Baja California Sur. Over spring break the class travels to the Sierra La Laguna (Cape Region) and Isla Espiritu Santo (La Paz Bay), Baja California Sur, Mexico. Students become familiar with desert, oak scrub, riparian, thorn forest, beach, mangrove, coral reef and rocky intertidal habitats, develop field observation and species identification skills, and explore challenges of sustainable development of this fragile ecosystem.

Into the Wild:
Into the Wild is a student club committed to the Leave No Trace principles that joins together students with a shared interest and/or passion for the outdoors and outdoor activities, such as hiking, backpacking, and camping, among other activities.

The website URL where information about the program is available :

http://www.scu.edu/cas/environmentalstudies/baja.cfm

Themed Semester or Year

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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? :

Yes

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

The 2010-2011 campus-wide diversity theme, offered by the Office for Multicultural Learning, was "Legacies". This theme "signifies what we inherit and what we leave behind. It lends itself to exploring the legacies of past oppression, struggle, and successes while asking us to consider what we will choose to create and leave behind for future generations."

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

The Open Spaces of Democracy by Terry Tempest Williams was read by all incoming Freshmen in the summer of 2010.

The website URL where information about the theme is available :

http://www.scu.edu/oml/diversitytheme/

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

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:

Also See:

http://www.scu.edu/provost/ugst/core2009/pathways/sustainability.cfm

http://www.scu.edu/provost/ugst/core2009/corecurriculumoverview.cfm

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

Yes

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

Sustainability in the curriculum at Santa Clara University means continuing and advancing Santa Clara's commitment to fostering a humane and just world through learning related to environmental protection, economic development, equity, and equality. Courses in all three areas of Santa Clara's Core Curriculum (Foundations, Explorations, and Integrations) offer students learning opportunities focused on the concept of sustainability and learning opportunities in which sustainability is a distinct component of a course with a broader focus.

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 :

Course taught in 2009-10 were identified as related to or focused on sustainability one of two ways: 1) faculty responded to a survey stating whether the courses they taught in AY 2009-10 were related to or focused on sustainability, and 2) the University core curriculum Foundations, Explorations, Integrations, and Pathways are themed. Courses listed in themes associated with sustainability were identified as either related to or focused on sustainability based on their course name and course description.

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

Yes

The website URL where the sustainability course inventory is posted :

http://www.scu.edu/sustainability/education/penstemoncourses.cfm

Sustainability-Focused Courses

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

Includes only courses offered in Academic Year 2009-10.

We counted each time a course section was offered.

For example, a course that is held twice (or if there are two sections) in the fall term and once in the spring term was counted as 3 courses. We were consistent with this course-counting methodology for the total number of courses offered.

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

The number of sustainability-focused courses offered :

93

The total number of courses offered :

4814

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

ANTH 1 Intro to Biological Anthro
ANTH 154 Environmental Anthropology
BIOL 131 Agroecology L & L
BIOL 144 Natural History of Baja
BIOL 135 Biofuels: Sustainable Energy
CENG 119 Design for Sustainable Constr
CENG 143 Environmental Engineering L&L

CENG 144 Environmental System Designs

CENG 160 GIS in Water Resources

CENG 161 Sustainable Water Resources

CENG 219 DESIGN FOR SUSTAIN CONSTR

COMM 120A Environmental Communication

COMM 149B Science News:How to Report

ECON 101 Resources Food and the Envirnm

ECON 111 Economics of the Environment

ELEN 282 Photovoltaic Devices & Systems

ENGL 1H Critical Think & Write I:Hnrs

ENGL 2H Critical Think & Write II:Hnrs

ENGL 1A Critical Thinking & Writing I

ENGL 2A Critical Thinking & Writing II

ENGR 60 Sustainable Electric Energy

ENVS 1A Critical Thinking & Writing I

ENVS 2 Energy and the Environment

ENVS 2A Critical Thinking & Writing II

ENVS 11A Cultures and Ideas I

ENVS 12A Cultures and Ideas II

ENVS 10 Joy of Garbage

ENVS 13 Soil, Water, and Air L&L

ENVS 50 World Geography

ENVS 79 Environmental Thought

ENVS 101 Capstone Seminar L&L

ENVS 115 GIS in Environmen Science L&L

ENVS 125 Green Cities

ENVS 132 Agroecology L & L

ENVS 140 Sustainability Outreach

ENVS 142B Envt'l & Nature Writing (Baja)

ENVS 145 Environmental Technology

ENVS 148 Solar Revolution

ENVS 182 Tropical Marine Ecology

ENVS 185 Principles of Resources

ENVS 188 Envr Policy & Socioecon Values

ENVS 196 Special Topics in Environ Stud

ETHN 156 Environm Racism,Gender&Justice

HIST 85 Intro:U.S. Environment History

HIST 95 Intro Hist Modrn Latin America

HIST 150 Women in East Asia

HIST 162 Argentina

HIST 166 Latin America: Empires

IDIS 705 Leadership for Justice & Prosp

LAW 288 Environmental Protection Law

LAW 414 Environmental Law Seminar

LAW 669 Climate Change Law

MECH 80 Solar Home Analysis and Design

MGMT 505 Corp Social Responsibility &PP

MGMT 540 Soc, Pol, Legal Env Food & Ag

MGMT 713 Intro to Sustainable Develpmt

PHIL 9 Ethical Issues & the Environmt

POLI 25 Intro to Intl Relations

POLI 136 Central Am, Caribbean Politics

RSOC 91 Native Spiritual Traditions

RSOC 136 Religion in Latin America

SOCI 33 Social Problems in the U.S.

TESP 84 Spirituality & Sustainability

TESP 152 Faith, Ethics & Biodiversity

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

http://www.scu.edu/sustainability/education/penstemoncourses.cfm

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

Includes only courses offered in Academic Year 2009-10.

We counted each time a course section was offered.

For example, a course that is held twice (or if there are two sections) in the fall term and once in the spring term was counted as 3 courses. We were consistent with this course-counting methodology for the total number of courses offered.

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

The number of sustainability-related courses offered :

275

The total number of courses offered :

4814

Number of years covered by the data :

One

A list of sustainability-related courses offered :

ANTH 3 Intro Social & Cultural Anth
ANTH 88 Women, Gender & Sex. Middle Ea
ANTH 90 CrosCult Women, Gender & Sex
ANTH 100 Special Topics
ANTH 110 Anthropological Theory
ANTH 133 Human Nutrition & Culture
ANTH 134 Health, Disease & Culture

ANTH 151 Law and Society

ANTH 185 Peoples of Latin America

ANTH 188 People Culture Change Mid East

BIOL 5 Endangered Ecosystems L&L

BIOL 6 The Oceans L&L

BIOL 22 Intro to Evolution & Ecology

BIOL 23 Investigation:Evolu & Ecol L&L

BIOL 123 Nutrition

BIOL 134 California Plant Diversity L&L

BIOL 136 Arctic Biology

BIOL 156 General Ecology L&L

BIOL 164 Behavioral Ecology

CENG 20 Geology L&L

CENG 121 Geotechnical Engineering

CENG 128 Engineering Economics

CENG 138 Geotechnical Engineer Design

CENG 140 Water Resources Engineering

CHEM 1 Chemistry & the Environment

CHEM 5 Chem: An Experimental Science

CLAS 11A Cultures and Ideas I

COMM 12 Technology and Communication

COMM 197 Sr. Thesis Seminar

COMM 106A Gender, Health, and Sexuality

COMM 121A Minorities and the Media

COMM 164A Race, Gender and Public Health

COMM 170A Comm Law/Responsibility

DANC 146 Advanced Modern Dance I

ECON 1 Principles of Microeconomics

ECON 2 Principles of Macroeconomics

ECON 3 Internat Econ,Develop & Growth

ECON 115 Aggregate Economic Theory

ECON 120 Economics of the Public Sector

ECON 134 African Economic Development

ECON 135 Gender Issues in Dev World

ECON 160 Econ of Pov & Inequal

ECON 170 Math Econ & Optim

ECON 173 Econometrics

ECON 190 Economics Seminar

ECON 701 Africa's Economic Decline

ECON 857 Macroeconomics

EDUC 470 Adv. Practice of Environ. Educ

ELEN 280 Intro Altern Energy Sys

ELEN 281 Power Systems

ELEN 284 Des & Fabrication of PV Cells

ENGL 2 Composition & Rhetoric II

ENGL 126 Creative Wrtg & Social Justice

ENGL 172 Advanced Poetry Writing

ENGL 179 Practical Business Rhetoric

ENGL 185 Grants, Proposals, and Reports

ENGL 1A Critical Thinking & Writing I

ENGL 1H Critical Think & Write I:Hnrs

ENGL 2A Critical Thinking & Writing II

ENGL 2H Critical Think & Write II:Hnrs

ENGL 11A Cultures and Ideas I

ENGL 12A Cultures and Ideas II

ENGL 35G African American Women Writers

ENGL 132G Studies in 19th-Cent Amer Lit

ENGR 1 Intro to Engineering

ENGR 90 Solar Decathlon Workshop

ENVS 11 Intro to Environmental Science

ENVS 12 Intro to Environmental Studies

ENVS 39 Drawing From Nature

ENVS 98 Outdoor Leadership Expedition

ENVS 120 Intro to Envt'l Law & Reg

ENVS 122 US Environmental Policy

ENVS 134 Plant Ecology in the Tropics

ENVS 135 Biofuels: Sustainable Energy

ENVS 146 Agri, Env & Dev: Latin America

HIST 11A Cultures and Ideas I

HIST 12A Cultures and Ideas II

HIST 84 Women in American Society

HIST 91 Africa in World History

HIST 141 Independent Africa

HIST 177 Gay/Lesbians in U.S. History

HIST 180 Native Americans of US

HIST 184 American Historical Geography

HIST 188 Seminar: US Progressive Era

IDIS 861 Corp Social Responsibilty & PR

LAW 317 Race and the Law

LAW 444 Energy Resources Law

LAW 505A No California Innocence Proj A

LAW 505B No California Innocence Proj B

MECH 195 Advanced Design II:Implementat

MECH 196 Advanced Design III: Comp/Ev

MECH 287 Intro Altern Energy Sys

MGMT 6 Business Ethics

MGMT 80 Global & Cultur Environ of Bus

MGMT 505 Corp Social Responsibility &PP

MGMT 80L Global Business

OMIS 108 Operations Management

PHIL 2 Introduction to Ethics

PHIL 5 Ethical Issues in Society

PHIL 6 Ethical Issues in Business

PHIL 80 Science, Technology, & Society

PHIL 11A Cultures and Ideas I

PHIL 12A Cultures and Ideas II

POLI 25 Intro to Intl Relations

POLI 119 European Union

POLI 121 Intl Political Economy

POLI 125 International Law

PSYC 2 General Psychology II

SOCI 1 Principles of Sociology

SOCI 30 Self, Community, and Society

TESP 4 The Christian Tradition

TESP 43 Catholic Social Thought

TESP 46 Faith, Justice & Poverty

TESP 118 Clare Assisi & Ignatius Loyola

TESP 143 Theo& Ethics of Thomas Aquinas

TESP 176 Finding Your Own Spirituality

THTR 151 Fashion,Poli & Issue of Gender

WGST 50 Intro:Women's & Gender Studies

WGST 76 Violence Against Women

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

http://www.scu.edu/sustainability/education/penstemoncourses.cfm

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

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

Submission Note:

Includes only courses offered in Academic Year 2009-10.

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

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

26

The total number of departments that offer courses :

43

A list of departments that offer sustainability courses :

Anthropology
Biology
Civil Engineering
Chemistry
Classics
Communication
Economics
Education
Electrical Engineering
English
Engineering
Environmental Studies Institute
Ethnic Studies
History
Interdisciplinary Studies
Law
Mechanical Engineering
Management

Operations and Management Information Systems
Philosophy
Political Science
Psychology
Religious Studies
Sociology
Theatre & Dance
Women and Gender Studies

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

http://www.scu.edu/sustainability/education/penstemoncourses.cfm

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:

SCU is also in the process of developing a new sustainability minor and graduate degree in renewable energy.

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

The number of graduates covered by the sustainability learning outcomes :

30

Total number of graduates :

2481

A list of degree programs that have sustainability learning outcomes :

Environmental Science Major,
Environmental Studies Major,
Environmental Studies Minor,
Master of Science in Sustainable Energy,
Renewable Energy Certificate.

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 :

http://www.scu.edu/cas/ess/index.cfm

A copy of the sustainability course inventory :

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

1.) Natural Science: Students graduating with a degree in environmental science possess an in-depth understanding of physical and biological science relevant to the environment. Students graduating with a degree in environmental studies possess a basic understanding of physical and biological science relevant to the environment. Graduating seniors:
a. can explain key principles of ecology, evolution, geology and chemistry; and
b. can articulate natural science dimensions of sustainability and of initiatives that can lead to a more sustainable world.

2.) Social Science: Students graduating with a degree in environmental studies possess an in-depth understanding of the dynamic interplay between social and ecological processes. Students graduating with a degree in environmental science possess a basic understanding of the dynamic interplay between social and ecological processes. Graduating seniors:
a. can interpret and analyze social institutions and dynamics that affect the environment;
b. can describe broad patterns of social thought about human/nature relationships and can articulate the social, economic, and political dimensions of sustainability and of initiatives that can lead to a more sustainable world.

3.) Critical Thinking: Students graduating with a degree in environmental studies or environmental science should possess the scholarly tools from the natural and social sciences to analyze major environmental challenges. Graduating seniors:
a. can correctly identify which methodological tools and quantitative/qualitative skills are appropriate to address particular environmental questions; and
b. are able to assess the quality of different types of evidence and understand the role that uncertainty and risk play in environmental decision making.

4.) Values/Ethics: Students graduating with a degree in environmental studies or environmental science should apply a comprehension of ethics and social justice in their assessments of and responses to environmental challenges. Graduating seniors are able to identify the moral dimension of environmental problems, frame solutions using ethical reasoning, and articulate how social justice is integrally related to sustainability.

5.) Leadership: Students graduating with a degree in environmental studies or environmental science should demonstrate the leadership skills needed to promote a sustainable world. Graduating seniors:
a. can communicate effectively, both orally and in writing, to diverse audiences on environmental subjects and research; and
b. can articulate a vision for their lives and their communities that can guide progress toward a more just, humane, and sustainable world.

Undergraduate Program in Sustainability

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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) :
Environmental Science Major

The website URL for the program (1st program) :
http://www.scu.edu/cas/ess/majors-minors/science-major/

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

The website URL for the program (2nd program) :
http://www.scu.edu/cas/ess/majors-minors/studies-major/

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

The website URL for the program (3rd program) :
http://www.scu.edu/cas/ess/majors-minors/minors/

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

Graduate Program in Sustainability

Responsible Party

Godfrey Mungal
Dean
School of Engineering

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) :

Graduate Engineering Certificate in Renewable Energy

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

http://www.scu.edu/academics/bulletins/engineering/Certificate-Programs.cfm

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

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

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

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

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

Sustainability Immersive Experience

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

There are a number of immersive experience opportunities offered at Santa Clara that incorporate components of Sustainability, specifically social and environmental justice. The following paragraphs provide a comprehensive description of a portion of these programs that are offered through SCU's Ignatian Center.

Honoring the former Superior General of the Society of Jesus, the Peter Hans Kolvenbach, S.J. Solidarity Program offers students extended immersion experiences into the gritty reality of our globalizing world. By learning directly with and from communities, we seek to realize the Jesuit Higher Education Mission – restated and renewed by Father Kolvenbach at the 2000 Justice Conference – of forming women and men of well-educated solidarity.
Following Father Kolvenbach's lead, we strive to empower our participants to let the reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering, and engage it constructively. These immersion experiences, and the profound reflection to which they naturally give rise, are privileged moments of vocational discernment during which participants are uniquely invited to consider their place in the world.
The goals of the Kolvenbach Solidarity Program are:
- To provide students with moments of direct contact with the materially poor and/or marginalized.
- To empower students to see the world with new eyes -- to recognize their privileged position as well as their fundamental connection to those who experience injustice and suffering.
- To inform and further students' vocational discernment.

- To unmask the cultural and commercial messages that prevent us from experiencing true compassion and solidarity and which keep us separated from others.

- To connect with and understand viscerally the experience of profound deprivation and marginalization common to our ancestors and to the majority of the world's population. These experiences are so foreign to us today that we are estranged from 90% of the world's population. The Kolvenbach Solidarity Program thus seeks to break down the gates between our community of privilege and the reality of our world.

In 2011-2012, 125 students participated in 11 immersion trips. In 2010-2011, 114 students participated in 10 immersion trips.

These trips are offered throughout the year—during the summer as well as Thanksgiving, winter, and spring recesses. Weekend Urban Plunge experiences into neighborhoods of San Jose and San Francisco are offered on multiple occasions throughout the academic year.

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

http://www.scu.edu/immersions

Sustainability Literacy Assessment

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Copies of the questions are posted on

http://www.scu.edu/sustainability/education/fellowship.cfm

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A brief description of how the assessment was developed :

Undergraduate students earned Fellowships in 2008, 2009, and 2010 to conduct this research. Each student worked with the Markkula Center for Applied Ethics, the Office of Sustainability, and expert faculty members to develop the studies. In 2008, a qualitative study was developed to measure how sustainability had penetrated into student culture. This was done through interviews, participant

observation, and group interviews. Students, faculty, and staff were not chosen randomly, they were chosen selectively. Each participant was chosen for one or more of the following: to represent a diversity of majors, departments, and job positions, because other informants suggested them as interesting potential interviewees, and/or because the researchers had little to no previous knowledge of one another, and thus might more easily avoid research bias. In 2009, a qualitative study was developed for all undergraduate students. In 2010 this survey, with an additional section specific to the participants, was extended to faculty, staff, and graduate students.

A brief description of how the assessment was administered :

In the 2008 study, 58 students, 2 faculty members, and 5 staff members participated in open-ended interviews. In 2009, a quantitative study was done to counter the qualitative study in 2008 through the distribution of an online survey to all undergraduate students. In 2010, this survey, with an additional section specific to the participants, was extended to faculty, staff, and graduate students with 511 responses (73 faculty 125 staff members, 247 graduate students).

A brief summary of results from the assessment :

In 2008 it was found that the undergraduate students participating in the focus groups varied widely in their views on sustainability. On one end, many students said one should act sustainably as long is it does not interfere with economic health or lifestyle. The other side contained students who were actively involved in sustainability and environmental initiatives on campus. In the 2009 study, it was apparent that students still largely connected sustainability with the environment more than any other aspect of the term (economy, social justice). Largely, students connected sustainable practices to practices that reduced global warming. The study in 2010 confirmed this narrow definition of sustainability as well as a lack of awareness of effective behaviors.

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

http://www.scu.edu/sustainability/education/fellowship.cfm

Incentives for Developing Sustainability Courses

Responsible Party

John Farnsworth
Lecturer
Environmental Studies Institute

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) :

The Penstemon Project is designed for faculty beyond traditional environmentally focused disciplines to find ways to incorporate sustainability into their curriculum–-either as class content or in the way their class functions. It could be as simple as having a field trip to a nature area in a writing class–-or even simpler, carpooling to that field trip. A total of 40 faculty have participated in the Penstemon Project (in 2007 and 2009). In 2011, a total of 47 faculty will participate in three more sustainability-across-the-curriculum workshops.

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

Project leaders provided inspiration, background information, space for discussion, and a monetary incentive for participants to develop their new or revised syllabi.

The website URL where information about the program is available :

http://www.scu.edu/sustainability/education/penstemon.cfm

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

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:
See also:
http://www.scu.edu/provost/research/SustainabiltyInitiative.cfm

"---" 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 :

Sustainability research addresses all areas of sustainability - with the main three being environment, economy/economic development and community/social equity.

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

Yes

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

Faculty who have been involved in sustainability research in the past were given a survey to identify whether their current research is sustainability-related or focused. Also, faculty identified on SCU websites for their sustainability research were included in the inventory.

Sustainability-focused research was defined as research which addresses all areas of sustainability - with the main three being environment, economy/economic development and community/social equity.

Sustainability-related research was defined as research which addresses at least one of the areas of sustainability - with the main three being environment, economy/economic development and community/social equity.

Both types of research (related and focused) were included in this inventory.

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

Yes

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

http://www.scu.edu/sustainability/education/facultyresearch.cfm

Faculty Engaged in Sustainability Research

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

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

The number of faculty members engaged in sustainability research :

54

The total number of faculty members engaged in research :

576

Names and department affiliations of faculty engaged in sustainability research :

Aschheim, Mark. Civil Engineering
Bacon, Chris. Environmental Studies Institute
Baker, Greg. Management
Beitelmal, Monem. Mechanical Engineering
Bezanson, Michelle. Anthropology
Booth, Sherry. English
Brook, Amara. Psychology
Burnham, Michelle. English
Carroll, Stephen. English
Charaus, Brigitte. History
Den Nieuwenboer, Niki Andree. Management
Fabris, Drazen. Mechanical Engineering
Farnsworth, John. Environmental Studies Institute
Figueira, Silvia. Computer Engineering
Frisbie, Susan. English
Garcia, Sara. Education
Glaser, Kirk. English
Gordon, Dennis. Political Science
Gullette, Gregory. Anthropology

He, Rong. Civil Engineering

Ifcher, John. Economics

Kareiva, Peter. Environmental Studies Institute

Kevane, Michael. Economics

Kohli, Rita. Liberal Studies

Lee, Hohyun. Mechanical Engineering

Lehrman, Sally Jo. Communication

Mannaster, Kenneth. Law

Marvier, Michelle. Environmental Studies Institute

Maurer, Ed. Civil Engineering

Meyer, Michael Joseph. Philosophy

Mohler, Courtney. Theatre & Dance

Molesky-Poz, Jean. Religious Studies

Molony, Barbara. History

Murray, Barbara. Theatre & Dance

Raphael, Chad. Communication

Rapp, Karen. Art History

Servin, Henry. Civil Engineering

Shin, Dongsoo. Economics

Siljak, Dragoslav. Electrical Engineering

Singh, Sukhmander. Civil Engineering

Skinner, David. History

Smith, Steve. OMIS

Stewart-Frey, Iris. Environmental Studies Institute

Stults, Cheryl. Sociology

Sundstrom, William. Economics

Terhaar, Terry. Religious Studies, English

Unger, Nancy. History

Vallor, Shannon. Philosophy

Velasquez, Manuel Management

Walker, Jamie. Ethnic Studies

Warner, Keith. Religious Studies

Whittall, Justen. Biology

Woolley, Jennifer Lynn. Management

Zecevic, Aleksandar. Electrical Engineering

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

http://www.scu.edu/sustainability/education/facultyresearch.cfm

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

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

The website URL where information about sustainability research is available :

http://www.scu.edu/sustainability/education/research.cfm

Departments Engaged in Sustainability Research

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

33

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

24

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

Anthropology
Art & Art History
Biology
Civil Engineering
Communication
Computer Engineering
Economics
Education
Electrical Engineering
English
Environmental Studies Institute
Ethnic Studies
History
Law
Liberal Studies
Management
Mechanical Engineering
OMIS
Philosophy
Political Science

Psychology
Religious Studies
Sociology
Theatre & Dance

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

http://www.scu.edu/sustainability/education/facultyresearch.cfm

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

Sustainability Research Incentives

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

The Environmental Ethics Fellowship, a program of the Markkula Center for Applied Ethics, explores the ethical dimensions of sustainability. The Fellowship in Environmental Ethics has been awarded annually to an outstanding Santa Clara University undergraduate to support a project that examines the ethical implications of an environmental topic.

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

http://www.scu.edu/ethics/about/people/directors/studentfellows/homepage.html#4

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

Yes

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

The Sustainability Research Initiative aims to establish a vibrant, productive, collaborative research community with projects related to justice and sustainability. The Initiative includes research grants (up to $90,000 each year for three years), professional development

grants for faculty and staff (up to $5,000 each year for three years), and a research retreat each year. The Initiative is funded by the President's Office.

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

http://www.scu.edu/provost/research/SustainabiltyInitiative.cfm

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Don Dodson
Interim Provost and Vice President for Academic Affairs
Provost's Office

Criteria

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

Submission Note:

Also See:

http://www.scu.edu/strategicplan/plan2001

"---" *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 :

While faculty are expected to contribute to their home disciplines, they are also encouraged to engage in interdisciplinary and multidisciplinary research. Such research is recognized in evaluation and promotion decisions.

The University's internal grants programs also support interdisciplinary and multidisciplinary research. The Office of Research Initiatives is currently coordinating three interdisciplinary research initiatives: the Sustainability Research Initiative, the Advanced Biosciences Initiative, and the Critical Gender Studies Initiative.

The University has also established three Centers of Distinction (Markkula Center for Applied Ethics; Center for Science, Technology, and Society; and Ignatian Center for Applied Ethics) which actively support interdisciplinary and multidisciplinary research through their own research programs.

The University's 2001 Strategic Plan propounded six Fundamental Values, including the value of "Integrated Learning," which it described in part this way: "While valuing the integrity of established disciplines, we endeavor to integrate different forms of knowledge..." The 2001 Strategic Plan presented three Strategic Initiatives. The first goal under the initiative called "Building a Community of Scholars" was: "Stimulate and support cross-disciplinary inquiry."

Although the University's 2011 Strategic Plan is not as explicit as the 2001 plan in referring to interdisciplinary research, the fact that interdisciplinarity is part of the ethos of the University is clear from the plan's five strategic priorities: Excellence in Jesuit Education, Engagement with Silicon Valley, Global Understanding and Engagement, Justice and Sustainability, and Academic Community. Among

the metrics the 2011 plan identifies are: "Number of presentations, publications, grants, awards, and professional leadership positions related to justice and sustainability," "Number of research collaborations on justice and sustainability among Santa Clara's faculty, between faculty members and students, and between faculty members and external organizations," and "Increase in tenure-stream faculty positions for teaching scholars with expertise in integrating sustainability and justice."

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

http://www.scu.edu/provost/research

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

Lindsey Cromwell Kalkbrenner
Director
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

Submission Note:

Also See:

http://www.scu.edu/sustainability/stewardship/building.cfm

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

Total building space that meets "Eligible Buildings Criteria" :

2521489 *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 :

287288 *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://university-operations.scu.edu/planning_projects/initiatives/leed/

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 :

When operating sustainable buildings, SCU typically uses LEED as a guide. SCU also follows state guidelines for energy conservation and construction. At the end of the project, each building is commissioned, which is part of the LEED guidelines and criteria.

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

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

Commons at Kennedy Mall
Learning Commons
Lucas Hall

Building Design and Construction

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

Santa Clara University is awaiting a LEED Gold Major Renovations certification for the Donohoe Alumni House (8,376 sq ft).

Also See:

http://www.scu.edu/sustainability/stewardship/building.cfm

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

New building space that meets "Eligible Buildings Criteria" :

334308 *Square Feet*

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

305997 *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 :

16284 *Square Feet*

New building space that is LEED Platinum certified :

0 *Square Feet*

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

http://university-operations.scu.edu/planning_projects/initiatives/leed/

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 green building design and construction guidelines and policies :

When designing sustainable buildings, SCU typically uses LEED as a guide. SCU also follows California state guidelines for energy conservation and construction. At the end of the project, each building is commissioned, which is part of the LEED guidelines and criteria.

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 :

Paul L. Locatelli, S.J. Student Activities Center

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

Bannan Hall
Bannan Labs
Donohoe Alumni House
Swig Hall
Lucas Hall
Learning Commons
Commons at Kennedy Mall
University Villas

Indoor Air Quality

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

2017328 *Square Feet*

Total occupied building space :

2446505 *Square Feet*

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

For all conditioned spaces, air is conditioned, filtered, and monitored for fresh air intake and carbon dioxide levels. Occupants may register complaints and/or requests via an online work order system or by calling the Facilities Customer Service Center.

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

http://university-operations.scu.edu/utilities/provided-services/hvac/

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

Lindsey Cromwell Kalkbrenner
Director
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://rs.acupcc.org/search/?abs=&q=Santa%20Clara%20University

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

Does the inventory include emissions from air travel? :
Yes

Does the inventory include emissions from commuting? :
Yes

Does the inventory include embodied emissions from food purchases? :
No

Does the inventory include embodied emissions from other purchased products? :
No

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

Performance year: calendar year 2010.

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

Scope 1 and 2 gross GHG emissions, 2005 :

18293 *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 :

242 *Metric Tons of CO2 Equivalent*

On-campus residents, 2005 :

2345

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

4635

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

2446

Scope 1 and 2 gross GHG emissions, performance year :

14606 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

6923 *Metric Tons of CO2 Equivalent*

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

1/1/2010 to 12/31/2010

On-campus residents, performance year :

2384

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

5717

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

2436

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

September 2010 - August 2011

Air Travel Emissions

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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? :

No

A brief description of the policies and/or programs :

Currently, policies vary by department across the University.

There isn't yet a University-wide policy for reducing emissions from air travel.

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

Air Travel Emissions

Local Offsets Program

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

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

Dining Services

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

Lindsey Cromwell Kalkbrenner
Director
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:

Also see:

http://www.scu.edu/diningservices/

http://www.bamco.com/sustainable-food-service

"---" *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) :

21

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

Dining Services at Santa Clara University are provided by Bon Appetit Management Company - Food Services for a Sustainable Future.

Dining Services strives for 20 percent of all food purchases to go directly to Farm-To-Fork vendors (local farmers). Bon Appetit has 160 Farm-To-Fork partnerships in Northern California.

All seafood is on the Monterey Bay Aquarium Seafood Watch "Best Choices" or "Good Alternatives" lists.

Menus are written based on seasonality and availability of regional fresh produce, produced locally using sustainable and organic practices.

Fair Trade coffee and teas, as well as chocolate are available at Bon Appetit venues across campus.

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

http://www.scu.edu/sustainability/stewardship/food.cfm

Trayless Dining

Responsible Party

Melissa Reynen
Marketing Manager
Dining Services by Bon Appetit

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 :

Dining Services by Bon Appetit does not provide trays in student dining facilities. Some dining trays are provided at the faculty and staff dining room, and trays can be requested at the Marketplace (main student dining facility) if needed.

List the year the program was started :

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

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

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

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

The website URL where information about the program is available :

Vegan Dining

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Submission Note:

Also See:

http://www.scu.edu/sustainability/stewardship/food.cfm

"---" *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 :

Vegetarian meals are available every day. Diners can create vegan meals any time via the build-your-own program in "Farmers' Pantry" which provides a variety of seasonal and local prepared vegetables and grains for use in salads, pasta or sautéed dishes.

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

http://www.scu.edu/diningservices/

Trans-Fats

Responsible Party

Melissa Reynen
Marketing Manager
Dining Services by Bon Appetit

"---" 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 :

Trans-fats are not used in any Dining Services by Bon Appetit kitchens.

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

http://www.bamco.com/page/8/kitchen-principles.htm

Guidelines for Franchisees

Responsible Party

Melissa Reynen
Marketing Manager
Dining Services by Bon Appetit

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

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

No

A brief description of the guidelines for franchisees :

Santa Clara does not have franchisees operating on campus.

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Employees in the Marketplace kitchen have been trained to sort all pre-consumer food waste for composting.

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.scu.edu/sustainability/stewardship/recyclableitems.cfm

PostConsumer Food Waste Composting

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Compost bins are provided by all recycling and landfill waste containers in Santa Clara's dining hall, and all academic buildings. All residence halls have compost collection bins in their external waste collection areas. A growing number of residence halls have compost collection bins in their communal spaces (lounges and kitchens).

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

100

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

100

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

100

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

100

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

http://www.scu.edu/sustainability/stewardship/recyclableitems.cfm

Food Donation

Responsible Party

Melissa Reynen
Marketing Manager
Dining Services by Bon Appetit

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

Does the institution donate leftover or surplus food? :

No

A brief description of the food donation program :

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

Recycled Content Napkins

Responsible Party

Melissa Reynen
Marketing Manager
Dining Services by Bon Appetit

Submission Note:

Also See:

http://www.scu.edu/sustainability/stewardship/food.cfm

"---" *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 venues use unbleached napkins made from recycled materials.

The website URL where information about the purchasing is available :

http://www.scu.edu/diningservices/

Reusable Container Discounts

Responsible Party

Melissa Reynen
Marketing Manager
Dining Services by Bon Appetit

Submission Note:

Also See:

http://www.scu.edu/sustainability/stewardship/food.cfm

"---" *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 :

Customers who use their own reusable mug receive a $.10 discount at Mission Bakery, Sunstream, and Cadence Cafes.

Amount of the discount offered for using reusable mugs :

0.10

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 :

http://www.scu.edu/diningservices/

Reusable To-Go Containers

Responsible Party

Melissa Reynen
Marketing Manager
Dining Services by Bon Appetit

Submission Note:

Also See:

http://www.scu.edu/sustainability/stewardship/food.cfm

"---" *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? :

Yes

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

Dining Services by Bon Appetit offers an Eco-Tray that can be purchased with a refundable $10 deposit. Students receive a key chain that they exchange for a clean and sanitized tray. They can drop off the dirty tray at any Bon Appetit venue and pick up the key chain to start the exchange over again.

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

http://www.scu.edu/diningservices/

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

Lindsey Cromwell Kalkbrenner
Director
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

Submission Note:

SCU does not track energy usage at the building level for all buildings on campus. We used energy consumption data associated with the entire campus.

Performance year: calendar year 2011.

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

Total building energy consumption, 2005 :

231069 *MMBtu*

Building space, 2005 :

1948060 *Gross Square Feet*

Total building energy consumption, performance year :

205322.05 *MMBtu*

Building space, performance year :

2384803 *Gross Square Feet*

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

1/1/2011 - 12/31/2011

Clean and Renewable Energy

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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

Submission Note:

Performance year: calendar year 2011.

"---" 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 :

244.17 *MMBtu*

Option 2: Non-electric renewable energy generated :

5511.28 *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 :

102360 *MMBtu*

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

0 *MMBtu*

Total energy consumed during the performance year :

205322.05 *MMBtu*

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

50 kW solar array on the roof of the facilities building.
1 mW solar array on the roof of Pat Malley Fitness and Recreation Center, Leavey Event Center, and the Parking Structure
10 kw wind turbine

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

60-collector solar thermal system on the rooftop of Benson Memorial Center as well as solar thermal panels on the rooftops of several residence halls.

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 :

SCU purchased 30,000 mWh of green power from Silicon Valley Power in FY 2012.

A brief description of cogeneration technologies deployed :

n/a

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

http://www.scu.edu/sustainability/stewardship/energy.cfm

Timers for Temperature Control

Responsible Party

Chris Watt
Director, Utilities
University Operations

"---" 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 :

Occupancy and associated temperatures are controlled by Enenrgy Management software.

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

The website URL where information about the practice is available :

http://university-operations.scu.edu/utilities/provided-services/emergency_management_controls/

Lighting Sensors

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Daylighting controls are used for exterior exposures in Support Services, Bannan Labs, Learning Commons, Lucas Hall, Heafy Law Library, Benson Memorial Center, Casa Italiana.

The percentage of building space with lighting sensors :

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

http://www.scu.edu/sustainability/stewardship/efficiency.cfm

LED Lighting

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

"---" 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 lighting systems are currently used in the following spaces: Walsh Administration Conference Room, Support Services Parking Lot, Swig Hall Exterior Lighting

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

http://university-operations.scu.edu/sustainability/energy-strategy/efficiency_retrofits/

Vending Machine Sensors

Responsible Party

Nirmal Palliyaguru
Director
ACCESS & Conference Services

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

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

Yes

A brief description of the technology used :

Santa Clara University has 22 sensor vending machines, located throughout campus. Due to several recent construction projects, the permanent location for many machines are still to be determined.

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

The Energy Maintenance System (Trane Tracer Summit) allows Utilities to control various mechanical systems throughout the University; including heating, air conditioning, lighting, and indoor air quality from a central computer. Controlling these items from a centralized location prevents extreme temperatures within rooms and conserves energy.

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

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

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

http://university-operations.scu.edu/utilities/provided-services/emergency_management_controls/

Energy Metering

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Submission Note:

Also See:

http://university-operations.scu.edu/utilities/sustainability/present/

Almost all residence halls have electricity metering systems.

"---" *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 :

Energy metering systems (monitoring all energy consumed in the buildings) are currently used in Swig Hall, the Jesuit Residence, and the Support Services buildings.

The percentage of building space with energy metering :

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

http://university-operations.scu.edu/utilities/live-building-feeds2/live_building_feeds2/

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

Chris Young
Assistant Director - Buildings & Grounds
Facilities

Criteria

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

1)   Set action thresholds

2)   Monitor and identify pests

3)   Prevention

4)   Control

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

The size of the campus grounds :

106 *Acres*

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

0 *Acres*

A brief description of the IPM plan(s) :

N/A

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

Native Plants

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Submission Note:

Although the University does not have an official program in place, most new projects involve a significant amount of native plants.

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

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

No

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

N/A

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

Wildlife Habitat

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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? :

No

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

N/A

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

Tree Campus USA

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

"---" 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 :

N/A

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

Snow and Ice Removal

Responsible Party

Chris Young
Assistant Director - Buildings & Grounds
Facilities

"---" 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? :

No

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

n/a

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

Snow and Ice Removal

Landscape Waste Composting

Responsible Party

Chris Young
Assistant Director - Buildings & Grounds
Facilities

Submission Note:

Also See:

http://www.scu.edu/sustainability/stewardship/recycling.cfm

"---" *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 :

Approximately half of our mowers are total recycling units where 100% of the grass mowed is recycled. The grass cut with bagged mowers is combined with large landscaping waste and sent to Mission Trail. All non-recycled grass and small shrubbery is sent to a landfill and used as landfill cover. Most tree limbs and larger shrubs are processed in-house with the chipper and used throughout campus as mulch. Roughly 10% of our landscaping waste is used as mulch on-site.

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

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

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

http://university-operations.scu.edu/facilities/sustainability/recycling_waste

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

Lindsey Cromwell Kalkbrenner
Director
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:

Performance year: fiscal year 2010 (July 1, 2009 through June 30, 2010).

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

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

No

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

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

While there is no policy in place, environmental impact questions are asked and factored into computer vendor purchasing decisions.

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 :

1326014.73 *US/Canadian $*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian $*

Total expenditures on desktop and laptop computers and monitors :

1395804 *US/Canadian $*

Cleaning Products Purchasing

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo^{TM} 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.

Submission Note:

Expenditure performance year: Fiscal Year 2010 (July 1, 2009 through June 30, 2010).

"---" *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://www.scu.edu/sustainability/stewardship/purchasing.cfm

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

The current contract for commercial custodial services dated May 7, 2009, Specifications Chemicals and Supplies, Page S-C-1of 4, Paragraph 1. General Requirements, sub-paragraph 1.3 states, "The Contractor will use brands and types of chemicals that are certified as meeting the Greenseal Environmental Standards for Cleaning Services by the GreenSeal Organization whenever there are chemical brands and types that perform acceptably to The University."

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 :

1345.46 *US/Canadian $*

Total expenditures on cleaning products :

2985.98 *US/Canadian $*

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

Office Paper Purchasing

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

Expenditures performance year: Fiscal Year 2010 (July 1, 2009 through June 30, 2010).

"---" *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://www.scu.edu/sustainability/stewardship/purchasing.cfm

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

100 percent of paper purchased through the Purchasing Department is at least 30 percent recycled content.

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

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

0 *US/Canadian $*

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

118982.81 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

Total expenditures on office paper :

118982.81 *US/Canadian $*

Vendor Code of Conduct

Criteria

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

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

Vendor Code of Conduct

Historically Underutilized Businesses

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

A brief description of how the institution meets the criteria :

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

Local Businesses

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. :

A brief description of the program :

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

Transportation

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

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

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

Campus Fleet

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

16

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

0

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

1

100 percent electric vehicles in the institution's fleet :

55

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 :

149

Student Commute Modal Split

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

A survey was e-mailed to graduate and undergraduate students in 2011 on their respective Student-Events Listservs on behalf of the Office of Sustainability.

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

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

62

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 :

38

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 :

51

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

5

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

6

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

0

The website URL where information about alternative transportation is available :

http://scu.edu/map/parking/

Employee Commute Modal Split

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

This information comes from the 2011 commuter survey sent to all faculty and staff via campus email listservs.

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

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

32

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 :

68

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 :

8

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

9

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

0

The website URL where information about alternative transportation is available :

http://www.scu.edu/map/parking/transit.cfm

Bicycle Sharing

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.) :

Though we don't have a campus-wide bicycle sharing program, the grand prize for the 2012 Energy Challenge was community bicycles for the winning residence hall. Residents of Casa Italiana received five refurbished bikes to share among their community.

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

Facilities for Bicyclists

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

In addition to multiple bike racks located throughout campus, there are two enclosed bike-storage areas (in our main parking structure and in the Engineering quad). Locker room facilities including showers and lockers/storage areas are located in the Malley Fitness Center.

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

Bicycle and Pedestrian Plan

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Santa Clara University's Bicycle Plan includes how the University deals with licensing, storage, operation, and enforcement of bicycles on campus. SCU also has a special program for bicycle commuters to provide incentives for alternative commuting transportation. Bicycle commuters can have their bicycling cards validated each day they bike to earn a Daily Parking Pass on days they don't bike.

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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) :

Transit passes for the ACE train, Caltrain, and VTA are on sale at Human Resources at a discounted rate of 25% off the regular ticket value. The discounted rate will apply to any ticket purchased for the use of a Santa Clara University regular staff or faculty members only. Tickets for family members and for SCU students may be purchased; however, these tickets will be sold at their regular face-value.

The website URL where information about the program is available :

http://www.scu.edu/hr/benefits/transit.cfm

Condensed Work Week

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Condensed work weeks for full-time staff are not common at Santa Clara University. Employee supervisors have the ability to approve flexible schedules at their discretion.

The website URL where information about the program is available :

http://www.scu.edu/hr/policy/214.cfm

Telecommuting

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Santa Clara University considers telecommuting to be a viable work option in certain circumstances which, when properly implemented and administered, benefits both the University and the telecommuter. The University defines telecommuting as the substitution of telecommunication technologies, including, but not limited to, telephones, facsimile machines, computers, electronic mail, and modems for travel to the University's offices. A telecommuter is an employee who works for the University from a home, or other remote office, for some part of the regularly scheduled workweek.

The website URL where information about the program is available :

http://www.scu.edu/hr/policy/307.cfm

Carpool/Vanpool Matching

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

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

Yes

A brief description of the program :

SCU partners with Zimride to enable faculty, staff, and students to create carpools.

The website URL where information about the program is available :

http://university-operations.scu.edu/campus-safety/parking-information/transportation/

Cash-out of Parking

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

Cash-out of Parking

Carpool Discount

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Registered carpools receive free parking on campus, and 5 day-passes each month, for days they cannot carpool

The website URL where information about the program is available :

http://university-operations.scu.edu/campus-safety/parking-information/incentives_programs/

Local Housing

Lindsey Cromwell Kalkbrenner
Director
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 :

Recognizing the importance of affordable housing, the University has established two housing assistance programs for tenure-track faculty: a rental assistance program and a purchase assistance program.

The rental assistance program is intended to ease the transition into the local housing market for tenure-track faculty during their probationary period and for newly hired tenured faculty during the first year of their appointment. The program provides monthly rent support based on the local housing market and makes university-owned rental units available.

The purchase assistance program is intended to enhance the affordability of a single family residence in the local area; it provides assistance with the down payment and closing costs associated with the purchase of a primary personal residence.

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

http://www.scu.edu/provost/facultyresources/work_life/financial/housing.cfm

Prohibiting Idling

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

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

Car Sharing

"---" 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 :

Zipcar, the world's largest 24/7 car-sharing service, provides Santa Clara University students, faculty and staff with a convenient and eco-friendly way to get around – whether it's running errands, driving around campus or taking a road trip.

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

http://www.scu.edu/map/zipcar/index.cfm

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

Lindsey Cromwell Kalkbrenner
Director
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.*

Submission Note:

Also See:

http://www.scu.edu/sustainability/stewardship/recycling.cfm

Performance year: calendar year 2011.

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

Weight of materials recycled, 2005 baseline year :

255.82 *Tons*

Weight of materials composted, 2005 baseline year :

0 *Tons*

Weight of materials disposed as garbage, 2005 baseline year :

1330.76 *Tons*

Weight of materials recycled, performance year :

325.12 *Tons*

Weight of materials composted, performance year :

91.31 *Tons*

Weight of materials disposed as garbage, performance year :

1280.46 *Tons*

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

1/1/2011 - 12/31/2011

On-campus residents, 2005 :

2345

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

4635

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

2466

On-campus residents, performance year :

2690

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

5572

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

22255

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

September 2011 - August 2012

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 :

The University strives to reach Zero Waste as soon as possible.

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

http://facilities.scu.edu/facilities/sustainability/recycling_waste/

Waste Diversion

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

Data reported is from calendar year 2011.

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

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

416.43 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1280.46 *Tons*

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

Santa Clara University recycles plastics #1-7, paper, aluminum, and glass.

Every landfill waste receptacle is paired with a recycling receptacle throughout campus (outside, in academic buildings, and in residence halls).

Large waste containers paired with eye-level instructional signs are brought out for special events (whether indoor or outdoor).

Starting in 2009, containers, labels, and instructional signs have been replaced throughout campus to standardize the University's waste diversion system. Colors on signs and container labels: Recycling = Blue; Landfill waste = Red; Compost = Green.

The University began a pre- and post-consumer compost collection program in May of 2009. This should help further reduce waste sent to landfills.

Multiple departments & student organizations promote donation of items and waste diversion during the move-out period at the end of the year.

More information:

http://www.scu.edu/sustainability/stewardship/recycling.cfm

Construction and Demolition Waste Diversion

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:

We do not track construction waste, so we do not have any data on what materials went where. We check with our contractors about how they manage their waste materials and they use various waste companies, who go through the materials and separate out the various types of materials, for recycling and appropriate disposal.

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

Electronic Waste Recycling Program

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

"---" *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 :

E-Waste is brought to Prism Electronics, a company capable of properly recycling E-Waste.

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

Faculty and Staff can submit an online E-Waste pickup request to the Facilities department. Also, Information Technology operates the PC Replacement Program that donates roughly 600 computers to local non-profit organizations each year. Recipients are incentivized to dispose properly because the disposal fees are prepaid, and they have agreed to do so as part of the donation agreement.

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

For small E-Waste & Universal Waste items, students can bring items to receptacles at residence hall reception desks. Students can bring larger items to the waste collection areas of residence halls.

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

http://www.scu.edu/sustainability/stewardship/recycling.cfm

Hazardous Waste Management

Responsible Party

Sean Collins
Director, Environmental Health & Safety
University Operations

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.

Submission Note:

Also See:

http://www.scu.edu/sustainability/education/chemistrylabs.cfm

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

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

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

The Chemistry department substitutes 'greener' reagents when possible, converted to microscale organic chemistry experiments (to reduce waste), and some wet chemical experiments are replaced with computer modeling.

Students can bring universal waste items to receptacles at the residence hall reception desks, and faculty can request a pickup from the Facilities department.

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

The University via the Director, Environmental Health and Safety Department schedules a hazardous materials pick-up four times each year to remove hazardous waste from the campus. Normal contributors are the School of Arts and Science (Art and Art History, Biology, Chemistry, and Physics), School of Engineering (Mechanical and Civil Engineering Departments), and University Operations Division (Facilities Department). EHS performs these tasks using a commercial contractor: All Chemical Disposal, Inc. 21 Great Oaks Blvd, San Jose, CA 95119. All Chemical Disposal is licensed to collect, transport, and process waste through other commercial contractors specializing in waste disposal processing.

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

http://facilities.scu.edu/facilities/sustainability/recycling_waste/

Materials Exchange

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

A "classifieds" website facilitates the re-use of furniture and other materials by providing a site where students, faculty, and staff can post and search for used items. The classifieds website is available to all SCU login holders and can be found at the SCU login links page. SCU staff tries to recycle furniture and equipment as much as possible, and they offer materials to various other University departments or through other agencies. If the furniture is to be discarded, it is separated into materials that can be recycled and the balance will go to a landfill.

Also, the College of Arts & Sciences operates a surplus office furniture storage system; they have a room in the basement of St. Joseph's Hall that they use to store extra furniture from other departments. When a department in the college is in need of a desk, chair, table, etc, rather than having to buy a new one, they can go "shopping" in the storage unit. It has worked really well and departments have had to buy very little new furniture. The University also stores excess furniture in a warehouse off campus, for reuse between departments.

The website URL where information about the program is available :

http://www.scu.edu/sustainability/stewardship/recycling.cfm

Limiting Printing

Responsible Party

Carl Fussell
Director
Information Technology

Submission Note:

The Information Technology department is looking into the option of reducing the printing price for double-sided prints as an incentive to reduce paper usage.

"---" *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 public printing at SCU is managed by the SmartPrint system, limiting the amount of wasted paper. All students are issued printing money at the start of the year. The cost of printing is $0.08/page for black and white sheets and $0.15/page for color sheets. All students get a $48 yearly stipend, a $16.00 (200 page) stipend quarterly (law students get 300 pages/semester).

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

http://www.scu.edu/techservices/printing/index.cfm

Materials Online

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Submission Note:

Also See:

http://directory.scu.edu/

Although the faculty and staff directory is online, employees are still given a printed booklet in the fall of each year. There has been an option to opt out of receiving this printed directly for three years.

"---" *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 :

Santa Clara will continue to reduce its paper usage by cutting out all printed course catalogs starting this winter. Instead, students will be referred to the current course availability web site, where they can browse all offered classes and even search for ones that fulfill a specific requirement. The switch to paperless catalogs complements the transition to online course evaluations, made last spring. Students responded to the survey-style evaluations at a rate comparable to paper evaluations, and in excess of similar programs at other universities. The move to paperless programs across campus will save the university from purchasing (literally) tons of paper products every year.

The faculty and staff directory is online.

The website URL where information about the practice is available :

http://www.scu.edu/courseavail/

Chemical Reuse Inventory

Responsible Party

Sean Collins
Director, Environmental Health & Safety
University Operations

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

Yes

A brief description of the program :

The biology department minimizes laboratory waste and reuses materials as much as possible. They are the first department to compile a complete inventory of chemicals in their possession. Within the last 12 months, SCU's Environmental Health & Safety consultant and another contractor have performed a campus-wide chemical inventory in order to develop an accurate list of what chemicals are on campus, in what quantities, and where those chemicals are located. This entire effort was undertaken in order to improve the overall University EHS program. This process revealed many chemicals in varying quantities that were no longer required or used. Consequently, these chemicals were collected by All Chemical Disposal, Inc. and processed for disposal through other contractors who perform licensed disposal processes.

The website URL where information about the practice is available :

http://university-operations.scu.edu/

Move-In Waste Reduction

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Signs are posted in residence halls, encouraging students to recycle their cardboard boxes.

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

The Office of Sustainability, Facilities and the Housing Office coordinate with local non-profits to provide donation opportunities for students. There are also food donation programs, a linen drive, and collection areas to recycle electronic waste and carpets.

The website URL where information about the program is available :

http://www.scu.edu/sustainability/moveout.cfm

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

Lindsey Cromwell Kalkbrenner
Director
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:

Also See:

http://www.scu.edu/sustainability/stewardship/water.cfm

Performance year: calendar year 2010.

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

Water consumption, 2005 baseline year :

120989174.02 *Gallons*

Water consumption, performance year :

104546992 *Gallons*

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

1/1/2010 - 12/31/2010

On-campus residents, 2005 :

2345

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

4635

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

2446

On-campus residents, performance year :

2384

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

5717

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

2435

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

September 2010 - August 2011

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

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

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

http://university-operations.scu.edu/facilities/sustainability/recycling_water/

Stormwater Management

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

"---" *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 :

When the University initiates new facility construction or major renovation projects the prime contractor(s) take the necessary actions to prevent project activities from contaminating ground water runoff from entering the storm drain system. Prior to and during the winter rainy season, the Facilities Department (Grounds Maintenance and other staff as required) clean areas around campus storm drain inlets to prevent debris from blocking and or obstructing natural storm water flow from backing up and ponding.

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

http://university-operations.scu.edu/utilities/infrastructure/storm_drains/

Does the institution have a living or vegetated roof? :

Yes

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

Yes, vegetated roof on Commons at Kennedy Mall.

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

Use of mortar-free bricks for walkways and pavers around the Harrington Learning Commons, Sobrato Technology Center, and Orradre Library, as well as the and Paul L. Locatelli, S.J. Student Activities Center buildings reduce water runoff.

Does the institution have retention ponds? :

No

A brief description of the institution's retention ponds :

Does the institution have stone swales? :

No

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

A rock-vegetated swale is employed very near the 2007 Solar Decathlon house, which is adjacent to the Parking Structure, bldg 714.

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

No

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

Waterless Urinals

Responsible Party

Jeffrey Charles
Director
Facilities

"---" 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 :

Waterfree urinals have been installed in restrooms throughout campus. These units are estimated to conserve an average of 40,000 gallons of water per urinal per year based on 7,000 flushes per year.

The website URL where information about the technology is available :

http://www.scu.edu/sustainability/stewardship/water.cfm

Building Water Metering

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Online meters linked to Serious Energy Manager at Support Services, Swig Hall, Jesuit Residence Complex, and Nobili Hall. SCU also has offline meters at multiple buildings on campus.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

SCU uses recycled water used on 85% of campus landscaping, and recycled water is used in toilets of the Learning Commons and Paul L. Locatelli, S.J. Student Activities Center. Signage throughout campus indicates that landscaping is watered with recycled water.

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

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

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

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

http://university-operations.scu.edu/facilities/sustainability/recycling_water/

Non-Potable Water Usage

Xeriscaping

Responsible Party

Chris Young
Assistant Director - Buildings & Grounds
Facilities

Submission Note:

The Environmental Garden on the east side of the Heafey Law Library was originally planted using xeriscaping techniques. Since then, other landscaping projects have included drought tolerant plants but not to the point that 100% of projects are xeriscaped.

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

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

No

A brief description of the program or practice :

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

Weather-Informed Irrigation

Responsible Party

Chris Young
Assistant Director - Buildings & Grounds
Facilities

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 :

Calsense irrigation controllers are connected to an eT gauge. The gauge measures the amount of available water to a plant that evaporates before the plant has an opportunity to take it in then adjusts the controllers accordingly.

The website URL where information about the practice is available :

Weather-Informed Irrigation

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

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:

The number of people employed in the sustainability office: (1 full-time Director of Sustainability, 6 undergraduate Sustainability Interns 10 hrs/week each).

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

Does the institution have a sustainability committee? :

Yes

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

The Sustainability Council, comprised of faculty, staff, and students, guides the Office of Sustainability to develop a culture of sustainability at SCU. The Sustainability Council meets monthly, and is currently spearheading the University's Climate Action Plan for the American College and University Presidents Climate Commitment.

Members of the committee, including affiliations :

Mako Ushihara, Auxiliary Services;
Sherry Booth, English, CyPhi RLC;
Jeffrey Charles, Facilities;
*currently vacant, University Relations;
Ron Danielson, Information Services;
Leslie Gray, Environmental Studies Institute*;
Timothy Healy, School of Engineering;
Lindsey Cromwell Kalkbrenner, Office of Sustainability;
Ken Manaster, School of Law;

Amy Shachter, Provost Office;

Christiane Sanicola, Associated Student Government Student Representative;

Rafael Ulate, Dean■s Office, College of Arts & Sciences;

Chad Raphael, Communication;

Matt Cameron, Student Life;

Stephen Smith, Leavey School of Business;

Joe Sugg, University Operations*

(* signifies co-chairs)

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

http://www.scu.edu/sustainability/commandpol/council.cfm

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Office of Sustainability is dedicated to developing a culture of sustainability at Santa Clara University.

The number of people employed in the sustainability office :

7

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

http://www.scu.edu/sustainability/aboutsustainability/index.cfm

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Lindsey Cromwell Kalkbrenner

Sustainability coordinator's position title :

Director, Office of Sustainability

A brief description of the sustainability coordinator's position :

The Director of the Office of Sustainability develops and administers programs and provides advice on policies within the area of sustainability at Santa Clara University with the ultimate goal of fully implementing SCU's Sustainability Policy, achieving SCU's commitment to reduce carbon emissions, and developing a culture of sustainability at the University.

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

http://www.scu.edu/sustainability/aboutsustainability/cromwell.cfm

Strategic Plan

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

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

Year the strategic plan or equivalent was completed or adopted :

2011

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 :

2011
"Justice and Sustainability" is one of 5 Strategic Priorities and Goals of the 2011 Strategic Plan. The document calls SCU to "model how a Jesuit university can contribute to sustainability and justice through its service, operations, and outreach." The Plan includes mention of achieving carbon neutrality and using the metrics and targets defined in the University's Climate Neutrality Action Plan to measure environmental sustainability.

2001
Our 2001 Strategic Plan called SCU to "Incorporate international, multicultural, gender, environmental, and ethical issues and perspectives in the curriculum and co-curriculum."

Also, Future Directions Conversations which accompany the 2001 Strategic Plan include numerous mentions of environmental sustainability. A Theme Paper is dedicated to "The Environment and Ecological Sustainability."

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 :

2011
"Justice and Sustainability" is one of 5 Strategic Priorities and Goals of the 2011 Strategic Plan. The document calls SCU to "illustrate the connections among a healthy environment, just societies, and a vibrant economy that meet all people's fundamental needs, especially those of the global poor." The Plan includes mention of increasing curricular and co-curricular learning as well as a substantial research focus specific to sustainability and justice.

2001
The Strategic Vision of our 2001 Strategic Plan states: "Santa Clara University will excel in educating men and women to be leaders of competence, conscience, and compassion. By combining teaching and scholarship of high quality, an integrated education in the Jesuit tradition, and a commitment to students as persons, we will prepare them for professional excellence, responsible citizenship, and service to society, especially on behalf of those in greatest need."

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 :

2011
"Justice and Sustainability" is one of 5 Strategic Priorities and Goals of the 2011 Strategic Plan. The document calls SCU to "illustrate the connections among a healthy environment, just societies, and a vibrant economy that meet all people's fundamental needs, especially those of the global poor." The plan defines sustainability "as involving three components: environmental protection, economic development, and social development."

2001
The Strategic Vision of our 2001 Strategic Plan addresses economic dimensions of sustainability: "Santa Clara University will excel in educating men and women to be leaders of competence, conscience, and compassion. By combining teaching and scholarship of high quality, an integrated education in the Jesuit tradition, and a commitment to students as persons, we will prepare them for professional excellence, responsible citizenship, and service to society, especially on behalf of those in greatest need."

Also, Future Directions Conversations which accompany the 2001 Strategic Plan include numerous mentions of economic dimensions of sustainability. Theme papers address entrepreneurial education for people from rural areas, educating students about poverty and globalization as important solidarity issues of the 21st century, and teaching students to develop "solutions applicable to the economies of the developing world... [which] would contribute to the university's goal of healing economic disparities."

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

http://www.scu.edu/strategicplan/

Physical Campus Plan

Responsible Party

Joe Sugg
Assistant Vice President University Operations
University Operations

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.

Submission Note:

The physical campus plan was adopted in 2005 and reaffirmed in 2009 by the Board of Trustees Facilities Master Planning Committee.

"---" *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 :

Santa Clara University uses a series of documents to guide the development and maintenance of the physical campus. These include: the Strategic Plan, the Comprehensive Policy on Sustainability, and the Climate Neutrality Action Plan, all of which place an emphasis on sustainability as a guiding principle.

The year the physical campus plan was developed or adopted :

2005

The website URL where the physical campus plan is available :

http://university-operations.scu.edu/planning_projects/planning/master_plan/

Sustainability Plan

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

The University's Sustainability Council developed the Climate Neutrality Action Plan as a sustainability plan for the University. The Sustainability Council is comprised of representatives from academics, administration, operations, and students. The Council met quarterly, with at least one extra meeting of their sub-committees to draft the Climate Neutrality Action plan. The campus community was invited to comment on the first draft of the Plan during the summer of 2009. Their comments were reviewed by the Sustainability Council.

Specific, measurable goals will be included in the next version of the Plan, after broad consultation from the campus community including administrative and academic leadership, as well as faculty, staff, and students.

A brief description of the plan's measurable goals :

The Plan includes broad goals to expand the University's sustainability initiatives as related to education, stewardship, and outreach.

More specific goals will be added in the next version of the Plan, in order to incorporate priorities set forth by the Strategic Plan.

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

Greenhouse gas emissions inventories are completed annually, on a calendar year basis. These will serve as measures for the University's goal of carbon neutrality. Santa Clara University will benchmark progress in overall climate neutrality by participating in AASHE's

STARS.

More specific metrics will be added in the next version of the Plan, in order to incorporate priorities set forth by the Strategic Plan.

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

http://scu.edu/sustainability/upload/SCU-Climate-Action-Plan-011510.pdf

The year the plan was developed or last updated :

2010

Climate Action Plan

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The current version of the Climate Neutrality Action Plan includes broad goals to expand the University's sustainability initiatives as related to education, stewardship, and outreach.

More specific long-term goals will be added in the next version of the Plan, in order to incorporate priorities set forth by the Strategic Plan.

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

SCU plans to achieve Climate Neutrality by the end of 2015.

More specific short-term goals will be added in the next version of the Plan, in order to incorporate priorities set forth by the Strategic Plan.

Year the climate plan was formally adopted or approved :

2010

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

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

The reduction level (percentage) institution has committed to :

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

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

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

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

http://www.scu.edu/sustainability/commandpol/climatecommitment.cfm

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

Don Dodson
Interim Provost and Vice President for Academic Affairs
Provost's Office

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.

Submission Note:

Also See:

http://www.scu.edu/cml

Note:
The Office for Multicultural Learning employs 6 people (1 FTE, .5 PTE, 3 undergraduate students, and 1 graduate intern).

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

Does the institution have a diversity and equity committee? :

Yes

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

The Council on Inclusive Excellence, which the Provost chairs, has as its overarching goal creating and sustaining an inclusive community striving for excellence. The Council's activities during its first three years centered around: (1) developing the theme of "identity" to guide its efforts during the three-year period, (2) developing programs for engaged dialogue in a broad array of campus settings, and (3) developing mechanisms for weaving inclusive excellence into the fabric of the University at all levels.

Members of the committee, including job titles and affiliations :

- Don Dodson (Chair) - Interim Provost and Vice President for Academic Affairs
- Allen S. Hammond IV (Vice Chair) - Phil and Bobbie Sanfilippo Chair and Professor of Law; Director, Broadband Institute of California
- Charlie Ambelang - Interim Assistant Vice President for Human Resources
- Deepa Arora - Media Relations Director
- Luis Calero, S.J. - Associate Professor, Anthropology; Bannan Senior Fellow, Ignatian Center for Jesuit Education
- Lester Deanes - Assistant Dean for Student Life
- Lorenzo Gamboa - Associate Director, Undergraduate Admission

- Deborah Hirsch - EEO/Diversity Director
- Mary Ho - Program Director, Office for Multicultural Learning
- Carlos Rosario - Class of 2011, School of Law, Chair, Inclusive Excellence Student Advisory Council, and President, Student Bar Association
- Jeanne Rosenberger - Vice Provost for Student Life and Dean of Students
- William Sundstrom - Professor of Economics, Leavey School of Business
- W. Atom Yee - Dean, College of Arts and Sciences; Interim Dean, School of Education and Counseling Psychology; Professor, Chemistry

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

http://www.scu.edu/provost/diversity/Council-on-Inclusive-Excellence.cfm

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The Office of Affirmative Action is responsible for ensuring Santa Clara University's policies, as well as federal, state, and local laws pertaining to affirmative action and equal employment opportunity. To fulfill this mission, the Director also serves as the 504/ADA Compliance Officer and Title IX Coordinator.

The Office provides assistance to faculty, staff, and students regarding concerns relative to affirmative action, to seeking information or counsel, or to file a complaint regarding discrimination or harassment.

In addition to the Office of Affirmative Action, the University has an Office for Multicultural Learning. The mission of the Office for Multicultural Learning is to coordinate, collaborate and promote cross-campus educational co-curricular programs that further integrate multicultural learning into the university's core curriculum, overall undergraduate curriculum and student life. The Office for Multicultural Learning works in conjunction with the University Council on Inclusive Excellence to enhance Santa Clara's goals for diversity and inclusive excellence.

The number of people employed in the diversity office :

2

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

http://www.scu.edu/affirmativeaction

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Deborah Hirsch

Diversity coordinator's position title :

EEO/Diversity Director, Affirmative Action Office

A brief description of the diversity coordinator's position :

One of the primary objectives of the affirmative action officer is to communicate that Santa Clara is an employer of choice for women and members of underrepresented groups. Committed to creating a pipeline and developing an inclusive brand, the Director of Affirmative Action works closely with Human Resources and others to promote meaningful interaction across cultural lines and provide opportunities for community partnerships. Responsibilities include: Policy 311, Equal Employment Opportunity, ADA Compliance, Diversity, Affirmative Action Programs, and certain Title IX compliance.

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

http://www.scu.edu/affirmativeaction/

Measuring Campus Diversity Culture

Responsible Party

Don Dodson
Interim Provost and Vice President for Academic Affairs
Provost's Office

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) :

Santa Clara University has conducted several studies related to campus climate for students, some of which were completed as part of the Educational Effectiveness Review (EER) for re-accreditation by the Western Association of Schools and Colleges (WASC). An analysis of 2007 NSSE data comparing students of color with white students on selected questions has been compiled and compared with previous years. The University is participating in a study focusing on minority student engagement which will allow us to compare our students against benchmark institutions. We have also examined freshman and senior survey data on attitudes toward race/ethnicity.

A study of campus climate involving the faculty was initiated in 2007 as preparation for the Educational Effectiveness Review. The study involved focus groups with forty randomly selected full-time faculty and separate interviews with a group of faculty of color.

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 :

These findings are under discussion by the Office of Student Life, the University Council on Inclusive Excellence, and other groups.

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

http://www.scu.edu/provost/ugst/wasc/

Support Programs for Underrepresented Groups

Responsible Party

Don Dodson
Interim Provost and Vice President for Academic Affairs
Provost's Office

Criteria

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

Submission Note:

Also see:
LEAD Scholars:
http://www.scu.edu/honors/lead/index.cfm

FUSE:
http://www.scu.edu/engineering/undergraduate/resources/fuse.cfm

Safe Space:
http://www.scu.edu/cml/resources/safespace.cfm

Drahmann Center:
http://www.scu.edu/advising/

Inclusive Excellence Awards:
http://www.scu.edu/provost/diversity/Inclusive-Excellence-Awards.cfm

Faculty & Staff:
http://www.scu.edu/provost/diversity/faculty_staff/

Students:
http://www.scu.edu/provost/diversity/students/

Staff Professional Development:
http://www.scu.edu/hr/training/

Allies:
http://www.scu.edu/cas/wgst/allies.cfm

"---" 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 :

The Multicultural Center (MCC):
The MCC is a Chartered Student Organization committed to the celebration of cultural diversity and the promotion of perspectives of people of color. The MCC is dedicated to providing an environment conductive to the expression and appreciation of different cultures of people of color.

Leadership Excellence and Academic Development (LEAD):
The LEAD Scholars Program is a four-year program for first generation college students (students whose parents did not attend college) focused on academics, community engagement, and service.

Frontiers for Under-Represented Students in Engineering Program (FUSE):
FUSE provides programs for underrepresented engineering students that establish strong study habits, provide tutoring assistance, set up opportunities to develop mentor relationships and involve the students in campus minority societies.

Safe Space:
The Safe Space program enhances Santa Clara's educational commitment to its students by improving the environment for the lesbian, gay, bisexual, transgender and questioning (LGBTQ) members of the University community.

All students are eligible to receive free support from the Drahamann Center:
The Drahmann Center is home to undergraduate Academic Advising, Disabled Student Resources, International Student Resources and Learning Resources. The Center provides tutoring, learning skills development, academic advice, visa and immigration information, and any accommodation required for certified physical or learning disabilities.

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

SCU has two faculty groups: one for women faculty members, and the other for faculty members of Latino ethnic backgrounds.

SCU offers pre-doctoral and post-doctoral fellowships for potential faculty of color. These fellowships have provided future faculty of color to both Santa Clara and other institutions. In addition, SCU hosts more than 15 Ph.D. students of color (participants in Stanford University's DARE Doctoral Fellowship program) for a day-long workshop on what it is like to teach in a comprehensive university like Santa Clara.

Inclusive Excellence Award for Staff/Faculty:
This award is given annually to a SCU staff or faculty member or a department that has demonstrated dedication to innovative teaching and/or program development beyond his/her job responsibilities (or the department's mission) to enhance excellence through inclusion in the University community.

LGBTQ Allies Network:
The Network equips faculty, staff, and administrators with knowledge and information that will enable them to serve as resources to LGBTQ students or colleagues.

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

Inclusive Excellence Award for Staff/Faculty:
This award is given annually to a SCU staff or faculty member or a department that has demonstrated dedication to innovative teaching and/or program development beyond his/her job responsibilities (or the department's mission) to enhance excellence through inclusion in the University community.

Human Resources Organizational Learning and Development offers learning opportunities to assist staff and faculty department chairpersons in improving job competency and professional development.

LGBTQ Allies Network:
The Network equips faculty, staff, and administrators with knowledge and information that will enable them to serve as resources to LGBTQ students or colleagues.

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

http://www.scu.edu/csl/organizations/multicultural.cfm

Support Programs for Future Faculty

Responsible Party

Ed Ryan
Assistant Vice Provost for Academic Affairs
Provost's Office

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.

Submission Note:

Development of Inclusive Excellence Roundtable.
The Council on Inclusive Excellence established the Roundtable to identify best practices for faculty recruitment. The Roundtable is composed of one representative from each of the 16-18 recruitment committees actively engaged in tenure tenure-track searches for a particularly year. The Roundtable meets regularly to discuss the goals, strategies, and best practices used in their department's recruitment.

"---" *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 :

Development of Inclusive Excellence Postdoctoral Fellowship:
The University created a postdoctoral fellowship program to diversify the faculty by bringing persons of color to campus for two-year post doctoral fellowships. This Inclusive Excellence Initiative has enjoyed remarkable success to date. As of the 2009-2010 academic year, three postdoctoral fellows have graduated from the program. One fellow was successful in obtaining a tenure track faculty position at a research university, and two accepted faculty positions at Santa Clara. Currently, there are four postdoctoral fellows in the program.

Participation in SACNAS:
The Society for Advancing Hispanics/Chicanos & Native Americans in Science is dedicated to fostering the success of Hispanic/Chicano and Native American scientists—from college students to professionals—in attaining advanced degrees, careers, and positions of leadership. The Office of Affirmative Action actively participates in the group and their recruitment efforts.

Participation in The PhD Project:

The Office of Affirmative Action has become an active partner in the PhD Project. The PhD Project's mission is to increase the diversity of corporate America by increasing the diversity of business school faculty. The Project attracts African-Americans, Hispanic-Americans and Native Americans to business Ph.D. programs, and provides a network of peer support on their journey to becoming professors.

The Women of Color Network has been established to assist with faculty mentoring and retention.

Faculty mentoring committees have been established in the schools and colleges.

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

Affordability and Access Programs

Responsible Party

Joel Putnam
Associate Director of Operations
Financial Aid Office

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

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

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

Yes

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

n/a

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

The SCU Financial Aid Office assists students and their families in identifying sources of financial aid to help meet the cost of a Santa Clara University education.

About two-thirds of SCU undergraduate students receive scholarship assistance directly from Santa Clara University in the form of either our merit-based awards and/or need-based awards. (see:

)

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

n/a

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

LEAD Scholars
The Leadership Excellence and Academic Development (LEAD)Scholars Program is a four-year program for first generation college students (students whose parents did not attend college) focused on academics, community engagement, and service. Administered by the University Honors Program, this program begins in the freshman year to ensure students' smooth transition from high school to college. It continues through students' senior year by connecting students with internships, graduate school preparation, and leadership opportunities. This program academically challenges students while also exposing them to university culture and community. The program also provides academic and advising support, peer mentoring, and community building.

The SCU-Future Teachers Project
The SCU-Future Teachers Project (FTP) was established in 1995 in an effort to provide college-preparatory programming and support to students who want to become teachers in urban and under-served communities. The program now serves over fifty students at the university and high school levels throughout Silicon Valley and the Bay Area. (see:

http://www.scu.edu/cas/liberalstudies/eftp.cfm

)

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

SCU Need-based Grant is a University-funded grant awarded to freshman by Enrollment Management.
- Need-based;
- Awards: Vary;
- Renewable for 4 years;
- Not indexed to tuition increases;
- Coordinated with federal, state and other University aid;
- Recipients selected at time of admission.

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

Financial Aid presentations are given at local high schools.

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

Undergraduate Admission and Financial Aid counselors do presentations at low-income schools where they inform students of opportunities and Financial Aid.

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

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

The Alumni Family Scholars is awarded to freshman that are identified from the admission application and decisions are made by the Alumni Family Committee in consultation with the Financial Aid Office.
- Need-based;
- Awards: Vary and limited;
- Children and grandchildren of SCU Undergraduate Alumni;
- Coordinated with federal, state and other University aid;
- Recipients selected at time of admission.

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

Talent-based scholarships are offered such as music, theater, dance, debate.

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

http://www.scu.edu/financialaid/SCU-Awards.cfm

Gender Neutral Housing

Responsible Party

Janelle Carter
Manager, Housing Facilities
Housing

"---" 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 :

The Housing Office strives to work with each student's individual needs and find the best available accommodations per their request.

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

http://www.scu.edu/housing/about.cfm

Employee Training Opportunities

Responsible Party

Deborah Hirsch
EEO/Diversity Director
Affirmative Action Office

"---" 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 :

All new employees receive sexual harassment prevention training as well as diversity training. Existing employees must renew their harassment prevention training bi-annually. This training discusses protected characteristics, and includes cultural competencies.

The Difficult Dialogue series is a monthly dialogue facilitated by a faculty member around a diversity-related topic. This program creates a space where the community can dialogue and think critically about society and our diverse world.

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

http://www.scu.edu/cml/programs/difficultdialog.cfm

Student Training Opportunities

Responsible Party

Lester Deanes
Assistant Dean for Student Life
Office of Sudent Life

Submission Note:

Also See:

http://www.scu.edu/cml/on-goingefforts.cfm

http://www.scu.edu/cml/programs/difficultdialog.cfm

"---" *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 :

Multicultural Learning Office Programs:
The Office for Multicultural Learning seeks to cultivate a campus environment that supports diverse perspectives and dialogues among individuals from varied cultural backgrounds, social classes, religious traditions, sexual orientations, disability groups, and genders. Their goal has been to provide support for a variety of initiatives. Though varied in their target and focus, each program serves to link, highlight, or recognize differences among groups while asserting the essential unity of human experience and need. Intergroup dialogues are encouraged, not to eliminate difference, but understand and appreciate the richness multiple cultures bring to campus. These include Asian/Pacific Month, Black History Month, Chicano/ Latino Heritage Month, Difficult Dialogue with Faculty, and Dine and Discuss events.

Perspectives:
Perspectives is a three part diversity experience designed for students to foster an inclusive community at Santa Clara University. The 'Social Change Model' is the foundation for Perspectives developed by the Peer Educator committees on Diversity and Inclusive Excellence. A broad definition for diversity will be used, which includes individual and group traits such as; personality, learning style, racial/ethnicity, gender, sexual orientation, and disability. Over 700 students have gone through Perspectives workshops over the past 3 years.

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

http://www.scu.edu/provost/diversity/education_training/leadershipdevelopment.cfm

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

Charles Ambelang
Interim Assistant Vice President for Human Resources
Department of Human Resources

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

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

1722

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

1722

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

The University uses the City of San Jose, California living wage rates for "with health benefits" and "without health benefits". The contracts between the University and the custodial and dining services contractors states, "As a minimum the Contractor shall pay the wages, salaries and medical benefits defined by the "living wage with benefits/without benefits" or the wages and medical benefit rates defined by the contractor's union agreement, whichever is higher, to their employees performing services under their contract."

Normally, the City of San Jose, CA, when deemed appropriate, raises the living wage rate on or about July 1 of each year. It then updates it's website. If the rates is increased, the University will compare the living wage to the current contract agreement wages rates to ensure

the contractor abides by this policy.

Since a comprehensive salary study for regular SCU employees was conducted in 2008, Human Resources continues to monitor local area salary ranges and increases SCU salary ranges to the degree necessary to maintain that level.

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 :

2009

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

http://www.scu.edu/hr/policy/501.cfm

Employee Satisfaction Evaluation

<div align="center">

Responsible Party

Charles Ambelang
Interim Assistant Vice President for Human Resources
Department of Human Resources

</div>

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.

Submission Note:

The University is developing an in-house climate assessment for employees to provide feedback in aggregate, by division.

"---" *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 :

Santa Clara University annually participates in a regional "Best Places to Work in the Bay Area" survey. Over 20% of SCU employees responded to the 2010 survey. SCU was ranked No. 8 in the "big companies" category, for businesses with 501 to 1,500 employees, in the 2010 survey.

Also, all employees can submit complaints at any time, about unfair treatment, discrimination, or unethical behavior at work, via an online system. The General Council takes necessary action, based on the grievance.

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 :

Staff Professional Development in Sustainability

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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

Submission Note:

Also See:

http://www.scu.edu/hr/calendar/hrworkshops.cfm

"---" *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 :

Human Resources and the Office of Sustainability partner to offer quarterly professional development opportunities related to sustainability.

The website URL where information about staff training opportunities in sustainability are available :
http://www.scu.edu/sustainability/getinvolved/workshops.cfm

Sustainability in New Employee Orientation

Responsible Party

Charles Ambelang
Interim Assistant Vice President for Human Resources
Department of Human Resources

Criteria

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

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

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

No

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

Sustainability is currently not officially being incorporated into new employee orientation for faculty or staff; however, faculty are encouraged to use Camino, an online teaching resource that promotes sustainability through waste reduction.

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

Employee Sustainability Educators Program

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

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

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

Total number of people employed by the institution :

Program name (1st program) :

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

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

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

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

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

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

Debby Morrison
Director
Kids on Campus

"---" 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 :

Kids on Campus is a self-funded, non-profit, parent participation preschool and childcare center at Santa Clara University. It serves children whose parents are SCU faculty, staff, students, and alumni. The infant room is a full-time only program for ages six weeks to two years and the preschool program is for children from two to six years of age.

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

http://www.scu.edu/koc/

Employee Wellness Program

Responsible Party

Charles Ambelang
Interim Assistant Vice President for Human Resources
Department of Human Resources

Submission Note:

Also See:

http://www.scu.edu/provost/facultyresources/work_life/wellness/employee_assistance.cfm

"---" 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 :

Santa Clara offers faculty, staff, and their dependents access to a full range of emotional health services provided by United Behavioral Health. Faculty and staff are encouraged to take advantage of confidential personal counseling, legal assistance, and financial consultation.

Santa Clara University encourages all faculty and staff to use the Fitness and Recreation Center, Aquatic Center, and the Tennis Center to improve their personal health and well-being. Access to these facilities is free for faculty, staff, and their spouses; fitness classes are available for a nominal charge.

Human Resources also regularly provides professional development opportunities related to work-life balance.

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

http://www.scu.edu/provost/facultyresources/work_life/wellness/fitness_recreation.cfm

Socially Responsible Retirement Plan

Responsible Party

Charles Ambelang
Interim Assistant Vice President for Human Resources
Department of Human Resources

Submission Note:

Also See:

http://www.tiaa-cref.org/public/prospectuses/TCFSOC_sumpro.pdf?fundID=21&fundclass=TCF

"---" *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 :

Santa Clara University works with Fidelity and TIAA-CREF to provide employees options for their retirement plans. TIAA-CREF provides a "Social Choice" fund: "The Fund seeks a favorable long-term total return that reflects the investment performance of the overall U.S. stock market while giving special consideration to certain social criteria."

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

http://www.scu.edu/hr/benefits/snapshot_summary/summ_retirement.cfm

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

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit? :

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 :

The SRI Subcommittee of the Investment Committee will be consulted when SRI issues arise, or when questions about portfolio holdings are raised by third parties within the University.

Members of the CIR, including affiliations :

Three members of the Investment Committee and the Chief Investment Officer.

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

The website URL where information about the committee is available :

Shareholder Advocacy

Responsible Party

John Kerrigan
Chief Investment Officer
Administration and Finance

Criteria

There are two possible approaches to earning this credit.

1)   Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

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

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

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

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

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. :

The Endowment conducts ongoing negative screening with its custodian for prohibited securities or industries (e.g. tobacco, Sudan-related issues), no less frequently than monthly.

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

Positive Sustainability Investments

Responsible Party

John Kerrigan
Chief Investment Officer
Administration and Finance

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.

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

Positive Sustainability Investments

Student-Managed Sustainable Investment Fund

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? :

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

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

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 :

General guiding principles for investing: avoid companies whose primary products are directly destructive of human life (e.g. abortion, euthanasia); avoid companies involved with governments involved in gross human rights abuses; avoid companies which consistently practice racial, ethnic, religious or gender discrimination; avoid companies whose primary business is nuclear weapons research, production, deployment and servicing; avoid companies who have been repeatedly cited for gross ecological violations.

Guided by the values associated with its mission, Santa Clara University invests its resources in institutions that are, at one and the same time, consistent with the "prudent person" principle, capable of generating a rate of return consistent with the University's Investment Policies statement, and socially responsible in their policies and practices. Socially responsible investments should positively contribute to the common good and be guided by the traditional Catholic ethical considerations. Balancing the consistent-life ethical principles and the "prudent person" principle will require judgment on the part of the Investment Office, the Investment Committee and each money manager. There are a variety of guiding principles (e.g. sacredness of life, human rights, non discrimination, no nuclear weapons, and environmental criteria).

Investment Office staff also coordinate with the Fund's custodian bank to screen the overall portfolio to identify securities that may not be consistent with these guidelines.

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Submission Note:

Full disclosure to Investment Committee, SRI Subcommittee, Board of Trustees, Risk Management functions, relevant administrators.
Information to other university stakeholders at the discretion of the V.P. of Administration and Finance.

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

Public Engagement

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

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

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:

Also See:

http://www.broncourbangardens.org/

http://www.scu.edu/cas/environmentalstudies/ulistac/index.cfm

http://www.scu.edu/ignatiancenter/partners/CSA/index.cfm

http://www.scu.edu/ignatiancenter/partners/communitypartners.cfm

http://www.sustainablesv.org/

http://www.dsj.org/ministries/social-ministries/environmental-justice

http://law.scu.edu/kgaclc/about-us.cfm

http://www.scu.edu/sustainability/service/decathlon.cfm

http://www.scu.edu/sts/SocialImpact/TechAwards/

"---" *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 :

Bronco Urban Gardens (BUG):
BUG is a partnership between the Environmental Studies Institute of SCU and Silicon Valley Health Corps, staffed by AmeriCorps volunteers, to promote food sovereignty, environmental justice, nutrition, and community in some of the poorest neighborhoods of SJ.

Ulistac Natural Area Restoration and Education Project:
Ulistac is a partnership between the university, local government, and local corporations to "teach people of all ages about the Santa Clara Valley's natural and human history."

Community-Supported Agriculture:
SCU partners with Catalan's Laughing Onion Farm to sponsor a community-supported agriculture program open to students, faculty, and staff.

Arrupe Partnerships:
The Arrupe Partnerships, offered through the Ignatian Center for Jesuit Education, promote the social welfare aspect of sustainability by placing students as volunteers in local community centers, day workers' centers, and other social service providers.

Sustainable Silicon Valley:
SCU is a member of Sustainable Silicon Valley, a local organization of businesses, governments, and NGOs, to implement clean energy technology and reduce the institution's overall carbon emissions.

The Diocese of San Jose:
SCU partners with the Diocese of San Jose's Catholic Green Initiative.

Community Law Center:
SCU's Katharine and George Alexander Community Law Center conducts workshops at the St. Joseph Day Worker's Center and English as a Second Language schools on workers' rights, tenants' rights, and more.

Sustainability Outreach:
SCU hosts the Sustainability Decathlon, a mentoring program for undergraduates to support high school teams as they develop a culture of sustainability at their schools. Teams develop projects in ten categories related to sustainability, including environmental justice, art, energy, waste, and making connections with nature. They present their projects at SCU in the spring.

The Tech Awards:
Santa Clara's Center for Science, Technology, and Society has partnered with the Tech Museum in San Jose to sponsor the Tech Awards, which "celebrate innovative applications of technology that ...are using technology to transform the way we live."

The website URL where information about sustainability partnerships is available :

http://www.scu.edu/sustainability/service/index.cfm

Inter-Campus Collaboration on Sustainability

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

Submission Note:

In 2012, SCU will host The Association of Environmental Studies and Sciences which will enable our institution to share our best practices and learn from other institutions.

"---" *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, the Office of Sustainability attends several sustainability conferences, such as AASHE, the Association for Jesuit Colleges and Universities Facilities/Campus Safety/Sustainability Conference, and the California Higher Education Sustainability Conference. At each, representatives of SCU have contact with other colleges and universities from the area, state, and nation, with which they collaborate and share ideas.

Recent presentations include:
AASHE 2010 conference, October 2010
- "Mobilizing the Mission: Sustainability on Faith-Based Campuses" (Cromwell Kalkbrenner, co-presenter)
- "A Quantitative Measure of the Culture of Sustainability at Santa Clara University" (Dadiomov).

California Higher Education Sustainability Conference, June 2010
- "Participating in STARS: Case Studies From California Schools" (Cromwell Kalkbrenner, panelist)
- "Re-defining the term 'environmentalist' by developing a culture of sustainability on campus. Strategies to engage those not yet involved, while celebrating those who are" (Slocum, Woodhouse, and Uy)
- "Take a Hike! Reviewing a program for undergraduate business students to cultivate their leadership and reflective potential while forming a commitment to sustainability" (Sterling)
- "Sustainability and Science Education for New Civic Engagements and Responsibilities (SENCER)" (Shachter)
- "Crossing the Sustainability Chasm: Strategic and Serendipitous Institutionalization at Santa Clara University" (Cromwell Kalkbrenner and Shachter).

Ignatian Solidarity Network's Environmental Justice and Sustainability Teach-in, March 2010
- "Beyond Green: Engaging Students to Develop a Culture of Sustainability on Campus" (Braverman, Cromwell Kalkbrenner, Holland, and Woodhouse).

RecycleMania Promotions Webinar, January 2010
- a presentation of SCU's techniques to promote waste diversion (Cromwell Kalkbrenner, panelist).

University of Notre Dame's "Renewing the Campus" conference, October 2009
- "Sustainability & the Catholic university: Administrative Leadership" (Cromwell Kalkbrenner, panelist).

AASHE and Ball State's "Greening of the Campus VII" conference , September 2009
- "Using the Campus as a Living Lab: Linking Students, Academics, and Facilities" (Cromwell Kalkbrenner),
- "Culture of Sustainability: Fostering Sustainable Lifestyles at the College Level" (Asmar)
- "The Sustainability Decathlon: Empowering Undergraduates to Engage Youth" (Cromwell Kalkbrenner).

Silicon Valley Leadership Group's "2009 Silicon Valley Energy Summit," June 2009.
- "Carbon Footprinting for Your Company: Here are the Tools" (Cromwell Kalkbrenner, panelist).

The Office of Sustainability is also partnering with the University of Notre Dame Office of Sustainability to begin a sustainability network of faith-based institutions.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

- Association for the Advancement of Sustainability in Higher Eduction (AASHE)
- The Association of Environmental Studies and Sciences
- The American Colleges and Universities Presidents Climate Committment (ACUPCC)
- American Jesuit Colleges and Universities facilities/campus safety/sustainability conference,
- and a new, as-yet-unnamed nation-wide faith-based higher education sustainability effort

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

Primarily, SCU attends conferences and belongs to consortia and organizations to strengthen existing and create new sustainability networks.

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

http://groups.google.com/group/sustainabilityinfaithbasedhighered

Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

No

Number of sustainability continuing education courses offered :

Total number of continuing education courses offered :

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

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 :

Community Service Participation

Responsible Party

Andrea Brewster
Curriculum Manager, Experiential Learning for Social Justice
Office of Undergraduate Studies

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:

Also See:

http://www.scu.edu/ignatiancenter/students/arrupe/index.cfm

http://www.scu.edu/csl/organizations/sccap.cfm

Data is from Academic Year 2009-10.

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

The number of students engaged in community service :

3690

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

6769

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

http://scu.edu/provost/ugst/core2009/elsj/

Community Service Hours

Responsible Party

Andrea Brewster
Curriculum Manager, Experiential Learning for Social Justice
Office of Undergraduate Studies

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:
Also See:
http://www.scu.edu/ignatiancenter/students/arrupe/index.cfm
http://www.scu.edu/csl/organizations/sccap.cfm
Data is from Academic Year 2009-10.

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

The number of student community service hours contributed during a one-year period :
95919

Total number of students, which may exclude part-time, continuing education and/or non-credit students :
6769

The website URL where information about the institution's community service initiatives is available :
http://scu.edu/provost/ugst/core2009/elsj/

Sustainability Policy Advocacy

Responsible Party

Michael Engh, S.J.
President
President's Office

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 :

SCU President Michael Engh, SJ, co-wrote an op-ed piece with Representative Mike Honda regarding alternative energy and how colleges and universities should take leading roles in promoting its expansion.

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

http://thehill.com/opinion/op-ed/95183-incubators-for-alternative-energy-solutions

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

"---" *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? :

Yes

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

http://www.scu.edu/ethics/practicing/focusareas/business/global-labor-rights.html

Graduation Pledge

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Since 2007, the Office of Sustainability has facilitated the SCU chapter of the Graduation Pledge Alliance (GPA). The GPA is a nation-wide organization which encourages graduates to "take into consideration the social and environmental consequences" of their post-graduation plans. Each year, seniors sign the Pledge online and at events hosted by the Alumni Office, Associated Student Government, and the GREEN Club.

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

http://www.scu.edu/sustainability/getinvolved/gradpledge.cfm

Community Service on Transcripts

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

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Submission Note:

Not applicable because of existing City of Santa Clara Farmers' Market.
http://www.urbanvillageonline.com/markets/santaClara.php

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

Does the institution host a farmers' market for the community? :

A brief description of the farmers' market :

The website URL where information about the market is available :

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

Submission Note:

Also see:

http://www.scu.edu/engineering/enews/2010fall/innovation.cfm

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

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

The School of Engineering and the Center for Science, Technology, and Society (CSTS) at Santa Clara have partnered to promote frugal innovation, which addresses the need for products and services to improve livelihoods in under-served communities worldwide.

Traditionally, these products and services, though innovative and promising, are often prohibitively expensive, difficult to use and maintain, and not well-suited overall to the regions for which they are intended. Ruggedization, simplification, sparing use of low-cost raw materials, an emphasis on earth-friendly practices, and a philosophy that favors "good enough" over "perfection" in creating compassionate, utilitarian design are the primary goals of this principle.

The School of Engineering and CSTS have also partnered with the Leavey School of Business to adjust to a business model known as "lean entrepreneurship", which specifically addresses the needs of emerging markets. In the Winter of 2011, CSTS faculty introduced a course "Technology, Innovation, and Public Health" highlighting the principles of frugal innovation, using case studies to examine what works and what doesn't in considering innovative approaches to third-world development issues.

Frugal innovation, and the strides Santa Clara is making to address it, is unique in that Santa Clara's location in the Silicon Valley, along with its dedication to educating for a just world, make it the perfect intersection for the growth of such initiatives. Closely linked to the concept of social entrepreneurship, frugal innovation embodies the idea of business for a better world. By promoting and developing technologies that promote sustainable development and promise a better life for some of the world's most impoverished populations, and simultaneously addressing the economic feasibility of adopting and using these technologies, frugal innovation clearly addresses the environmental, social, and economic principles of sustainability.

A letter of affirmation from an individual with relevant expertise :

Innovation Frugal Letter.pdf

The website URL where information about the innovation is available :

http://www.scu.edu/sts/

Innovation 2

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 Experiential Learning for Social Justice (ELSJ) requirement was introduced as a part of Santa Clara's new Undergraduate Core Curriculum in Fall 2009. The ELSJ requirement, which must be completed by every undergraduate student at the University as part of their Core Curriculum, cultivates social justice, civic life, perspective, and civic engagement.

This innovative and dynamic requirement is distinctly Jesuit in character, and was designed to meet the call articulated by Father Peter-Hans Kolvenbach, then Superior General of the Society of Jesus, in his address at Santa Clara in 2000. In his address, Fr.

Kolvenbach expressed the need "to educate the whole person of solidarity in the real world."

Students can fulfill the ELSJ requirement through completion of a course that a) is designed to meet the ELSJ learning objectives and b) contains a community-based learning (aka service learning) component. In order to meet the rigors of this transformative pedagogy, the community-based learning engagements must include substantial direct, face-to-face contact with communities in need. Appropriate learning engagements may be structured around a weekly engagement program at a local non-profit organization, a structured immersion trip, or a project-based community engagement, among other options.

The Experiential Learning for Social Justice (ELSJ) requirement clearly demonstrates Santa Clara's commitment to sustainability. It encourages community-building through the careful cultivation of meaningful and sustainable partnerships between the University and community partners. Through the transformative community-based learning pedagogies supported by the ELSJ requirement, Santa Clara strives to institutionalize and practice its mission to promote social equity and to examine the root causes of existing inequities. ELSJ represents one of the ways that Santa Clara educates the "whole person" for a deeper understanding of the benefits of civic engagement and responsible citizenship. Moreover, Santa Clara endeavors with this requirement to equip students to make vocational choices with an intellectually sophisticated yet compassionate understanding of the world. These are the lasting transformations that we want every student to experience. In essence, the goal of the ELSJ requirement is to promote a lifetime awareness of and commitment to social justice as a sustainable value.

A letter of affirmation from an individual with relevant expertise :

Innovation ELSJ.pdf

The website URL where information about the innovation is available :

http://www.scu.edu/provost/ugst/core2009/elsj/

Innovation 3

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

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8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

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

In June 2008, Santa Clara University re-painted the University Support Services Building with Tex Cote's COOLWALL. COOLWALL® has been tested by the U.S. Department of Energy's Oak Ridge National Laboratory to reduce cooling costs by up to 21.9% (percentage savings are based on DOE study which showed savings ranging from 4.2 - 21.9%). Since then many other university buildings have been painted with Tex Cote's COOLWALL: Arts and Science, Bldg 804, Cowell Student Health Center, Bldg 701, Mechanical Engineering, Bldg 402, Bannan Hall, Bldg 405, Pat Malley Fitness and Recreation, Bldg 715, 734 Benton, and the Mission Church, Bldg 101. It will be our intent to continuing specifying the Coolwall paint surface for all campus buildings in the future.

A letter of affirmation from an individual with relevant expertise :

Innovation Paint.pdf

The website URL where information about the innovation is available :

Innovation 4

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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.

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9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

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

The Santa Clara University campus is home to two solar-power demonstration houses. The houses were designed and constructed for the U.S. Department of Energy Solar Decathlon 2007 and 2009, where they each garnered a third place finish for Santa Clara University.

The houses engage students in sustainable building design, provide outreach to the local community, and communicate the importance of reduced energy usage.

The 2007 "Ripple" House and 2009 "Refract" House are currently serving as test laboratories for energy monitoring systems as well as a number of programs. Having the two houses experiencing the same weather patterns, while having significantly different architectures and technologies, is an exceptionally advantageous way of studying the most effective sustainable engineering methods.

A letter of affirmation from an individual with relevant expertise :

Innovation Solar Houses.pdf

The website URL where information about the innovation is available :

http://www.scu.edu/engineering/solardecathlon/

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

Lindsey Cromwell Kalkbrenner
Director
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 :

The Office of Sustainability presents to all freshmen during their orientation programs.

Orientation Leaders are also provided sustainability talking points as well as encouraged to model sustainable behavior during orientation sessions.

Sustainability Interns also tabled at each orientation session to make new students aware of campus initiatives, such as sustainability-related clubs, information on how to live sustainably in the residence halls, and the "Beyond Green" Pledge.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Provide a brief description of the presentations :

All Community Facilitators (CF) are provided with sustainability information during their summer training. It is up to the individual CF to incorporate sustainability information into their presentations.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

The Office of Sustainability presents to all freshmen during their orientation programs, showing them how to become engaged in sustainability programs on campus.

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 meals served are zero-waste, or close to it (recycling and composting bins are provided at every campus event).

Does the institution incorporate sustainability into new student orientation in other ways? :

Yes

Provide a brief description :

Students learn how to set up their computers to conserve energy and print double-sided during their technology training sessions.

Students are parents are presented with Housing's policy of bringing only Energy Star-certified appliances into the residence halls.

Food Education

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

Many classes explore sustainability and food. Some examples:
ANTH 133 Human Nutrition and Culture
BIOL 131 Agroecology
ECON 101 Resources Food and the Environment
ENGL 2A Critical Thinking & Writing I and II: Reading Food, Self & Culture

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

Dining Services by Bon Appetit constantly provides information about sustainable food choices. They often feature "low-carbon" options.

Are students educated during orientation about how to make eco-positive food choices? :

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Yes

Provide a brief description :

The Food and Agribusiness Institute often hosts events associated with sustainability as related to food and agriculture.

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 :

The Forge Garden hosts weekly volunteer work days for students to engage in food production and distribution.

Food and Beverage Purchases

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:
Dining Services by Bon Appetit measures food distance based on a 150-mile radius.
We are using the Real Food Calculator during the Summer of 2012 to learn more about our food and beverage purchases.

"---" *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 :

17

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

17

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

Bon Appetit Management Company's Flavor First

List items procured for dining services from on-campus organic garden(s) :

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

List all Fair Trade certified items purchased :

Confinement-Free Food Purchases

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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 :

whole cage-free, certified humane eggs

Percentage purchased :

100

Comments :

Type of confinement-free product purchased (1st product) :

pork

Percentage purchased (1st product) :

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

grass-fed beef

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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) :

grass-fed beef

Percentage purchased (1st product) :

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

pork

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

turkey

Percentage purchased (3rd product) :

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

Lindsey Cromwell Kalkbrenner
Director
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) :

yogurt

Percentage purchased (1st product) :

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

fluid milk

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

pork

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

beef patties

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

chicken and turkey

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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

Percentage purchased (1st product) :

Standard used (1st product) :

Monterey Bay Aquarium Seafood Watch guidelines

Comments (1st product) :

All seafood served is a "Best Choice" or "Good Alternative". Also, none of our seafood is air-freighted.

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Percentage purchased (2nd product) :

Standard used (2nd product) :

Comments (2nd product) :

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

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution provides details of the dishware its provides at its dining services locations.

Submission Note:

Dining Services by Bon Appetit strives to develop sustainable food choices among Santa Clara University students. This includes fostering sustainable decisions regarding waste reduction and disposal. Dining Services encourages students to use reusable dishware whenever possible. If students must leave the dining facility, they are encouraged to use the EcoTray, our reusable to-go container. Compostable dishware is provided upon request.

"---" 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? :

Yes

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. :

Dining Services by Bon Appetit provides reusable to-go containers made from recyclable plastic.

Energy Initiatives

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

25.30

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The combined gross square footage of all buildings that are ENERGY STAR labeled :

The names of all buildings that are ENERGY STAR labeled :

Energy Use by Type

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

10.90

The percentage of total electricity use from wind. :

9.90

The percentage of total electricity use from biomass. :

0.50

The percentage of total electricity use from natural gas. :

17.70

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

12.10

The percentage of total electricity use from nuclear. :

0

The percentage of total electricity use from hydro. :

18.80

The percentage of total electricity use from other. :

30.10

Provide a brief description. :

Electricity is provided by Silicon Valley Power. This data is from the SVP 2010 Power Content Label

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. :

5

The percentage of total energy used for heating buildings from natural gas. :

95

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. :

If cogeneration, please explain. :

Procurement

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution provides details about its procurement efforts.

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

Bike Sharing

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

Though we don't have a campus-wide bicycle sharing program, the grand prize for the 2012 Energy Challenge was community bicycles for the winning residence hall. Residents of Casa Italiana received five refurbished bikes to share among their community.

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

The number of bicycles available through bike sharing programs :

5

Water Initiatives

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution provides details about its water initiatives.

"---" 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 :

We are reducing the amount of bottled water sold on campus.

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

100

Endowment

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
Office of Sustainability

Criteria

Institution provides details about its endowment.

"---" 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 :

716800000 *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? :

Yes

If yes, or if currently under consideration, provide a brief description :

Gifts may be targeted to help specific programs, including immersion programs, sustainability in campus construction, as well as sustainability in academic and community outreach programs.

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) :

Size of capital commitments made within past 3 years :

Provide a brief description :

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)? :

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)? :

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

Does a single administrator determine proxy votes on environmental and social resolutions? :

Does a single administrator determines proxy votes on corporate governance resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on enviromental and social resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

Sustainability Staffing

Responsible Party

Lindsey Cromwell Kalkbrenner
Director
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:

1 full-time staff person on payroll
6 student interns work 10 hours each week

"---" *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) :

100

FTE staff on payroll :

1

FTE student intern/fellow :

1.50

Sustainability Staffing