



# Arizona State University

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

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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.*

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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### Submission Note:

The boundary of this submission includes the Tempe, West, Polytechnic and Downtown Phoenix teaching campuses, and the relevant parts of ASU Research Park and Skysong research facility for Arizona State University. The institutional boundary includes facilities that fit under 'operational control' as it is defined by the GHG Protocol.

This February 2015 submission is the same as the February 28, 2014 AASHE STARS rating submission except for updates to the following four credits.

AC-6 Sustainability Literacy Assessment

OP-1 Greenhouse Gas Inventory subset item - A brief description of the institution-catalyzed carbon offsets program.

OP-14 Office Paper Purchasing

OP-21: Support for Sustainable Transportation subset item - ASU is now certified as a Bicycle Friendly University by the League of American Bicyclists.

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

## Institution type:

Doctorate

## Institutional control:

Public

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No

<b>Satellite campus</b>	No	No
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	No	No
<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No

**Reason for excluding agricultural school:**

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

522,789,000 US/Canadian \$

### Total campus area:

1,544 Acres

### IECC climate region:

Hot-Dry

### Locale:

Large city

### Gross floor area of building space:

18,095,585 Gross Square Feet

### Conditioned floor area:

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### Floor area of laboratory space:

789,150 Square Feet

### Floor area of healthcare space:

23,938 Square Feet

### Floor area of other energy intensive space:

0 Square Feet

### Floor area of residential space:

2,427,987 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
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<b>Biomass</b>	---
<b>Coal</b>	25.50
<b>Geothermal</b>	---
<b>Hydro</b>	---
<b>Natural gas</b>	32.78
<b>Nuclear</b>	21.60
<b>Solar photovoltaic</b>	10
<b>Wind</b>	---
<b>Other (please specify and explain below)</b>	7.13

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

Renewable Energy used at APS to generate electricity.

**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	---
<b>Coal</b>	---
<b>Electricity</b>	---
<b>Fuel oil</b>	---
<b>Geothermal</b>	---
<b>Natural gas</b>	100
<b>Other (please specify and explain below)</b>	---



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

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# Academics and Demographics

## Criteria

n/a

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

### Number of academic divisions:

22

### Number of academic departments (or the equivalent):

83

### Full-time equivalent enrollment:

68,374

### Full-time equivalent of employees:

8,358

### Full-time equivalent of distance education students:

6,230

### Total number of undergraduate students:

59,382

### Total number of graduate students:

13,996

### Number of degree-seeking students:

72,385

### Number of non-credit students:

993

### Number of employees:

8,907

### Number of residential students:

11,712

**Number of residential employees:**

0

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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

## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

**Submission Note:**

We are in discussions to have a better mechanism for tracking, reporting, and displaying sustainability courses.

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

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

	Undergraduate	Graduate
<b>Total number of courses offered by the institution</b>	5,252	2,703
<b>Number of sustainability courses offered</b>	119	105
<b>Number of courses offered that include sustainability</b>	287	204

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

54

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

83

**Number of years covered by the data:**

One

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

[AASHE-All ASU Courses \(Fall 2012-Summer 2013\)\\_Final for Reporting Tool.xls](#)

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

The attached spreadsheet can be filtered to find a list of sustainability focused courses (column AB) and sustainability related courses also known as courses that include sustainability (column AC). A more student friendly version of this is posted on the School of Sustainability web site.

Undergraduate Courses:

<http://schoolofsustainability.asu.edu/undergraduate/undergraduate-courses.php>

Graduate Courses:

<http://schoolofsustainability.asu.edu/graduate/graduate-courses.php>

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

<http://schoolofsustainability.asu.edu/undergraduate/undergraduate-courses.php>

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

Arizona State University courses over the past fall 2012, spring 2013, and summer 2013 semesters were carefully reviewed to determine which were sustainability-focused courses versus sustainability-related (or courses that included sustainability). Courses offered through the university or in collaboration with the School of Sustainability were automatically designated as sustainability-focused. There are a number of courses that are offered as electives for students in sustainability undergraduate and graduate programs, which have been selected in curriculum development exercises for their relation to sustainability and were automatically designated as sustainability-related. Sustainability Scientists and Scholars across ASU were also surveyed in order to identify sustainability courses. Additionally, keyword searches were used to identify sustainability courses. Courses were only counted once. Courses that were cross-listed as undergraduate/graduate courses were only counted as a graduate course (but are marked as cross-listed courses in column AA).

**How did the institution count courses with multiple offerings or sections in the inventory?:**

Each course was counted as a single course regardless of the number of offerings or sections

**A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):**

Independent study coursework was not included. ASU has a field that identifies whether credits are independent study and any credits identified as such were excluded.

**Which of the following course types were included in the inventory?:**

	Yes or No
Internships	No
Practicums	Yes
Independent study	No
Special topics	Yes

<b>Thesis/dissertation</b>	No
<b>Clinical</b>	No
<b>Physical education</b>	No
<b>Performance arts</b>	Yes

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No



# Learning Outcomes

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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

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

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

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

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## Submission Note:

Graduates listed are from AY 2012-2013.

School of Sustainable Engineering and the Built Environment: Undergraduate Program Objectives and Student Outcomes

<http://ssebe.engineering.asu.edu/prospective-students/civil-program-objectives.html>

School of Sustainability - Some examples

<http://schoolofsustainability.asu.edu/undergraduate/bachelor-of-arts.php>

<http://schoolofsustainability.asu.edu/undergraduate/bachelor-of-science.php>

<http://schoolofsustainability.asu.edu/graduate/master-of-arts.php>

<http://schoolofsustainability.asu.edu/graduate/master-of-science.php>

<http://schoolofsustainability.asu.edu/graduate/doctor-of-philosophy.php>

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

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

1,271

**Total number of graduates from degree programs:**

18,034

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

[AC2 Graduates by Program.xlsx](#)

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

List is attached.

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

Sample Learning Outcomes for Sustainability degree programs include:

- Think in a holistic way about sustainability problems.
- Understand the concepts of sustainability, the issues involved, and the disciplines needed to address real-world problems.
- Evaluate the role and effectiveness of a broad range of methods of inquiry and analysis.
- Understand the concepts and methods of different disciplines and the way in which these can address sustainability challenges.
- Work collaboratively and in multidisciplinary teams.
- Understand ethical issues related to sustainability.
- Develop creative, adaptive solutions to sustainability challenges.

Sample Learning Outcomes for the Civil, Environmental and Sustainable Engineering degree programs:

- Ability to design civil engineering systems, components, and processes, in conjunction with economic, environmental, ethical, sustainability and other considerations.
- Understanding of professional, sustainability and ethical issues.

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

[STARS Reporting Tool | AASHE](#)

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# Undergraduate Program

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Arts (B.A.) in Sustainability - School of Sustainability

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

The B.A. program introduces students to the concept of sustainability in the context of real-world problems, exploring the interaction of environmental, economic, and social systems. Students can pursue the following tracks within the B.A. in Sustainability:

- Society and Sustainability
- Policy and Governance in Sustainable Systems
- International Development and Sustainability
- Sustainable Urban Dynamics

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUSTBA/undergrad/false>

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

Bachelor of Science (B.S.) in Sustainability - School of Sustainability

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

The B.S. program introduces students to the concept of sustainability in the context of real-world problems, exploring the interaction of environmental, economic, and social systems. Students can pursue the following tracks within the B.S. in Sustainability:

- Sustainable Energy, Materials, and Technology
- Economics of Sustainability
- Ecosystems Sustainability

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUSTBS/undergrad/false>

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

Bachelor of Arts (B.A.) in Business (with a concentration in sustainability) - W.P. Carey School of Business

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

The BA in business with a concentration in sustainability is an innovative, interdisciplinary program intended to prepare students for positions in a variety of professions in which business and sustainability play an important role in ensuring success. Finding ways to grow and prosper while reducing the stress on the global environment is a critical issue facing today's society. Combining the latest trends in business with cutting-edge knowledge of sustainability prepares graduates to excel in career areas that will dramatically increase in demand. Students in this program will complete rigorous courses within the sustainability concentration in addition to the skill and core courses required of all business majors.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/BABUSSBA/undergrad/false>

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

Other Sustainability-Focused Programs:

BS in Public Service & Public Policy (Sustainability Concentration) – College of Public Programs

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPPAFSBS/undergrad/false>

BS in Tourism Development and Management (Sustainable Tourism) - College of Public Programs

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPTDMSBS/undergrad/false>

BSE in Civil Engineering (Sustainable Engineering Concentration) – Ira A. Fulton Schools of Engineering

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ESCEESUBSE/undergrad/false>

BIS in Interdisciplinary Studies (Sustainability Concentration) - School of Letters & Sciences

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LSBISBIS/undergrad/false>

Other Sustainability-Related Programs:

BS in Biological Sciences (Conservation Biology and Ecology) – College of Liberal Arts and Sciences

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LABSCCBS/undergrad/false>

BA in Earth and Environmental Studies – College of Liberal Arts and Sciences

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LAEESBA/undergrad/false>

BS in Environmental and Resource Management – College of Technology and Innovation

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/TSETMBS/undergrad/false>

BS in Life Sciences (Environmental Science) – New College of Interdisciplinary Arts and Sciences

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ASLSCEBS/undergrad/false>

BS in Electronics Engineering Technology (Alternative Energy Technologies - College of Technology and Innovation

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/TSEETABS/undergrad/false>

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ESMAEEBSE/undergrad/false>

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

Yes

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

Minor in Sustainability - ASU/School of Sustainability

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

The 18-credit minor in sustainability allows students from many areas of study to explore the challenges of sustainability and how it may be used to develop solutions to pressing issues at local and global levels. The minor fosters understanding about what determines the sustainability of human institutions, organizations, cultures, and technologies in different environments. The minor is intended to draw from and supplement any major in the university.

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

<http://schoolofsustainability.asu.edu/undergraduate/sustainability-minor/>

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

Minor in Sustainable Tourism - College of Public Programs

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

As sustainability expands in popularity as a discipline, students are looking to find ways to better understand how they can apply the principles of sustainability to specific areas of interest. A minor in sustainable tourism development will allow students from any major to learn the basic concepts and theories of tourism development and management and help them identify ways in which tourism can contribute to sustainable development, locally and globally.

The minor allows students enrolled in other undergraduate programs at ASU to broaden their educational experiences. Students from such various disciplines as sustainability, business, and many others will find this program a beneficial supplement to their existing program. Students may also choose to complete a study abroad program.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPTDMSMIN/undergrad/true>

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

Certificate in Environmental Humanities - College of Liberal Arts and Sciences/School of Letters & Sciences

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

The environmental humanities certificate offers students who are interested in humanities-based approaches to the current global environmental crisis an option to focus in this vital area of study. Students take three English courses and four electives from selected programs that are focused wholly or in large part on the human relationship to the environment and the relationship between nature and culture. To gain practical experience, certificate students also complete a required English internship in environmental activism, policy development, education or other pertinent areas.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LAENHCERT/undergrad/true>

**The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:**

Certificate in Energy and Sustainability - School of Sustainability  
Was just recently approved and a URL will be available soon



## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master of Arts (M.A.) in Sustainability - School of Sustainability

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

The MA in sustainability is a research oriented degree that culminates with research writing (either a thesis or a publishable, scientific paper). Although the graduate programs emphasize the integration of a broad range of expertise in student training, this master's program is best suited to students inclined toward social sciences, humanities, planning or related fields and interested in a career in research or academia. Students learn how different disciplines view and approach the challenges of sustainability in theory, research and practice. They develop the academic and technical skills as well as the ethical insights that will help them understand, research and provide solutions to complex sustainability challenges at the local, regional, national and global levels. Students can also apply to participate in the Master's International Peace Corps Program, which works in conjunction with this program.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUSTMA/graduate/false>

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

Master of Science (M.S.) in Sustainability - School of Sustainability

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

The MS in sustainability is a research oriented degree that culminates with research writing (either a thesis or a publishable, scientific paper). Although the graduate-degree programs emphasize the integration of a broad range of expertise in student training, the MS program is best suited to students inclined toward natural sciences, economics, engineering, or related fields and interested in a career in research or academia. Students learn how different disciplines view and approach the challenges of sustainability in theory, research and practice. They develop the academic and technical skills as well as the ethical insights that will help them understand, research and provide solutions to complex sustainability challenges at the local, regional, national and global levels. Students can also apply to participate in the Master's International Peace Corps Program, which works in conjunction with this program.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUSTMS/graduate/false>

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

Doctor of Philosophy (Ph.D.) in Sustainability - School of Sustainability

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

The PhD in sustainability is offered for students who have completed a bachelor's or master's. The doctoral program prepares students to become scientists and leaders in research, to investigate the urgent sustainability challenges of the 21st century. Graduates will possess an advanced understanding of the dynamics of coupled socioecological systems and be able to lead others in research providing adaptive solutions to specific sustainability challenges. The flexible, interdisciplinary nature of the program allows students to focus on problems of interest to them, drawing upon relevant knowledge from a variety of disciplines.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUSTPHD/graduate/false>

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

Masters in Sustainable Solutions (MSUS) - School of Sustainability

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUSOMSUS/graduate/false>

Executive Masters for Sustainability Leadership (EMSL) - School of Sustainability

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUEMSLEMSL/graduate/false>

MS in Civil, Environmental and Sustainable Engineering - Ira A. Fulton Schools of Engineering

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ESCIVILMS/graduate/false>

MSE in Civil, Environmental and Sustainable Engineering - Ira A. Fulton Schools of Engineering

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ESCIVILMSE/graduate/false>

PhD in Civil, Environmental and Sustainable Engineering - Ira A. Fulton Schools of Engineering

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ESCIVILPHD/graduate/false>

PhD in Environmental Social Sciences - College of Liberal Arts and Sciences

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LAESSPHD/graduate/false>

MAS in Sustainable Tourism (MAS) - College of Public Programs

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPSUSTMAS/graduate/false>

MS Tech in Environmental Technology Management - College of Technology and Innovation

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/TSMGMSTECH/graduate/false>

Masters in Urban and Environmental Planning (MUEP) - College of Liberal Arts and Sciences

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/ARURBMUEP/graduate/false>

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

Yes

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

Concentration in Complex Adaptive Systems Science - School of Sustainability

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

The complex adaptive systems science concentration under the PhD in sustainability trains the next generation of scientists in advanced concepts and methods needed for approaching diverse phenomena in the social and life sciences. The program is tightly integrated with diverse, ongoing, university-wide research on complex adaptive systems science at Arizona State University and emphasizes the value of a complex adaptive systems science perspective, to give better insight and a more active role in seeking solutions to a broad array of critical issues facing our society today. Students will be fluent in the common language of complexity while also receiving a solid foundation in the domain knowledge of existing academic disciplines.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUSTCPHD/graduate/false>

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

Certificate in Complex Adaptive Systems Science - School of Sustainability

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

The complex adaptive systems science graduate certificate trains the next generation of scientists in advanced concepts and methods needed for approaching diverse phenomena in the social and life sciences. The program is tightly integrated with diverse, ongoing, university-wide research on complex adaptive system science at Arizona State University and emphasizes the value of a complex adaptive systems perspective to give science better insight and a more active role in seeking solutions to a broad array of critical issues facing our society today. Students will be fluent in the common language of complexity while also receiving a solid foundation in the domain knowledge of existing academic disciplines.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUCASGRCT/graduate/false>

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

Certificate in Sustainable Technology & Management - Ira A. Fulton Schools of Engineering

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

The certificate in sustainable technology and management is an interdisciplinary program that helps managers, engineers and organizations meet the business and engineering imperatives of sustainable development in a globalizing and increasingly competitive economy.

Students will be presented with metrics and skill sets that will enhance the development of sustainable technologies, entrepreneurship and organizational strategy. The net benefit will be reduced risks and costs and increased competitive advantages through strategic alliances, scenario planning and resource management.

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

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/SUSUTECHCE/graduate/false>

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

Certificate in Sustainable Tourism - College of Public Programs

<https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/PPSTGRCT/graduate/false>

# Immersive Experience

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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### Submission Note:

Master's International Program and Sustainability Study Abroad Programs:

<http://schoolofsustainability.asu.edu/opportunities/study-abroad.php>

Internship Program:

<http://schoolofsustainability.asu.edu/opportunities/internships.php>

Sustainability Science for Sustainable Schools:

<http://sustainableschools.asu.edu/>

School of Sustainability Residential Community:

<http://schoolofsustainability.asu.edu/opportunities/residential-community.php>

Sustainability House at Barrett:

<http://barretthonors.asu.edu/student-life/sustainability-and-innovation/sustainability-house-at-barrett/>

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

**Does the institution offer at least one immersive, sustainability-focused educational study program that meets the**

**criteria for this credit?:**

Yes

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

Arizona State University has offered a number of sustainability-focused immersive experiences. Below is a link to a URL where some of the current opportunities are advertised. In the past, the following experiences have been available to students:

1. Peace Corps Master's International Program in conjunction with the School of Sustainability's M.A. and M.S. in Sustainability
2. United Arab Emirates: Sustainability, Tourism, and Culture in Dubai (Summer Study Abroad): Dubai is known for its wealth, property speculations, and luxury attractions. This study abroad program will explore recent efforts to infuse Dubai's monumental ambitions with sustainability. Students will explore landmark sustainability projects such as the 1 GW solar energy park, the Dubai Pearl, and the eco-city of Masdar. We will also examine the re-branding of the city to boost tourism and the role of the city's apparent reorientation towards sustainability for tourism development.
3. Spain and Morocco: Energy, Sustainability, and Development across the Mediterranean (Summer Study Abroad): Spain and Morocco share the only current power line link between Europe and North Africa. The Desertec project is a plan to cover the North African desert with solar power generation and pipe that electricity under the Mediterranean to provide Europeans with enormous amounts of renewable energy. This study abroad program will explore this complex social, engineering, and environmental experiment by meeting the people that are planning the program and the people it will affect.
4. Washington D.C. and London, U.K.: Comparing Sustainability across Cultures and Governments (Summer Study Abroad): This course will explore the different ways that the U.S. and Europe have handled issues like the precautionary principle, genetically modified crops, and renewable energy incentives to gain an appreciation of both the diversity of strategies that could be employed to address sustainability issues as well as the importance of recognizing and adapting to local cultural, social, and political contexts.
5. Ecuador: Diversity and Sustainability in the Andes (Summer Study Abroad) The Andean region of Latin America offers a culturally, socially, politically, economically, and physically diverse environment in which to study issues of sustainable development. This study abroad program will include site visits to industry, government, natural areas, historical sites, and other locations where students can observe and interact with local people and leaders. We will visit the Andean and Amazonian regions of Ecuador, including the cities of Quito, Cuenca, Ambato, and Coca in the Amazon Basin.
6. Global Resolve Program (Courses in Fall and Spring and Immersive Experience in Summer): A social entrepreneurship program designed to enhance the educational experience for interested and qualified ASU students by involving them in semester-long projects that directly improve the lives of underprivileged people, and/or those in under-developed nations throughout the world.
7. School of Sustainability Internship Program (Fall, Spring, and Summer Semesters): Students majoring in sustainability have access to a full-time Internship Coordinator and a list of internship opportunities in sustainability. The internship program allows students to take the knowledge and skills learned in the classroom and apply them in a work setting. Internships offer students the opportunity to learn from professionals and explore potential career options. At the School of Sustainability, internships for credit are combined with academic coursework that encourages critical reflection on the internship experience.
8. Sustainability Science for Sustainable Schools: a GK-12 program which immerses graduate students in a GK-12 setting to further sustainability curriculum and campus projects.
9. School of Sustainability Residential Community and the Sustainable House at Barrett Living and Learning Community.

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

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# Sustainability Literacy Assessment

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

100

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

[ASU Student Sustainability Literacy Survey Report - Spring 2015.pdf](#)

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

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

The Arizona State University Office of University Sustainability Practices developed the 2015 Student Sustainability Literacy survey instrument by revising questions used in surveys at other universities and by writing additional questions. The focus of the survey was to assess how knowledgeable Arizona State University students are related to sustainability topics, and how this knowledge changes as they progress in their studies over time. The Student Sustainability Literacy survey will be repeated it on an annual basis.



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

To fulfill the annual assessment reporting requirement, the 2015 Student Sustainability Literacy survey instrument was developed to measure five domains of sustainability knowledge: general sustainability, climate/carbon, energy, environmentally preferable purchasing, and water. The questions provided by the Office of University Sustainability Practices were input into Qualtrics survey software to create the survey instrument. Working with the Office of Evaluation and Educational Effectiveness, a sample of 40,390 students was selected to receive an invitation to participate in the survey. The goal was to collect 1,000 responses from respondents in each academic level. The actual result was that the survey returned approximately half the target number of responses for each group; however a sufficient number of responses were received from each academic level to provide a representative sample of the student population. The survey was opened and invitations were sent out on January 20, 2015. Along with an incentive drawing, a reminder email was sent on January 26, 2015 in an effort to increase the response rates. The survey period ended and the survey was closed on February 1, 2015.

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

The survey was distributed to 40,390 students. There were 2,791 completed surveys which provided a response rate of 6.9%.

The following bullet points outline key points that were identified in the data that was collected.

- The majority of respondents (61.7%) indicated they have considerable interest in or a passion for sustainability. In looking at the academic level of respondents, the percentage of students who said they have an interest in sustainability increased each year from freshmen up through graduate-level students.
- Interest in sustainability is evenly divided along gender lines, with a similar percentage of male and female respondents saying they have considerable interest in or a passion for sustainability.
- As a group, respondents indicated that the top three sustainability issues they place the most importance on are 1) recycling, 2) water conservation and 3) energy conservation. This ranking did not change from one academic level to the next. There were some differences when the question was stratified by gender and college affiliation; however these were small variations in ranking the issues. Respondents in the School of Sustainability ranked water and energy conservation the highest, followed by minimizing waste in landfills. They placed recycling near the bottom of the list in importance.
- In looking at the questions which were used to test the respondents' knowledge of sustainability issues, when stratified by academic level, the percentage of correct answers generally increased from freshman to graduate-level students.

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

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# Incentives for Developing Courses

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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## Submission Note:

Information about the solutions-oriented program is not available online, but a link is provided to the President's Award for Sustainability.

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

## Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:

Yes

## A brief description of the program(s), including positive outcomes during the previous three years:

Arizona State University's School of Sustainability launched its solution-oriented program in academic year 2008-2009. The goal of this program is to engage students, faculty and community members (e.g., representatives from businesses, municipalities, and nonprofit organizations) in collaborative research on pressing sustainability issues in order to identify joint problems and explore solution approaches to them. The program incentivizes faculty to develop new sustainability courses or to develop hands-on projects in existing sustainability courses.

Since the creation of the solutions-learning program, the program has grown quickly and has developed both at the undergraduate and graduate level. In total, there have been 82 solutions-learning courses that have involved 46 distinct faculty members and 2,746 students. The program and its relevant outcomes have been describe and published as a peer-reviewed article (Wiek, A., Xiong, A., Brundiers, K. & van der Leeuw, S. (2013). Integrating problem-and project-based learning into sustainability programs—A case study on the School of Sustainability at Arizona State University. *International Journal of Sustainability in Higher Education*).

Positive outcomes of these collaborations include for instance, the creation of a pilot program for food waste composting on the ASU Tempe campus (SOS 494/594: Urban Composting Systems – Applied Case Studies for ASU, Spring 2011); or the creation of form-based codes for transit-oriented development for the City of Phoenix (SOS 594: Sustainable Solution Options for Phoenix, Spring 2012, Fall

2012, Spring 2013); or the implementation of a playground design fostering children's physical movement and cognitive learning for Mountain Park Health Center, providing affordable health care in underserved, low-income communities.

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

Through the solutions-learning program, faculty have the support of a "Community-University Liaison". This half-time staff position was created to assist faculty in working with local community organizations relevant to their research and teaching areas (in government, for profit, and nonprofit domains), and in designing and implementing real-world projects in sustainability (e.g., project design, coaching students, co-instruction of classes). To respond to requests for training from faculty, the Community-University Liaison also organizes annual half-day training workshops as well as a lecture series to facilitate faculty exchange about best practices in teaching solutions learning in collaboration with community partners.

Additionally, the School of Sustainability has also funded a half-time research assistantship position to assist faculty with the development of solutions-oriented projects. For example, this position is assisting with a global classroom experience on urban sustainability that brings together students from ASU and Leuphana University in Germany. Using videoconferencing and face-to-face exchanges, students from both countries engage in collaborative learning to develop solutions to sustainability challenges in cities in Germany and the U.S. Given the logistical challenges, the assistantship position has been critical for this program to be successful.

The incentives above are offered to School of Sustainability faculty, but often result in collaborations with faculty in other colleges/schools and courses are cross-listed so that a wide-range of students have access to the courses.

The President of Arizona State University also rewards innovative and socially embedded teaching techniques fostering sustainability competencies with the "President's Award for Sustainability". In the past, this award has been given to faculty for their development of sustainability courses that have had a positive impact on not only students in the course, but the community.

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

<https://cfo.asu.edu/hr-sustainabilityaward>

# Campus as a Living Laboratory

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

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

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

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

	Yes or No
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<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	Yes
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	Yes
<b>Purchasing</b>	Yes
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No
<b>Public Engagement</b>	Yes
<b>Other</b>	Yes

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

As part of the Greenhouse Gas Inventory Class with Dr. Nalini chhetri, students completed a greenhouse gas inventory for Barrett, the Honors College, on the ASU Campus in Tempe for the 2012 calendar year. The purpose for the inventory was to provide Barrett administration with insight into how they (students, faculty and staff) are directly contributing to the overall emissions for ASU. The results were compared to other universities, operations and communities and showed that even though they were lower than others, there is still a need to reduce if not eliminate all emissions in the future in order to minimize environmental impact.

A graduate student in the School of Geographical Sciences and Urban Planning based his research project and paper on the relationship between particulate matter and childhood asthma in an area that included the ASU Downtown Phoenix campus. This research became the

basis of a warning system for central Phoenix.

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

Residence hall students and student floor managers at the ASU Downtown Taylor Place dormitory complex were engaged by behavioral science post-docs in an Energize Phoenix project to understand the impacts of energy feedback devices on energy consumption in dorm rooms. Approximately 230 students from 121 dorm rooms participated in the project.

In a graduate class on structural damage, some of the students have used the ASU parking structures and the structural analysis of solar panels on the roof to determine how much structural capacity enhancement is needed. The number of panels that can be structurally placed without added capacity enhancements and the consequent energy generation is a sustainability advantage.

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

The undergraduate class, “Sustainable Food and Farms” (SOS 327) took on the ambitious project of evaluating ASU’s food sourcing decisions for a series of specific food items: eggs, beef, dairy, seafood, coffee and fresh fruits and vegetables. Their task was to make strategic recommendations to ASU in relation to food purchases, asking questions such as “Should ASU aim to go organic or buy local? Should eggs be cage free or free-range? Should we even be eating seafood and fish at all? What about beef? Is there a way to consume beef sustainably?” The students evaluated the primary sustainability concerns associated with each food item, the sourcing options available to ASU and the tradeoffs associated with each option, and finally made specific recommendations for ASU’s food purchasing.

A student design competition was held to convert a quarter acre parcel of land at the ASU Research Park into a sustainable urban farm. The urban farm will be student-run. URL:

<http://sustainabilityconnect.asu.edu/myConnect/project/187>

In the SOS 320 class, students looked into the challenges of incorporating healthy, locally grown foods in ASU’s cafeterias. Students interviewed ASU food services, students, and local farmers to understand both the potentials and challenges in linking locally grown foods with ASU’s dining halls. While this idea has several potentials (e.g., fresh and healthy food choices, supporting local farmers), they also identified several challenges and barriers (e.g., food supply contracts, strict processing standards).

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

As part of the Energize Phoenix project, graduate engineering and design students were engaged to conduct energy use measurements at an ASU downtown office building and a parking garage in order to measure the effectiveness of energy upgrades performed on the facilities. Additionally, the design student undertook a full energy modeling of the office building and further measurements in order to recommend HVAC ducting improvements and their potential energy savings impacts. Data collected from the Energize Phoenix project was utilized by Supriya Goel and Shaily Rungta for their ATE 599 thesis work.

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

With the help of the SIRF Tier 1 grants, a student project was initiated to update the campus plant inventory and from this, to update the associated Arboretum Signage. Under the direction of ASU Faculty Associate, Don Thorstenson of the Geography department, and the MAS-GIS program, the 2012 fall classes developed an ArcGIS protocol and database. Spring 2013 Master students have since developed an online map viewer of tree data. This map viewer tool can be used by anyone, any time to access special tree data. All the tree metrics are generated by a free program called I-Tree (developed by the US Forest Service)

<http://www.itreetools.org/>

This information is key to understanding how trees effect ASU's GHG inventory.

In response to crumbling planters with water-needy plants situated at the front of the Art building on campus, the School of Art and Design School partnered to develop appropriate landscape amenities. Students from an upper division ceramics class, taught by Susan Beiner and Landscape Architecture, taught by Joe Ewan designed and created ceramic planters with desert flora appropriate to an actual site surrounding the Art/Design campus "neighborhood" of Neeb plaza. The large scale planters were installed and planted Fall 2013.

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

A student working as an intern in the ASU Purchasing Department worked with Dr. James Hershauer to create a new version of the Supplier Sustainability Questionnaire used with suppliers to ASU. He made major revisions to the document and presented it to the AVP of University Business Services and the University Sustainability Operations Officer. This resulted in agreements with vendors that they would not only reduced packaging waste but would take back their boxes, Styrofoam and other used shipping materials.

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

Two School of Sustainability students performed research to help develop a B99 (99% used vegetable oil made into diesel fuel) fuel tank and dispensing system on the Tempe campus. A number of the Grounds diesel vehicles now run with the B99 as well as a truck from Surplus Sales.

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

During Spring 2011, School of Sustainability students performed a waste audit of Arizona State University's Hassayumpa dining facility. During Spring 2014, separate School of Sustainability students will perform a waste audit of the Palo Verde Dining Hall. The results of the audits have been and will be used by our Recycling Department to make process and student engagement improvements.

The SOS Solutions Workshop class, taught by Katja Brundiens and Aaron Redman, in collaboration with the Office of University Sustainability Practices and Facilities Management explored the question: what would a sustainable food waste disposal system at ASU look like? Using a problem-based learning approach, the students work in teams to confront the complex problem of food waste disposal. The culmination of this research resulted in ASU's commitment to achieving zero solid waste across all campus locations by 2015. The

university will reduce its landfill waste by 90 percent, averting some waste through reduced consumption and diverting the rest through recycling, composting, and reusing or repurposing.

An undergraduate's honors thesis was titled, "Documenting the Development of ASU's Green Bin Program." The undergraduate helped design the composting/green bin system on campus with the Recycling Program group. Her thesis serves as a user manual for establishing such a program at another university or business.

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

An undergraduate student used SIRF Tier 1 funds to exhibit a working Custom Aeroponics system to the ASU community that highlighted sustainable agriculture, chemical fertilizer reduction and water conservation. In 2011, Custom Aeroponics formally started as a student company with the acceptance into the Edson Student Entrepreneurship Initiative along with \$20,000 of start-up capital. Received sponsorship from 2 local companies: Botanicare and Native Seeds.

The Environmental Chemistry (CHM 302) students test the drinking and surface water on the ASU West Campus and in nearby community parks. They present their findings to students and community residents and talk about their perception of water quality and the environment.

As an experiment to test "community-based social marketing techniques" learned in a Society and Sustainability class, a group of students analyzed both the perceptions and actual water consumption behavior among the residents of ASU's dormitories. They identified several key strategies to reinforce water conservation education through social marketing techniques, including water consumption monitoring, water rationing drill, and orientation for new residents.

**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

As partial fulfillment of a W. P. Carey College of Business organization's class, a student performed a study about the organizational structure of Arizona State University's Tempe campus Farmers Market. The student created a Farmers Market promotional video, as well as provided a list of recommendations. Many of the recommendations have been implemented which has improved market attendance.

A student in the Policies, Environments, and Obesity Prevention class (NTR 527) wrote a policy brief as a final class project about increasing the safety of bicycle riding at the ASU Downtown Phoenix Campus to create a more bicycle friendly community in Downtown Phoenix. The policy brief was presented to the Phoenix Mayor for review.

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

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**A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:**



With the help of a SIRF Tier 1 grant for ASU, Simin Levinson initiated the planning, care and harvesting of a small community garden associated with the ASU School of Nutrition & Health Promotion. All aspects of the garden have been incorporated into several classes within the School. Of particular interest is the Nutrition Lab, taught by Dr. Levinson, which involves students harvesting the herbs and vegetables from the garden in the instructional kitchen, preparing food for sale at the Kitchen Café at the Downtown Phoenix campus. Additionally, the garden has inspired the creation of a Nutrition Student Garden Club as well as several cooking classes and associated educational opportunities.

The honors thesis of a student in Barrett's, the Honors College, is focusing on the high accident rate, especially among young people, and the social problem of distracted driving, particularly in light of advancing technologies in the car. Her idea coincides, by chance, with ASU's driving safety program. Her advocacy project includes a pre-survey of ASU students on texting and distracted driving, a seminar with a speaker on distracted driving, as well as a campus campaign to raise awareness of distracted driving, in particular the dangers of texting while driving.

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

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

JoEllen Alberhasky, Program Coordinator of University Sustainability Practices, worked with groups within the WP Carey Market Research class to develop a survey evaluating engagement in sustainability. Each work group developed an independent survey, administered to students and faculty within the University, and summarized the responses to help ASU direct its engagement efforts.

The TDM 530/531 class (Sustainable Tourism Destination Planning and Management) class hosted an conference on ASU campus that included a panel discussion about sustainable practices in tourism businesses and sustainable tourism more generally. This also included a small job/internship fair with booths set up by the Sierra Club, the Student Conservation Alliance, the Valley Permaculture Alliance, and others. The conference expanded awareness about sustainability practices among attendees, mostly ASU students but also community members, including sustainable food management and sustainable transportation.

**A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:**

In the class SOS494 Energy Efficiency in Policy and Practice, students analyzed ASU energy monitoring data for five campus buildings and combined it with their own thermal imaging visits to these buildings in order to rank the relative efficiency of the buildings and hypothesize on the main factors driving the energy use intensity of each building.

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

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# Research

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

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

### *Part 2*

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

870

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

1,950

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

94

### **The total number of academic departments (or the equivalent) that conduct research:**

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

[Arizona State University Faculty and Departments Involved in Sustainability Res](#)

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

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

Process: Arizona State University award data are queried using the following sustainability indicators:

Sustainability Scientists and Scholars (Investigators)

Keywords

Centers

Colleges

Sponsors

Each set of results are then combined together resulting in a distinct set of award numbers, thus eliminating duplicate reporting of expenditure values. Final expenditure totals are generated from this distinct set of awards and categorized based on survey instructions. For information purposes, the criteria for each category are included in the uploaded spreadsheets.

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

ASU scientists, along with colleagues at Argonne National Laboratory, have reported advances toward perfecting a functional artificial leaf. Designing an artificial leaf that uses solar energy to convert water cheaply and efficiently into hydrogen and oxygen is one of the goals of BISfuel – the Energy Frontier Research Center, funded by the Department of Energy, in the Department of Chemistry and Biochemistry at Arizona State University.

ASU engineer Amy Landis has been awarded a \$6.9 million grant from the U.S. Departments of Agriculture and Energy to promote the use of biomaterials as sustainable sources of rubber and fuels.

Dragica Vasileska, a professor in the School of Electrical, Computer and Energy Engineering, will lead a national project aimed at producing more reliable and durable photovoltaic cells for solar energy systems.

In new research conducted at ASU's Biodesign Institute, scientists explore the relationships of two important bacterial forms, demonstrating their ability to produce electricity by coordinating their metabolic activities.

Salt River Project and ASU's College of Technology and Innovation have partnered for a second year to award a \$170,000 grant to fund research initiatives in renewable energy and conservation.

Mikhail Chester, an assistant professor in the School of Sustainable Engineering has been involved in a variety of research efforts to accurately forecast the costs – both economically and environmentally – of transportation systems and technologies throughout their life cycles and over the coming decades.

A \$180,000 grant was awarded to the College of Technology and Innovation at Arizona State University and Northern Arizona University (NAU) to support a study on ways to naturally eliminate invasive plants.

In a Co.EXIST article by Stan Alcorn, ASU researcher Kevin Gurney discusses his tool, the Ventus Project, an online portal that allows everyday citizens to record nearby carbon-emitting power plants.

Research to help provide more sustainable water and energy resources earns ASU chemical engineer Mary Laura Lind support from the National Science Foundation.

A transdisciplinary team of scientists is using the hot and populous Phoenix metropolitan area to explore how different segments of the region are being affected by increasingly oppressive heat.

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

<http://sustainability.asu.edu/research/all-current-projects.php>

## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
  - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
  - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
  - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
- 

"---" 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:

1. GISER (Graduates in Integrative Society & Environment Research) is a graduate student organization at ASU dedicated to exploring, enabling, and encouraging integrative, collaborative work that engages with environmental and societal themes. We make this happen through a diverse set of programming, including in-person gatherings (collaboratories, workshops, guest speakers, and field trips), virtual (newsletter, project archives, and student networking), and resourcing (funding program). GISER has received crucial financial and organizational support from ASU's School of Geographical Sciences and Urban Planning, School of Sustainability, School of Human Evolution and Social Change, School of Life Sciences, and Graduate College.

2. Arizona State University supports numerous opportunities for undergraduates and graduates to participate in real world interdisciplinary research to help students bridge the gap between textbooks and careers. Many programs offer funding and academic credit. These programs include: the Community of Undergraduate Research Scholars offered by Barrett, the Honors College; Research Experiences for Undergraduates funded by NSF; Study Abroad, which offers more than 300 programs in over 60 countries around the world; Undergraduate and Graduate Internships with community businesses and organizations, Graduate Research Assistantships, and

Graduate Summer Grants. URL:

<http://sustainability.asu.edu/education/research-and-hands-on-training.php>

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

<http://giserasu.org/>

**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:**

1. Sustainability Scientists and Scholars is a special designation for university researchers who conduct important work on sustainability topics. Sustainability science requires a comprehensive multidisciplinary approach, integrating practical experience with knowledge and action drawn from the spectrum of disciplines in the natural and social sciences, medicine, engineering, mathematics, humanities and the arts. The formalization of a community of sustainability scientists-scholars from throughout the university-and ultimately from other research institutions-is meant to accelerate the pace of discovery and formally recognize the many contributors to this field.

Two titles have been created for Arizona State University researchers who are substantively involved in sustainability research. These designations are "Senior Sustainability Scientist," and "Distinguished Sustainability Scientist." If more suitable, faculty may also use the designation of "Scholar" versus "Scientist." All Arizona State University faculty (Research or Clinical, Professors of Practice, tenure-track or tenured) who have conducted important sustainability research are eligible for the title Senior Sustainability Scientist. Faculty who have garnered highly significant honors for their work in sustainability—such as a Nobel Prize, membership in a U.S. Academy, a Regents' or President's Professorship, a Julie A. Wrigley Chair, or other major recognition determined by the Institute's Directorate—will be appointed a Distinguished Sustainability Scientist.

Benefits of the Designation include:

- Integration in all of the Global Institute of Sustainability's programming, including seed grant programs.
- Opportunities to provide critical input into the Institute's strategic planning processes through individual meetings and/or retreats.
- Membership in working groups organized around particular research themes.
- Access to the Institute's Proposal Machine\*; Communications Group; Events Group.
- Priority access to a suite of meeting rooms, 'parachute office space,' and administrative services at the Institute.
- Use/promotion of the new title at academic conferences/presentations, on business cards/websites.

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

<http://sustainability.asu.edu/people/sustainability-scientists.php>

**Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**

Yes

**A brief description or the text of the institution’s policy regarding interdisciplinary research:**

1. Tenure is awarded on the basis of excellence and the promise of continued excellence, which is measured not only by individual achievement but also by contributions to the academic unit’s and university’s current and future mission and objectives; thus the tenure review process of necessity takes into account the mission and objectives of each academic unit and the university during the assessment of the professional accomplishments of the faculty under review.

URL:

<http://www.asu.edu/aad/manuals/acd/acd506-04.html>

This policy is in support one of ASU’s Mission & Goals which states “Establish ASU as a global center for interdisciplinary research, discovery and development by 2020” to

- Become a leading global center for interdisciplinary scholarship discovery and development
- Become a leading American center for discovery and scholarship in the social sciences, arts and humanities
- Enhance research competitiveness to more than \$700 million in annual research expenditures
- Augment regional economic competitiveness through research and discovery and value-added programs

• URL:

<http://president.asu.edu/about/asuvision>

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

<http://president.asu.edu/about/asuvision>

**Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:**

Yes

**A brief description of the institution's library support for sustainability research and learning:**

1. ASU Libraries provides ongoing sustainability research support on many levels for ASU faculty, staff, students, and community users. ASU Libraries subject librarians provide research assistance regarding sustainability research as their subject expertise role. In our “Subject Librarians Directory, we list a category for sustainability so our library users can easily find librarians and contact them to help with their research. The library purchases sustainability materials via approval plans, and via subject librarians, with sustainability assignments. ASU Libraries subject librarians support information literacy for sustainability research. They provide online assistance for ASU students via web accessible library or research guides, which include database research, course guides for sustainability classes, citation support, learning objects, and statistics. ASU Libraries have several research guides related to sustainability. URL:

<http://libguides.asu.edu/>

and



<https://lib.asu.edu/librarians>

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

<http://libguides.asu.edu/>

## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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### Submission Note:

At this time, Arizona State University (ASU) has an open access repository with appropriate policies managed by the ASU Libraries and the ASU Graduate College has a policy for all Masters and PhD candidates for their theses and dissertations for degree completion.

However, ASU does not a formal open access policy adopted by and integrated into the institution's organizational structure. This type of policy is currently being researched and developed.

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

### Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

26

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

1

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

The ASU Graduate College requires documenting and archiving all theses and/or dissertations as a requirement for graduation.(Adopted Nov. 2009)

### A copy of the open access policy:

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### The open access policy:

Degree Completion: The final culminating experiences for graduate degrees vary by program. In many master's degree programs a thesis is required, in other programs the culminating experience is an applied or professional project. In all PhD programs, as well as in most professional doctoral programs, dissertations are required. Theses and dissertations are officially documented and archived. Theses and dissertations are submitted to UMI/ProQuest, which makes their content available to the public. Information on the dissertation later appears in Dissertation Abstracts International.

**The website URL where the open access repository is available:**

[http://graduate.asu.edu/sites/default/files/ASU\\_Graduate\\_Policies\\_and\\_Procedures.pdf](http://graduate.asu.edu/sites/default/files/ASU_Graduate_Policies_and_Procedures.pdf)

**A brief description of how the institution's library(ies) support open access to research:**

The Arizona State University Digital Repository was created to hold creative and scholarly output from current and emeritus faculty, research partners, graduate students, and ASU staff members. Undergraduate contributions may be accepted with the approval of a faculty member or by request of the Barrett Honors College. Original research products and papers of the faculty and administrators and the unique resources of the libraries will be permanently preserved and made accessible with tools developed to facilitate and encourage their continued use. On October 20, 2010, the Librarians Assembly of ASU Libraries passed an Open Access Resolution declaring their commitment to Open Access.

The ASU Digital Repository is an open-access repository and our content is available to ASU researchers, students and staff and researchers world-wide; with the goal to provide access to scholarly information available online, free, and unrestricted. Most of our collections, with very few items, are openly available and can be discovered via commercial search engines like Google Search. ASU Libraries have worked with the ASU Graduate College for many years to make ASU Dissertations and Theses available in our physical ASU Libraries collections, and since 2011, ASU Graduate College and the libraries have been adding the electronic copies of ASU dissertations & Theses to the ASU Digital Repository. The ASU Electronic Dissertations and Theses collection repository content is freely available to researchers worldwide and can be discovered easily via Google search, through ASU Libraries Online Catalog, through ASU Libraries One Search, and through ASU Digital Repository search. Most content in the ASU Electronic Dissertations and Theses collection is available upon deposit to the repository, with the exception of ASU students who chose to embargo their content for up to an including 2 years (after 2 years the content become freely available).

The URL for the ASU Digital Repository policies is

<http://repository.asu.edu/about/policies/>

**The website URL where information about open access to the institution's research is available:**

<http://repository.asu.edu/>

# Engagement

## Campus Engagement

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

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

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

**Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:**

Yes

**Number of degree-seeking students enrolled at the institution:**

72,385

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

University Sustainability Practices Program Assistants

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

6,000

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

Program Assistants are responsible for creating, researching, and implementing sustainability projects on Arizona State University campuses in support of ASU's sustainability goals: Climate Neutrality, Zero Waste (solid/water waste), Principled Practice, and Active Engagement. Projects can include, but are not limited to, energy efficiency, waste reduction and outreach. Program Assistants will also assist with research, planning and preparation for events and presentations for the department. Tasks to include, (but are not limited to): data mining, proposal drafting, attending strategic planning meetings, implementation plan writing, communication and marketing, giving sustainability initiative tours; as well as tasks related to the management and work flow of a small active office. Some work may occur on any of ASU's four campuses. The Program Assistant reports to the Director of University Sustainability Practices.

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

Potential University Sustainability Practices interns are asked to submit resumes and then undergo a thorough interview process. The best candidates are chosen based on matched interest levels, compatibility and needs of the department.

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

All University Sustainability Practices Program Assistants go through Arizona State University's orientation and take all pertinent safety classes such as "driving on the mall" for vehicle use as needed. The Program Assistants also undergo a mentoring process with the Director of University Sustainability Practices and other staff members of the department. They meet weekly to set goals and track progress with the Director of University Sustainability Practices and their supervisor.

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

The Director of University Sustainability Practices provides oversight to the Program Assistants as needed. Each assistant is awarded a stipend each semester in addition to receiving staff support from three full time employees in the University Sustainability Practices department.

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

School of Sustainability Student Ambassador Program

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

1,000

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

The School of Sustainability Student Ambassador Program act as the face of the School of Sustainability by providing mentoring and support to their peers within SOS. Their job is to assist the School of Sustainability Student Services Center with student engagement and community development programs and events. They also provide one-on-one mentorship and interaction with current and incoming SOS students by helping to guide their peers by sharing their ASU experiences and sustainability knowledge. Being an Ambassador provides our student leaders with the opportunity to develop more personal relationships with staff, faculty, employers and their peer within SOS as they help grow student engagement within SOS and develop close relationships with those also interested in sustainability and an interest in helping and mentoring others.

Some past programs include: Networking Mocktail, LinkedIn: What you need to know, ASU Green Game, Sustainability Broomball (students were invited to participate in broomball and then talked to the rink re: making the place more energy efficient), Arizona Recycles: Volunteer at Goodwill, 2013 Camp SOS, Fall Welcome, Family Weekend, Phoenix Career Conference, ASU Day at the Capitol, More to Explore Student Panel, New Student Orientation, New Transfer Orientation, Night of the Open Door, SOS Open House, and participate in numerous recruiting events in which area high school students visit ASU in order to learn about SOS.

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

Undergraduates currently in the School of Sustainability must apply for these positions. They must be at least a sophomore standing during appointment. They must have a strong desire to help and mentor others and possess strong written and oral communication skills. They must have a desire to help their peers navigate ASU and succeed in their major. Ambassadors must also have a willingness to learn and understand advising, counseling, and outreach functions for the School of Sustainability.

If interested they must apply by submitting a cover letter with their name, academic level, GPA and why they would like to be an Ambassador and what they think they can contribute to the program; current sustainability involvement within and outside of SOS along with any professional or networking experience they would like us to be aware of.

Prospective Ambassadors are chosen through group interview process.

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

All Ambassadors are required to attend formal training one week prior to classes beginning in the fall semester. It is during this time that we discuss expectations and begin developing programs for the upcoming year. The Director of Student Services also provides them with training regarding academic programs and office roles and responsibilities. Our Student Recruitment/Retention Specialist also presents and discusses strategies for recruitment events. This year we also had a presentation/learning opportunity regarding the zero waste program at ASU. The student ambassadors are also required to attend weekly leadership classes in which they are given assignments to help them become or tap into their leadership potential in order to cultivate a more student-centric community within the School of Sustainability.

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

This program is financed through the School of Sustainability.

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

Campus Student Sustainability Initiatives: CSSI

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

5,000

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

Officers are voted in during Spring each year. Lead officers of various groups on campus may apply. Applicants are reviewed by the core Campus Student Sustainability Initiative's management team and vetted for relevance and overlapping campus sustainability missions.

Other students are involved on a volunteer basis.

The Campus Student Sustainability Initiatives (CSSI) is the leading Undergraduate Student Government organization on campus that focuses on identifying sustainability challenges and leading campus initiatives and events in order to advance ASU's sustainability goals. CSSI works to maintain good connections with both the students and the administration of the University to provide opportunities across campus for sustainability improvements. Examples include the installation of water refill stations in the Tempe campus Memorial Union and the installation of air compressors for bicyclists to use to inflate flat tires.

Events, when held by CSSI, are either fun social events or are meant to spread the word and educate students about sustainability issues. CSSI specifically leads the planning process for Sustainability Passport, Campus Sustainability Day, and Earth Week each year.

<https://www.facebook.com/CSSIatASU>

The Green Team, composed of CSSI students and other students passionate about sustainability, focuses on improving recycling at events and working towards achieving "zero waste." Before the event takes place, they work with event planners to minimize the waste at an event and to ensure that the waste stream is recyclable. At the events, Green Team members talk to attendees to educate them about what can be recycled and to show that recycling is actually extremely simple.

An accomplishment includes the Fall 2013 Family Weekend Zero Waste Initiative which diverted 98% of event waste from the landfill to composting, recycling, and TerraCycle. The Green Team focuses on small and large student run events.

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

Once approved, new students attend a group orientation led by a CSSI student leaders. The new students can select from the following areas of interest (projects, business administration, engagement or initiatives) then work with the student leader that manages the area.

Green team members are selected from ASU's energetic, engaged students who are passionate about zero waste events.

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

Once approved, new students attend a group orientation led by a CSSI student leaders. The new students can select from the following areas of interest (projects, business administration, engagement or initiatives) then work with the student leader that manages the area.

Green team members must attend regular update meetings, pre-event briefings and on-site training. Training is fairly minimal as their task and mission are straight forward: to advocate for recycling at major events and reduce contamination levels in the recycling and compost stream.

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

The Manager of Recycling provides oversight to the center as needed. Other financial support comes in the form of budget requests the Registered Student Organizations make to student government in support of their work/projects.

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

Zero Waste Student Ambassadors



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

9,257

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

Zero Waste Ambassadors carry out campus engagement related to sustainability practices to reducing waste on the ASU campus by:

1. Recruiting members to be trained about ASU's Zero Waste initiative;
2. Develop interesting, compelling means to deliver the Zero Waste message to ASU stakeholders;
3. Assure that Zero Waste Ambassadors that are knowledgeable about recycling and composting facts;
4. Participate at tailgating events, football games, basketball games, the Homecoming Block Party and other ASU events;
5. Document work done and invoices for work that was carried out;
6. Work on other projects related to ASU campus sustainability efforts, as mutually agreed.

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

The Zero Waste Ambassadors are selected from Arizona State University's Outlaw Comedy group that exists to gather college students together for comedy events that connect them with each other and local communities of faith.

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

Zero Waste Ambassadors receive guidance and instruction from the Director of University Sustainability Practices. Members must attend pre-event briefings and on-site training. Sometime transportation of recyclables and compostables is required and these logistics are covered in pre event briefings.

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

The Director and Manager of University Sustainability Practices provides oversight to the Zero Waste Ambassadors. The Zero Waste Ambassadors are provided with funding for 1300 hours worked during the academic year along with t-shirts, lanyard badges, water bottles and training materials for all events covered.

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

4,500

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

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

## **The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:**

90

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

New Student Orientation includes the 'Sun Devil Way' presentation. The presentation covers the three pillars of the ASU community: Achievement, Engagement and Responsibility, with emphasis added to the student's responsibility regarding sustainability. Printed handouts are kept to a minimum; instead electronic publishing is utilized for some materials and information.

Orientation provides students and guest with reusable grocery-type bags to encourage limiting waste. Recycling is prominent and available for plates, cups and eating utensils at lunch. Students and guests are also provided with re-useable lanyards (name tag holders) that students and guests can reuse. Often times however, the students and guests return the lanyard to a staff member at the conclusion of the orientation program to be used again.

Incoming School of Sustainability students and their families participate in Fall Welcome. The students can explore what it means to be a School of Sustainability major and learn about their major and other ways to be sustainably involved on campus. This sustainable event is made possible with reusable goodie bags provided by Whole Foods and a sustainable lunch provided by Chipotle highlighting community partnerships.

Family Weekend is held during the fall semester. Each year, Family Weekend in partnership and collaboration with the Green Team, host a zero-waste event. Extensive efforts are undertaken with recycling, composting and assessment to achieve this result.

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

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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

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

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

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

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

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

Student-run/governed organizations devoted to sustainability efforts on campus include:

Engineers Without Borders, ASU chapter, is a non-profit humanitarian organization established to partner with developing communities to improve their quality of life through implementation of environmentally and economically sustainable engineering projects.

Accomplishment includes: During summer 2013, several members of the ASU chapter of Engineers Without Borders spent about five weeks during July and August in the Bondo Rarieda district of Kenya to resurface one of several defective dams that are essential elements of the region's water-supply system.

Sustainability House at Barrett is a residential and academic community centered on a common dedication to the principles of sustainability which supports learning and action related to these ideas. Accomplishments include: Student members went to El Salvador to work with some impoverished communities.

Nourish International at ASU works to eradicate poverty by engaging students and empowering communities. Accomplishment includes: During Spring 2011, together with the Cornell University chapter, Nourish International at ASU students went to Nicaragua to assist with building and planting a nursery of bamboo trees to aid reforestation efforts in Nicaragua. In this effort, they partnered with RAAN, a local farmers' organization, and CO2Bambu, whose objective is to increase cultivation of a Central American bamboo, and promote its use for construction in Latin America and the US. The bamboo cultivation aids reforestation, and provides an economically valuable crop.

Real Food ASU is a nationwide non-profit grassroots leadership project. Real Food's goal is to address topics within food systems especially local, humane, fair, and ecologically sound food. Accomplishments include: Tabling at the Tempe campus Farmers Market to raise awareness about Real Food issues. Also, promoting the Real Food Challenge (RFC). This event was sponsored by the Center for Science in the Public Interest that planned the first-ever Food Day across campuses nationwide. The event aims to bring attention to the issues of obesity, supporting sustainable farming and making real food available to everyone.

The Honor Society for Sustainability the Alpha Chapter of the HSS fosters a network of sustainability scholars from across the campus to the workforce to promote sustainable principles and empower others for success. Accomplishment includes: The formation of the Honor Society for Sustainability the Alpha Chapter.

<http://schoolofsustainability.asu.edu/docs/sos/honor-society/flyer.pdf>

Arizona State University Global Water Brigades is one of many programs in Global Brigades which designs and implements water systems to prevent water related illnesses in communities with limited access to clean water. Accomplishments include: Numerous projects throughout Honduras.

<http://asuglobalbrigades.weebly.com/water.html>

Green Devils (Polytechnic campus) Our mission is to make our campuses and community more sustainable. Are members are project leaders. It is great place to get experience on how to run projects and organize events. Accomplishment includes: Assisting with green events, tabling to raise awareness about ASU's sustainability initiatives and goals. Assisting with the Polytechnic community garden.

The Barrett Sustainability Club is a group of awesome students in the honors college that enjoys learning about the world and our place in it. We emphasize learning how society impacts the environment and what we can do to reduce our personal impact. We host events, cook dinners, volunteer in the local community, and have a fun time hanging out with each other. Accomplishment include: Maintaining the

rooftop garden, then selling produced at the Tempe campus Farmers Market.

Farmers Market Student Ambassadors exists to increase the amount and depth of student involvement in the Farmers Market @ ASU Tempe. FMSA will create an additional sustainability minded community at Arizona State University, Tempe. The end goal of FMSA is to provide the means for personal growth, professional development, and network expansion. Accomplishments include: Setting up, providing student staffing and closing each of the Tempe campus Farmers Markets. Tabling during student events to raise awareness about the Tempe campus Farmers Market. Attending conferences and speakers series about Real Food issues and Food Justice.

UpRoot, the ASU Gardening Club is a new group of dedicated and passionate students, faculty, and staff who are actively working on designing, organizing, and ultimately creating an organic community garden on the West Campus. Along with the garden, UpRoot is working with members from other campuses to start a healthy food initiative. Through this we hope to bring healthier and more sustainable food options to ASU dining halls without a significantly higher cost. Overall, UpRoot wants to advocate and promote healthier lifestyles and sustainable living at ASU and in the community through gardening, educational events, and research. Accomplishments include: A garden will be open to the nearby community and all members of the ASU West community. Plots will be assigned to and maintained by: - individual students/faculty/staff/community members -ASU West departments (e.g. Psychology, Natural Sciences, etc.) -ASU West clubs and organizations -ASU programs, such as the Young Scholar Program. -organizations in the community -schools in the community.

Other student-run/governed organizations devoted to sustainability efforts on campus include:

VegAware spreads awareness and understanding of the issues surrounding a vegetarian or vegan lifestyle and creates a community for students who live a vegetarian lifestyle.

Arizona State Cycling Community's primary mission is to consolidate and make available resources and services for cyclists.

School of Sustainability College Council (SOSCC) collaborates with other clubs and organizations within the School of Sustainability to promote student involvement, nurture faculty-student relations, recognize outstanding faculty, organization, and student achievements and offer students the opportunity to learn and develop the leadership skills needed to solve today's environmental, economic, and social challenges of sustainability.

SEEDS Devils are commonly interested in ecology, environmental education, sustainability and diversity.

Sun Devils for Wildlife Conservation's goal is to spread awareness of the importance of wildlife conservation through active participation in legislation and to assist local conservation groups both financially and physically through fundraising and volunteer efforts. Additionally, we work with several animal rights organizations to improve the treatment of animals in Arizona.

U.S. Green Building Council Arizona State University Chapter - as a student group to USGBC, our goal to help students at ASU gain the knowledge needed to become LEED Accredited through study sessions, educational workshops, and practice tests.

The Sustainability Review (TSR) communicates sustainability challenges, developments, and opportunities through reporting, analysis, opinion, and art/visual media. We are an online journal edited and published by graduate students at Arizona State University and hosted by the university's School of Sustainability.

The Arizona Student Environmental Coalition is a political action organization made up entirely of college students in the state of Arizona. We believe Arizona must transition from a fossil fuel economy to a clean energy economy, meaning a prompt phase-out of coal fired electricity and the creation of a vibrant new solar industry. We are diligent citizens, safeguarding our local and global environment for future generations and for our own future on this planet.

Diners We Care is dedicated to raise awareness in the ASU student body about the importance of saving food in the school's dining halls and promote sustainability by reducing the amount of edible food that is thrown away. Membership in the organization is open to all ASU students who CARE enough to make conscious decisions about their eating habits, and are willing to instill the caring spirit in the entire

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

ASU community.

Greenlight Solutions exists to enable sustainability minded undergraduate and graduate students at Arizona State University (ASU) to apply their education, through consulting projects, to help organizations to operate more sustainably.

W. P. Carey MBA Net Impact's mission is to improve the world by growing and strengthening a network of leaders who use the power of business to make a positive net social, environmental, and economic impact.

The FlashFood Volunteer Recovery Driver Team at Arizona State University works with the greater FlashFood organization to help deliver fresh, healthy, excess food from restaurants to the people who need it most, locally.

Global Microfinance brigades seek to provide rural communities in impoverished nations with micro-lending institutions from which they can withdraw small enough loans to better themselves. Additionally, we work to inform members of the community about savings options so that they understand how to set aside money for themselves and their future generations.

Global Public Health Brigades is a network of students and professionals who volunteer to help under resourced communities in the developing world by improving home infrastructure and providing public health education. Our mission is to empower rural Honduran communities to prevent common illnesses through in-home infrastructural development, community leader training, and health education.

**The website URL where information about student groups is available:**

<http://sustainability.asu.edu/practice/what-you-can-do/student-groups.php>

**A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:**

The Polytechnic campus is home to a large plot of land that was converted to a community garden in January of 2010. The garden currently has eight 20 x 25' plots with plans to cultivate four more. Each space is "rented out" to students, staff and faculty wishing to either demonstrate best practices or hone in on their own skills and successfully grow their own food or herbs. Three academic units center on applied work done in the garden. The garden also features a large compost area where residents can bring the kitchen scraps and effectively convert them to soil base. This eliminates the need for artificially fixed nitrogen and helps teach the surrounding community about the importance of soil building. This project is not student-governed.

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

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

GreenLight Solutions (GLS) was founded as a solution to multiple challenges. Students at Arizona State University (ASU) needed a way to apply the sustainability knowledge they were acquiring at ASU, and organizations needed a cost-effective way to start embracing sustainability. GLS has a cutting edge team of professionals and students eager to assist you with your unique sustainability solution, from inception to implementation. We have access to a pool of experts that encompasses practitioners and academics who have been immersed in the science of sustainability since it was embedded in ASU.



## Vision

To design, promote, and educate about sustainability practices for organizations to implement through individualized solutions in order to create a more sustainable world.

## Mission

To enable sustainability minded undergraduate and graduate students at Arizona State University (ASU) to apply their education, through consulting projects, to help organizations to operate more sustainably.

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

<http://www.glsolutions.org/>

### **A brief description of the sustainable investment or finance initiatives:**

The Arizona State University Sustainability Initiatives Revolving Fund (SIRF) was established in fiscal year 2010 to invest in projects that foster and enable sustainability efforts and provide an economic return on investment. SIRF funds are available to all ASU community members.

The SIRF is comprised of the following three tiers:

- Tier 1 University Community Sustainability Micro Grants: Smaller projects that are designed to build a campus sustainability culture and promote student engagement. A small funding pool is set aside each year to award grants of up to \$5,000, and is overseen by the director of Sustainability Practices at ASU and SIRF committee member.
- Tier 2 Fund Matching and Efficiency Loans: Medium-scale, capital-improvement initiatives that return a project's costs within 6 years or less. These loans are ideal for departments that need to upgrade or renovate space and equipment to improve efficiency and reduce carbon emissions, and require that the department match-fund the proposed investment as well as share in the return generated.
- Tier 3 Capital Expansion Loans: All large-scale initiatives that make a significant and measurable sustainability impact and return a project's costs within 10 years or less. These loans are targeted at strategic internal and external partnerships that reduce carbon emissions.

An ASU student used the \$5,000 University Community Sustainability Micro Grant to engineer and manufacture and aeroponic system that mists the roots of growing plants with a nutrient solution, which eliminates the need for soil or substrate. See FY 2013 SIRF Annual Report:

<https://cfo.asu.edu/sirf>

this initiative is not student-governed.

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

<https://cfo.asu.edu/sirf>

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

Throughout the year, the Global Institute of Sustainability at Arizona State University sponsors, hosts, or endorses sustainability-related events, lectures, and conferences locally, nationally, and around the globe. Among the many events are two signature lecture series. The

prestigious Wrigley Lecture Series brings world renowned thinkers from academia, business, and government engage the community in dialogues to address sustainability challenges. The Sustainability Series includes discussions on a range of environmental, social, and economic topics. This program is not student governed.

The student-governed Campus Student Sustainability Initiative (CSSI) invites guest speakers, sponsors movies that covers pressing sustainability social justice issues, and organizes sustainability tours where students are the intended audience. CSSI is student-governed.

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

<http://sustainability.asu.edu/events/>

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

Arizona State University has an Arts and Humanities Sustainability Series to allow student to make the connection between sustainability and the arts.

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

<http://sustainability.asu.edu/events/rsvp/arts-and-humanities-in-sustainability-series-list>

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

The Arizona State University MBA Outdoors Club enhances appreciation for the outdoors through such activities as hiking, camping, rock climbing, swimming, golfing, biking, fishing and exploring. This club follows Leave No Trace principles. This program is not student governed.

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

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

The ASU Colleges at Havasu campus has an interdisciplinary program focused on social sustainability. The program crosses between General Studeis, Environmental Sciences, Life Sciences and Communications programs on the Havasu campus.

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

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

Virtual Room

As part of Campus Metabolism, an online Virtual Room displays the energy consumption of common dorm electronics. Students can explore the room any time and they can view the impact and measure of their energy use in their dorm rooms.

Also, Arizona State University Housing maintains model residence hall rooms on all four of its campuses, eight rooms in total. To furnish the spaces, University Housing partners with IKEA, an international retailer known for its dedication to development of sustainable practices and products. University Housing also provides space within the rooms for third-party contracted partners to promote products and services for students. One such service is drinking water delivery, which was implemented in an effort to reduce the number of single-serving plastic water bottles on campus. These programs are not student-governed.

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

<http://cm.asu.edu/>

**A brief description of sustainability-focused student employment opportunities:**

There are a number of undergraduate and graduate student employment opportunities within departments that provide special projects in sustainability. Examples include: University Sustainability Practices offers five to six Program Assistant positions and our Recycling Department offers 4 to six such positions. There are also many positions offered within the Rob and Melani Walton Sustainability Solutions Initiative.

Positions are made available through Student Employment website.

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

<https://students.asu.edu/employment>

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

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

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

The School of Sustainability offers the following co-curricular sustainability programs and initiatives. URL below provided more information about each of these programs.

Community of Undergraduate Research Scholars  
Research Experiences for Undergraduates  
Study Abroad  
Undergraduate and Graduate Internships  
Graduate Research Assistantships  
Graduate Summer Grants

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



# Outreach Materials and Publications

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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

**Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :**

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

<b>A sustainability newsletter</b>	Yes
<b>Social media platforms that focus specifically on campus sustainability</b>	Yes
<b>A vehicle to publish and disseminate student research on sustainability</b>	Yes
<b>Building signage that highlights green building features</b>	Yes
<b>Food service area signage and/or brochures that include information about sustainable food systems</b>	Yes
<b>Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed</b>	Yes
<b>A sustainability walking map or tour</b>	Yes
<b>A guide for commuters about how to use alternative methods of transportation</b>	Yes
<b>Navigation and educational tools for bicyclists and pedestrians</b>	Yes
<b>A guide for green living and incorporating sustainability into the residential experience</b>	Yes
<b>Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat</b>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

**A brief description of the central sustainability website:**

Arizona State University has two websites that consolidate information about our sustainability efforts. The first,

<http://sustainability.asu.edu/>

, is the website for the Wrigley Global Institute of Sustainability, which is the hub of the University’s sustainability initiatives, advancing research, education, and business practices for an urbanizing world. The second,

<http://schoolofsustainability.asu.edu/>

, is the website for the nation's first School of Sustainability, which offers transdisciplinary degree programs to create practical solutions for environmental, economic, and social challenges.

While research, education, and outreach are pillars of the University's sustainability efforts, perhaps the most relevant (to this question) section of our website is

<http://sustainability.asu.edu/practice/index.php>

. This section, called "Sustainability in Practice," highlights our institutional commitment and enumerates our many actions in the areas of energy conservation, renewable energy, recycling and waste, transportation, food services, water conservation, buildings, grounds, services and maintenance, purchasing and policy, and recognition and awards.

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

<http://sustainability.asu.edu/>

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

The weekly Sustainability Digest e-newsletter announces sustainability-related seminars, meetings, colloquiums, lectures, brown bags, announcements of interest, and job opportunities.

The ASU Staff Council issues a monthly newsletter called Sparky's Scoop News for Staff Success. The newsletter always includes a section called the Sustainability Corner. The Sustainability Corner raises awareness about Arizona State University's sustainability initiatives as well as let staff know what they can do in the workplace to advance ASU's sustainability goals of Climate Neutrality, Zero Water and Solid Waste, Principled Practice and Active Engagement.

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

<http://lists.asu.edu/archives/giosasu.html>

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

Arizona State University provides the following social media platforms for alumni, students, faculty, staff, and associates of Arizona State University's School of Sustainability to follow our sustainability activities. Facebook, Twitter, LinkedIn, Flickr, and Vimeo.

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

<http://sustainability.asu.edu/media/social-media.php>

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

Arizona State University regularly features news about student research on all topics, including sustainability.

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

<http://asunews.asu.edu/taxonomy/term/29>

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

Signage within the Wrigley Global Institute of Sustainability building highlights green building features, including not only environmentally-friendly materials and renovation practices, but also the social considerations of the many design choices within the building. The website below summarizes many (but not all) of these features.

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

<http://sustainability.asu.edu/about/our-place.php>

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

Arizona State University is committed to sustainability in its food services through waste reduction, pollution management, and energy and water efficiency. Our food service contractor (

<http://sundevildining.asu.edu/sustainability>

), our university caterer (

<http://cfo.asu.edu/uclub-sustainability>

), and our living-learning restaurant (

<http://engrainedcafe.com/>

) all have a mission to advance sustainability in their practices.

As a living-learning restaurant, Engrained Café is a showcase of sustainability in action, with signs, brochures, and an interactive website full of information about sustainable food systems.

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

<http://engrainedcafe.com/>

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

Temporary signs are displayed during our annual Campus Harvest to promote and educate the campus community about our sustainable grounds-keeping practices and activities.

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

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



Developed in 2010, the 1.2-mile sustainability walking tour highlights LEED-certified buildings, solar installations, and a variety of examples that comprise the University's integrated, university-wide approach to sustainability.

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

<http://sustainability.asu.edu/resources/tour/>

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

Arizona State University encourages students, faculty and staff to use an alternate mode of transportation as often as possible. The University's Parking and Transit Services-Commuter Options program provides a number of transit options for the University community, most of which are free.

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

<http://cfo.asu.edu/pts-commuter>

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

Bicycle lane directions, biking and public transit, campus shower building locations and more are provided within Commute by Bike page on the web.

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

<https://cfo.asu.edu/bike-commute>

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

Arizona State University has created a Green Communities certification process that recognizes students living on campus for their efforts to incorporate sustainability practices and behaviors into their every day lives.

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

<http://sustainability.asu.edu/about/resources/green-communities/index.php>

**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:**

While there is not a regular column, per se, nor a reporter assigned specifically to the sustainability beat, sustainability practices (

<http://asunews.asu.edu/taxonomy/term/358>

) and research (

<http://asunews.asu.edu/taxonomy/term/40>

) are regularly covered in the University's News.

**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://asunews.asu.edu/taxonomy/term/358>

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

Our prospectus, Sustainability at ASU: Toward a more sustainable world, provides an overview of ASU's efforts to advance sustainability across the university and beyond.

**The website URL for this material (1st material):**

<http://sustainability.asu.edu/resources/prospectus/>

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

Yes

**A brief description of this material (2nd material):**

Arizona State University's Carbon Neutrality Action Plan serves as a strategic blueprint for achieving a net zero carbon footprint across all campuses. ASU commits to mitigating 100 percent of its carbon emissions from energy, agriculture and refrigerants, and waste-related sources by 2025, and 100 percent of its carbon emissions from transportation by 2035.

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

<http://sustainability.asu.edu/resources/carbonzero/>

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

Yes

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

The Sustainability Operations Annual Review provides a snapshot of each year's sustainability operations and practices achievements to reach our goals of climate neutrality, zero waste, active engagement and principled practice.

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

<https://www.asu.edu/vpbf/documents/ASU-SustainabilityOperations.pdf>

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

Yes

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

The SIRF: Sustainability Initiatives Revolving Fund brochure informs readers about ways the fund provides investment across our four campuses for both large and small energy conservation projects that provide a real return.

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

<https://cfo.asu.edu/sirf>

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

Yes

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

The below URL includes seven outreach items, grouped together here as "Resources for Educators." These are websites, publications, teachers' guides, and other items that allow K-12 teachers to bring sustainability-related topics into their classrooms.

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

<http://sustainability.asu.edu/about/resources/resources-for-educators.php>

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

Yes

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

The Sustainability Review is a biannual, online publication edited and published by graduate students at Arizona State University's School of Sustainability. Part scholarly journal, part popular magazine, The Sustainability Review combines research, opinion, and art to bring sustainability into the public dialogue.

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

<http://www.thesustainabilityreview.org/>

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

Yes

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

The Strategic Plan for Sustainability Practices and Operations allows reader to be informed about the ASU's strategic plan to achieve Climate Neutrality, Zero Waste, Active Engagement and Principled Practice.

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

<http://sustainabilityplan.asu.edu/>

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

Yes

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

The ASU Roadmap to Zero Waste allows reader to view detailed projects that will lead ASU to achieve its Zero Waste by 2015 goal.

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

<https://cfo.asu.edu/zw-roadmap>

# Outreach Campaign

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

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

### *Part 2*

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

**Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

Yes

**Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:**

Yes

**The name of the campaign (1st campaign):**

Ditch the Dumpster

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

Arizona State University Residence Life in collaboration with ASU Recycling Program has taken the lead in promoting and managing this program that works directly with our community partner, Swift Charities. The program operates at residential halls on all campus locations. Staff establishes a route and schedule each year with the residential portions of our campuses to station small bins for clothing and personal items and establish larger drop off points for larger items such as electronics and furniture. The year round recycling program is promoted alongside special collections during move out.

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

During Fiscal Year 2013, ASU diverted 25 tons tons of material through this program.

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

<http://moveout.asu.edu/>

**The name of the campaign (2nd campaign):**

RecycleMania

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

Arizona State University participates in the 8-week RecycleMania competition each spring. This competition is promoted to students, but also faculty and staff. During 2013, we participated in the eWaste Category.

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

In 2012, ASU's average recycling rate over the 8-week competition was 25.99% and our rank out of 266 reporting competitors was 152. In 2013 we collected 0.57 tons of eWaste.

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

<http://staffcouncil.asu.edu/files/newsletter/February%20Sparkys%20Scoop.html>

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

Arizona State University also provides students and staff with a certification process for the following programs that recognizes their efforts to adopt sustainable practices.

Green Office, Green Labs, Green Event, Green Shops, Green Communities and Green Classroom Programs.

<http://sustainability.asu.edu/practice/what-you-can-do/index.php>

# Employee Educators Program

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

**Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:**

Yes

**Total number of employees:**

8,907

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

Sustainability Practices Network

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

600

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

Members of the Sustainability Practices Network were selected by the Director of Sustainability and the University Sustainability Operations Officer.

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

The Sustainability Practices Network is charged with creating a plan for a more sustainable university. The Network is composed of eight work groups and four resource groups that focus on their specified areas of expertise while also collaborating with other groups to support participation in sustainability practices across the university. The structure of the Network educates and engages many disciplines and departments from all campuses to foster innovative ideas for reaching the university's sustainability goals.

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

There are 150 members within the committee includes faculty, staff and students that are either experts on concepts in sustainability or were interested in furthering Arizona State University's sustainability goals.

Program funding is provided by University Business Services Administration.

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

<http://sustainability.asu.edu/practice/sustainability-practices-network.php>

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

Sustainability Literacy Program

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

2,500

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

The literacy program is comprised of tutorials that include photos with accompanying audio, and is designed to easily be worked into employees' daily work schedules. Start to finish, the program takes about an hour to complete. Employees also can stop and start the program tutorials at any time and upon logging back in, can pick up where they left off.

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

Arizona State University has launched the first sustainability literacy online program. This is an interactive program that extends to all ASU employees as well as students. The electronic platform informs ASU employees of sustainable practices currently under way at ASU, the university's sustainability goals, ways to support ASU's promise to become more sustainable, and relevant facts to fulfill the sustainability requirement of their yearly work-performance evaluations.

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

Program funding is provided by University Business Services Administration.

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

<http://cfo.asu.edu/ubs-sustainability-literacy>



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

ASU Staff Council Sustainability Committee

**Number of employees served by all other programs:**

6,000

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

Members of the ASU Staff Council Sustainability committee volunteer their time to attend monthly meetings to plan various sustainability engagement and training events. Sustainability engagement and training activities include coordinating campus sustainability walking tours, tours of the local Waste Management Materials Recovery Facility, sustainability speaker sessions, tabling during all Tempe campus Farmers Markets, as well as incorporating green event practices during all indoor and out door events. They also provide sustainability content for all ASU Staff Council monthly newsletters that are sent out to all university staff.

The ASU Staff Council issues a monthly newsletter called Sparky's Scoop News for Staff Success. The newsletter always includes a section called the Sustainability Corner. The Sustainability Corner raises awareness about Arizona State University's sustainability initiatives as well as let staff know what they can do in the workplace to advance ASU's sustainability goals of Climate Neutrality, Zero Water and Solid Waste, Principled Practice and Active Engagement.

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

The ASU Staff Council Sustainability committee members receive training from the University Sustainability Practices office. They all must receive certification through the on-line Sustainability Literacy Program. Each monthly meeting starts with a sustainability training topic to include our Green Office, Green Labs, Green Events, and Green Shops Programs along with many more topics so they can communicate campus wide initiatives as well as train their peers about specific sustainability practices that can be implemented into the work place.

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

The ASU Staff Council Sustainability committee is supported financially from the ASU Staff Council Board of Directors. Staff support includes the ASU Staff Council Board of Directors along with other ASU Staff Council committee members that include members from the University Sustainability Practices office.

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

<http://staffcouncil.asu.edu/>

# Employee Orientation

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

## **The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:**

100

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

Sustainability is included in the New Employee Orientation (NEO) presentation to newly hired benefits-eligible faculty and staff. Information about Arizona State University's mission and goals is presented via printed materials, a PowerPoint presentation, video, and the web. At NEO, the sustainability information is distributed in printed materials: "A New American University" booklet and a flyer containing important University web addresses. Sustainability information is also presented within the PowerPoint presentation when we talk about the University's goals and objectives; it is viewed in the "ASU Challenges" video (

[www.asuchallenges.com](http://www.asuchallenges.com)

) as part of our teaching, research, and business practices; and it is viewed on the web as we review Arizona State University's 8 design aspirations (

<http://newamericanuniversity.asu.edu>

) and "the challenges before us" (

[www.asuchallenges.com](http://www.asuchallenges.com)

) which include "How do we create a sustainable way of life?" The NEO presenter also "models" sustainable business practices by providing printed materials as two-sided copies and by directing new employees to refill reusable water bottles at the drinking fountains and to use the recycling baskets.

New Employee Orientation is presented at least twice per month for newly hired benefits-eligible faculty and staff at Arizona State University. About 1,200 new employees attend NEO each year.

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

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# Staff Professional Development

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

## **Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:**

Yes

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

The Arizona State University Commission on the Status of Women and the Staff Council offer a day long Professional Development Conference Resource Fair that includes sustainability sessions. During 2013, the sustainability topic "Sustainability: Zero Waste at ASU" was presented to Tempe campus staff.

Throughout the year, staff of all four campuses have the ability to receive one on one training about Green Office, Green Lab, Green Event and Green Shop practices. All staff can also participate in the on-line Sustainability Literacy Training. They receive a certificate of completion after the training for all of the training opportunities listed above.

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

100

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

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# Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

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

# Community Partnerships

**Responsible Party**

**Betty Lombardo**

Manager

University Sustainability Practices

**Criteria**

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

Each partnership conforms to one of the following types:

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

**C.Transformative**

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



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

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

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

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

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:**

Yes

**A brief description of the institution’s supportive sustainability partnership(s) with the local community:**

1. DOE Clean Cities Coalition

Our Mission

We are dedicated to advancing the environmental, energy and economic security of Central and Northern Arizona by advocating and participating in practices that promote clean domestic energy and reduce dependence on conventional petroleum based fuels.

History of our Coalition

The Maricopa Association of Governments joined the Department of Energy's Clean Cities Program in 1997. The Clean Cities Program was created by the federal Energy Policy Act of 1992 (EPACT) to support voluntary efforts by government and business to reduce our country's dependence on foreign oil. There are now over eighty coalitions nationwide.

In July 2001, Maricopa Association of Governments handed over the Clean Cities operation to a group of independent stakeholders representing local industry and government. This group was re-chartered by DOE under the new name, Valley of the Sun Clean Cities Coalition. This new and improved coalition emerged with an innovative vision and strategic plan for cleaner air and a future less dependent on petroleum. Today, the coalition's stakeholders represent more than sixty government, utility, and business organizations.

The VSCCC's stakeholders operate nearly 7,000 alternative fuel vehicles and displace some 51 million gallons of petroleum fuel annually with alternative fuels such as natural gas, biodiesel, propane, ethanol, and electricity. According to a 2010 survey, this represents 10% of the annual consumption of alternative transportation fuel in the U.S.

ASU is a partner member of the DOE Clean Cities Coalition. Dr. James Anderson, a Senior Sustainability Scientist at ASU, serves on the Board of Directors.

URL:

<http://www.cleanairaz.org/about-us-clean-cities/>

## 2. Sustainability Science for Sustainable Schools

### Curriculum, Campus & Community

The Sustainability Science for Sustainable Schools program at Arizona State University includes a collection of graduate students, high school teachers and sustainability researchers. Together we strive to further sustainability science by bringing sustainability projects into our high schools' curriculum, campuses, and larger communities. We believe that by teaching sustainability science to high school students, we can help promote a sustainable future for the Phoenix metro area.

Our program seeks to:

Increase integration of sustainability into instructional development.

Graduate fellows work with teachers and district leadership to engage in delivery of interdisciplinary curriculum and project based learning. Fellows bring state-of-the-art sustainability science research to teachers to strengthen STEM teaching, which in turn advances the STEM skills of high school students.

Expand university outreach and relationships with high schools.

Partnerships are developed with high school districts to strengthen the delivery of STEM education and build the capacity of teachers and students to implement project-based sustainability projects.

Enhance fellows' graduate experience and career trajectories.

Graduate fellows are exposed to real-world experiences that enhance their training and career trajectories. Weekly work in the classroom is supplemented by outreach activities to public and private entities, allowing fellows to gain experience presenting sustainability content to a wide range of audiences.

Improve graduate students' communication and teaching skills.

Graduate students are empowered to be better sustainability educators through training in curriculum development and collaborative instructional strategies. Fellows work in interdisciplinary teams and hone their skills in communication, collaboration, problem solving, conflict resolution and project management.

URL:

<http://sustainableschools.asu.edu/>

## 3. Southwest Center for Education and the Natural Environment

The Southwest Center for Education and the Natural Environment (SCENE) has provided cutting-edge science research experiences to high school students since 1998.

Students in grades 10-12 work in science labs at Arizona State University to answer their own original questions, and present their work in regional and national science competitions.

SCENE also provides online resources for teachers. SCENE is a partnership among the ASU Global Institute of Sustainability, the Leroy Eyring Center for Solid State Science Research, and members of the private sector.

URL:

<http://scene.asu.edu/>

#### 4. Ecology Explorers

Ecology Explorers gives Phoenix area K-12 teachers and students opportunities to learn through real scientific research.

Students can help research our Phoenix ecosystem and be part of the Central Arizona - Phoenix Long-Term Ecological Research (CAP LTER) project being carried out by scientists. The scientific data collected can be shared with other researchers and schools to see what patterns in nature exist across our Phoenix metropolitan area.

URL:

<http://ecologyexplorers.asu.edu/>

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:**

Yes

**A brief description of the institution's collaborative sustainability partnership(s):**

##### 1. Sustainability Connect

SustainabilityConnect is an outlet for individuals within the Arizona State University community and the broader Phoenix Metro Area to come together and work collaboratively to address real-world sustainability issues. At SustainabilityConnect we specialize in helping individuals and organizations realize their sustainability goals by creating and coordinating sustainability projects and then archiving them in our database. Any ASU student, faculty, staff, or community partner can submit a project proposal or search the database for a project that they would like to participate in. Our goal at SustainabilityConnect is to foster collaboration between academic and professional experts while providing students with an applied learning environment.

Our goal at SustainabilityConnect is to assist those who join (our members) in realizing valuable contributions to their and other's sustainability initiatives and to foster university-community collaborations. Any individual can become a member of SustainabilityConnect -- ASU students, faculty, and staff, as well as professionals from the wider public and surrounding community.

Our projects address sustainability problems, which are inherently complex but are critical to address thoroughly because business-as-usual approaches often cause irreversible harm to the vitality of specific ecosystems and groups of people. Solid solutions are typically difficult to uncover because the problems have multiple and interrelated causes and impacts that harbor tensions between social, economic, and environmental domains stretching across local, national, and even global levels. These problems are urgent because the impact on current populations and ecosystems are usually worsening rapidly and threatening the livelihood of future generations. Sustainability problems are often contested because affected and benefiting stakeholders have diverse viewpoints on what and who causes and should remediate these problems.

Addressing sustainability problems and developing solutions to them is overwhelming for one person given the complexity and steps involved. Therefore, we create teams to bring various skills and competencies together. Because we tailor each project to the specific needs of our partners and the educational requirements of our students, each project will require different types of collaboration with varying participants, timeframes, and commitments.

URL:

<http://sustainabilityconnect.asu.edu/>

## 2. Arizona Forward

To move Arizona forward environmentally, economically and socially, we must find our commonalities through civil discourse. Arizona Forward brings leaders from across the state together to encourage cooperative efforts to improve the sustainability and vitality of the place we call home. Our collective influence will make a difference to ensure smart growth and development, efficient transportation, improved air quality, responsible water management, energy alternatives and meaningful education throughout Arizona.

Arizona Forward is an advocate for a balance between economic development and environmental quality, and convenes business, community and civic leaders in thoughtful public dialogue on critical sustainability issues. The Association is a blend of members including large and small businesses, government jurisdictions, the education and non-profit communities, as well as others that share a goal of promoting cooperation to improve the environment and quality of life in our region. We now boast 250+ member companies representing tens of thousands of employees working together to help shape our local communities and move Arizona forward.

Arizona State University/Global Institute of Sustainability is a founding and current member.

URL:

<http://www.arizonaforward.org/>

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:**

Yes

**A brief description of the institution's transformative sustainability partnership(s) with the local community:**

### 1. Sustainable Cities Network

Decisions made today regarding land use, transportation, water, economic development, and social services will have enormous long-term impacts on the future sustainability of our megapolitan region. Recognizing this, Arizona State University’s Global Institute of Sustainability created the Sustainable Cities Network, which works with local communities to explore sustainable approaches and address challenges.

The Network is a vehicle for communities to share knowledge and coordinate efforts to understand and solve sustainability problems. It is designed to foster partnerships, identify best practices, provide training and information, and create a bridge between ASU’s research and front-line challenges facing local communities.

Network members include a broad range of professional disciplines from Arizona cities, towns, counties and Native American communities implementing sustainable practices and working towards a more sustainable region.

ASU, city, county, and tribal leaders established the Sustainable Cities Network to:

- Enhance and ensure the sustainability of the region
- Share knowledge and coordinate efforts to solve local sustainability issues
- Foster partnerships and discover best practices
- Provide training and information
- Offer meaningful connections and collective learning opportunities

- Connect ASU research with the front-line challenges of sustainability

The Network provides practitioners with knowledge, resources, and innovations to accelerate the valley toward national leadership in sustainability. Through the Network, partners, the steering committee, and workgroups collaborate to streamline city operations, advance solar energy, mitigate the urban heat island, design sustainable neighborhoods, and secure water supplies in a changing climate. Working together, Network partners are making sustainability a core value in city planning, policy, and operations.

URL:

<http://sustainablecities.asu.edu/>

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

1. Global Resolve

GlobalResolve was established at ASU in 2006 as a social entrepreneurship program designed to enhance the educational experience for interested and qualified ASU students by involving them in semester-long projects that directly improve the lives of underprivileged people, and/or those in under-developed nations throughout the world.

Through GlobalResolve, ASU students and faculty collaborate with international universities, residents of rural villages, local governments, financial institutions, and non-governmental organizations (NGOs) to develop and disseminate no-tech, low-tech, and high-tech solutions that address pressing public health or environmental needs of a developing-world population.

Because solutions developed by GlobalResolve are designed to be replicable locally, regionally, and internationally, the solutions also create the potential for profitable new business ventures that generate sustainable income streams for impacted populations.

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

<http://globalresolve-dev.asu.edu/>

# Inter-Campus Collaboration

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

## **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:**

Yes

## **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:**

The President was a founding chair for the American College and University President's Climate Commitment Steering Committee.

The university's CFO currently serves on the National Association for College and University Business Officers (NACUBO) Financing Sustainability committee.

The Director of University Sustainability Practices has contributed to books and papers, given presentations, been on panel discussions, and has been in frequent communication at other institutions in order to collaborate and move sustainability efforts forward.

Students, faculty, and staff presented at the 2014 AASHE conference.

Members of the Office of University Sustainability Practices staff and faculty affiliated with the Global Institute of Sustainability make presentations at local, regional, national and international venues to share information and best practices regarding sustainability in higher education.

The university routinely hosts visitors from higher education institutions from around the world who visit the campus to learn best practices and lessons learned from ASU's efforts.

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

The university is an institutional member of a large number of sustainability organizations at local, regional, state and national levels including Valley Forward, the Association for the Advancement of Sustainability in Higher Education, The American College and University Presidents' Climate Commitment, the U.S. Green Building Council, the Society for College and University Planning, APPA, NACUBO, National Council for Science and the Environment and the National Association of Educational Procurement among many others.

Arizona State University and the University of Arkansas jointly administer the Sustainability Consortium which is an independent organization of diverse global participants that work collaboratively to build a scientific foundation that drives innovation to improve consumer product sustainability.

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

Responsive to requests from other campuses for information or assistance. Faculty affiliated with the Global Institute of Sustainability maintain active research and outreach projects with colleagues at other colleges and universities at local, regional, state and national levels.

Arizona State University has been instrumental in bringing together its two sister Arizona universities for frequent working meetings, teleconferences and sustainability summits. This has evolved into the formation of an Arizona Higher Education Sustainability Conference. During spring 2014, the conference will be hosted by the University of Arizona and it will include members of the Maricopa Community College System, Prescott College, Diné College and Tohono O'odham Community College.

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

<http://ahesc.org/>

# Continuing Education

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

### *Part 2*

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

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

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

Yes

## **Number of continuing education courses offered that address sustainability:**

71

## **Total number of continuing education courses offered:**

535

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

[ASU Continuing Education Classes in sustainability.xlsx](#)

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



2013 and Beyond: Where Do We Go From Here? — a conversation with President Michael M. Crow  
8th Annual Building Healthy Lifestyles Conference  
Accompaniment: From Managing Differences to Unleashing Diversity  
American History A to Z: From the Atomic Bomb to Emilio Zapata (and a lot in between) 1900-2013  
Ancient Science and Technology  
Angels, Monsters and the Moral Limits of Science  
Brazil: More Than You Can Imagine  
Building a Legacy for Public Service  
Change is in the Air: Climate Change in Arizona  
Chemistry in the Real World  
Clean Air Act Regulatory Compliance  
Climate Change - the Science and the Spin  
Climate Change: The Science and the Spin  
Climate Change: The Science and the Spin  
Discover America- The Geology of Western National Parks  
Discovering Resilience for the Second Half of Life  
Energy & the Environment for High School Teachers  
Energy & the Environment for High School Teachers  
Energy Modeling for LEED Projects  
Energy Transitions: America's Journey  
Fostering Citizen Participation Beyond the Public Meeting  
GreenHouse Gas, Renewable Energy, and Sustainability Seminar  
Hazardous Materials Transportation - Initial  
Hazardous Materials Transportation - Initial  
Hazardous Materials Transportation - Initial  
HAzWOpER 40-hr  
HAzWOpER 40-hr  
HAzWOpER 40-hr  
HAzWOpER 40-hr  
HAzWOpER 40-hr  
HAzWOpER 40-hr  
HAzWOpER Manager/Supervisor  
HAzWOpER Manager/Supervisor  
HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
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HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
HAzWOpER Refresher  
Health Lifestyles Seminar Series  
Healthy Minds, Healthy Bodies: You and Yours after 50  
International Air Transportation of Dangerous Goods (IATA)  
International Air Transportation of Dangerous Goods (IATA)

LEED for Specialty Contractors  
Life at Frank Lloyd Wright's Taliesin West: From Generation to Generation  
Material Strategies that Work for LEED  
Natural History of the Sonoran Desert  
Operations and Supply Chain Management  
Phoenix - Where We Were, Where We Are and Where We Are Going  
Professional Certificate in Supply Chain Management  
Professional Certificate in Supply Chain Management  
Regulation of Chemical Substances  
Renewable Energy at Arizona State University  
Resource Conservation and Recovery Act - Advanced  
Resource Conservation and Recovery Act - Advanced  
Resource Conservation and Recovery Act - Advanced  
Resource Conservation and Recovery Act - Basic  
Resource Conservation and Recovery Act - Basic  
Strategic Procurement  
Supplier Management and Negotiation  
Supply Chain Design and Cost Management  
Tourism and Community Well-Being: The Case of the Maasai in Tanzania  
Value Based Project Delivery: Becoming a Better Buyer and Seller  
Value Based Project Delivery: The Best Value Business Model (Toronto)  
Value Based Project Delivery: The Best Value Business Model (Vancouver)  
Water Quality Laws and Requirements

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

No

**A brief description of the certificate program:**

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**Year the certificate program was created:**

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

<http://ce.asu.edu/>

# Community Service

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

### *Part 2*

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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## Submission Note:

Community Service Websites

Volunteer @ ASU Webpage

<http://volunteer.asu.edu/>

College of Liberal Arts Community Service Webpage

<https://clas.asu.edu/current-students/community-service-and-internships>

Barrett Honors College Community Service

<http://barrethonors.asu.edu/student-life/service-and-community-impact/>

ASU Cares: Day of Service

<https://alumni.asu.edu/news/story/asu-cares-day-spreads-message-community-service-coast-coast>

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

**Number of students engaged in community service:**

14,280

**Total number of students :**

73,378

**Does the institution wish to pursue Part 2 of this credit (community service hours)?:**

Yes

**Total number of student community service hours contributed during a one-year period:**

406,100

**Does the institution include community service achievements on student transcripts?:**

No

**A brief description of the practice of including community service on transcripts, if applicable:**

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**Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:**

Yes

**A brief description of the institution's employee community service initiatives:**

Arizona State University alumni from around the nation participated in volunteer projects as part of the ASU Cares: Day of Service. The ASU Alumni Association, sponsor of the annual event, partners with its alumni chapters from across the United States to help Sun Devils work together to provide service to their local communities.

Every year, all ASU students, faculty, staff, and alumni are invited to participate. The association's intent is to produce a day of national day of civic involvement, according to Christine K. Wilkinson, president of the ASU Alumni Association.

<https://alumni.asu.edu/news/story/asu-cares-day-spreads-message-community-service-coast-coast>

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

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# Community Stakeholder Engagement

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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

And

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

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

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

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

## Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

## A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

Members of the Arizona Board of Regents are appointed by the Governor to represent all of the stakeholder groups in Arizona. The Board operates in complete transparency. Agenda and minutes are publicly posted, and the meetings are streamed over the web in real time. Videos of past meetings are posted on the web. The Board invites comments from the public at the start of every meeting. Arizona State University was formed by a vote of Arizona residents. As such, we have a commitment to serve these residents. One of our goals is:

Enhance our local impact and social embeddedness

- Enhance linkage to local and regional social and community development groups
- Establish/develop/enhance linkages and partnerships with local, regional and national NGO's, governments and public agencies, and

private sector firms with a focus on community development

- Undertake applied sustainability research that impacts the social, environmental and economic evolution of the southwest
- Provide an objective and ongoing facilitation role for the region's progress

### **A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:**

Far from being an “ivory tower,” in the last 10 years Arizona State University has made deep community involvement a key part of its identity. The university goes beyond typical outreach activities to establish significant ongoing partnerships with cities, towns, school districts and organizations across Arizona and the world.

The desire to serve is fostered in ASU students. During 2013 about 14,000 Sun Devils participated in community service activities, performing more than 400,000 hours of service. More meaningfully, ASU students and faculty run three nurse-managed health clinics, work with entrepreneurs to start businesses, provide training for classroom teachers, mentor low-income parents, report regional news, develop sustainability solutions and provide testing for solar energy equipment and other devices.

The ASU-Mayo Clinic partnership is perhaps the university’s most transformative. The two organizations initiated their successful collaboration in 2003. Since then, ASU and Mayo Clinic have formed a joint nursing education program; joint faculty appointments; dual degree programs; and collaborative research projects in cancer, Alzheimer’s disease, cellular and molecular biomedicine, vaccine development, genetics and sensory motor coordination. In 2011, the partnership deepened when ASU relocated its biomedical informatics department to Mayo’s Scottsdale campus. Last fall, Mayo announced that all students at that campus would complete a specialized master’s degree in the science of health care delivery granted by ASU, believed to be the first such program offered by a medical school. ASU also has taken up the gauntlet globally, developing research and educational partnerships in countries ranging from China to Mexico, from Ireland to Vietnam. Just as global cultures and societies are increasingly intertwined, so too are the economies of the world. Engaging with other countries is critical to the advancement of ASU as well as metropolitan Phoenix and the rest of the state. These linkages draw on ASU’s interdisciplinary strengths to amplify the results of research into climate change, health, water usage, renewable energy and K-12 education.

Locally and globally, these efforts are fundamental to the higher mission of ASU, which is to transform society.

“ASU has laid out the idea of the university as being one of the prime drivers in changing the world,” said Stephen Feinson, assistant vice president for global engagement. “There’s no option not to be engaged both locally and globally. We are all interconnected.”

The university, however, does not just transform society. Society transforms the university. Students benefit by seeing the larger picture of what they are learning, and they gain greater mobility in study abroad opportunities, internships and careers. In 2010-11 academic year, 1,574 students studied abroad, an increase of almost 14 percent from the previous year. Hundreds more worked on international projects, increasing their cultural awareness and their preparation for success in the 21st century.

ASU ranks 19th among all large universities for the number of graduates who volunteer and are accepted into the Peace Corps, and is one of the top schools nationwide for winning student Fulbright awards for study abroad.

One of ASU’s most successful transformative projects is GlobalResolve, a program in which ASU students and faculty design affordable, low maintenance solutions to health and environmental needs in under-developed communities. About 300 ASU students in engineering, business, design, sustainability, architecture and other majors have participated in the four-semester GlobalResolve courses in the College of Technology and Innovation, many of them traveling overseas to work with local residents in developing nations.

The ASU faculty also gains by working collaboratively with scientists and peers around the world, participating on research teams, seeking to solve common challenges. ASU has particularly strong ties with Sichuan University in China and with Technologico de Monterrey in Mexico, offering joint programs that include engineering and business.

Open for business in Shanghai

More than 700 Chinese executives have earned MBAs from the W. P. Carey School of Business Executive MBA program in Shanghai, launched in 2003 under the auspices of the Chinese Ministry of Finance. This partnership is invaluable as China has the second largest economy in the world, and its people are a rich source of talent and innovation.

ASU has received numerous national honors for its commitment to the community. The university has been named to the President’s

Higher Education Community Service Honor Roll every year since 2008, and in 2010, it was one of only 10 schools invited to join the Changemaker Campus Consortium by Ashoka, a global nonprofit network of social entrepreneurs.

**List of identified community stakeholders:**

Too numerous to list. See the above information, and see:  
Community Engagement. ASU Community Connect

<http://community.asu.edu/index.php>

Community Engagement. Community Outreach

<http://outreach.asu.edu/>

Annual Report: Community Writ Large

<http://annualreport.asu.edu/community-writ-large.html>

**A brief description of successful community stakeholder engagement outcomes from the previous three years:**

Again, too numerous to list. One example is that all of our K-12 charter schools were rated as superior. These schools serve under-privileged populations.

The University was named as a Community Engaged University by the Carnegie Foundation.

**The website URL where information about the institution's community stakeholder engagement framework and activities is available:**

<http://annualreport.asu.edu/community-writ-large.html>

# Participation in Public Policy

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

## **Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:**

Yes

## **A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:**

Arizona State University has an Office of Federal Relations which is a part of the President's office and is charged with advocacy efforts with the federal government. We are a major research enterprise and are engaged with policy makers on many issues that would fall under a "sustainability" heading. We are very active in pushing for multiple issues areas in the various appropriations subcommittees and authorization committees. For example, we have in the past and continue to advocate for funding key funding streams such as energy innovation hubs, energy frontier research centers, funding for the Department of Energy's office of science, and ARPA-E and others. We are advocating for issues falling in USDA's jurisdiction such as biomass research and development and at NIST we are advocating for programs such as the Technology Innovation Program. We have been active in advocating for the America Clean Energy Research fund. We have been very active in working with multiple delegations in advancing authorization bills such as the Higher Education Sustainability Act, and bills such as those focusing on e-waste or "end-of-life electronics" to name just a couple. We have also been very active with policy issues such as those being addressed by the American College and University President's Climate Commitment group. ASU advocacy efforts at the federal level also involve working through many different higher education associations and organizations that share our desire to see sustainability advance in Washington. We have made an investment in an ASU-DC presence with an office where teaching, policy work and federal advocacy work are carried out.

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



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

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

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# Trademark Licensing

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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*"---" 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 an intention to participate in the WRC's Designated Suppliers Program? :**

Yes

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

<http://cfo.asu.edu/licensing-trademarkmanagement>

## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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This credit was marked as **Not Applicable** for the following reason:

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

# Operations

## Air & Climate

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

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

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

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

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

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

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

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

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## **Submission Note:**

ASU has contracted with Sightlines to perform a third party review of our Fiscal Year 2007 to current greenhouse gas emissions. Based on a preliminary review, our inventories will be adjusted upward as a result of improving the way we collect commuting and air travel

data, but the trends and overall relationships will remain the same.

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

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

Yes

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

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

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

Yes

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

A modified CA-CP calculator is used.

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

Yes

**A brief description of the internal and/or external verification process:**

The annual GHG inventory is third-party verified by Sightlines LLC.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	48,739 <i>Metric Tons of CO2 Equivalent</i>	44,019 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	3,541 <i>Metric Tons of CO2 Equivalent</i>	5,275 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	131,694 <i>Metric Tons of CO2 Equivalent</i>	153,753 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	6 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	144 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

Arizona State University provided a community garden work day to enhance the Kyrene del la Esperanza Habitat Garden with the planting of 6 trees and 25 shrubs. ASU students, staff, and faculty were invited to participate as well as students from local High Schools. Students from the Key Club of Desert Vista participated as well as a few students from the Desert Vista Sustainability Club. The plants in this garden are native or desert adapted species and therefore can exist with little water and can tolerate Arizona's extreme temperature fluctuations. This will be an ongoing community project that will include yearly maintenance and future planting events.

<https://sustainability.asu.edu/events/rsvp/garden-work-day>

Also, Arizona State University is the first public university in the state of Arizona to install electric vehicle (EV) charging stations for public use on campus. Six Blink® Level 2 electric vehicle charging stations are located on the Tempe campus for use by students, faculty and staff as well as the public.

<https://cfo.asu.edu/pts-charging>

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

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**A brief description of the composting and carbon storage program:**

Composting derived from processing of landscape trim.

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

From FY11 through the present, ASU sold RECs from all of our on-site solar production, and then purchased the same amount in arbitrage from 3Degrees.

**Figures needed to determine “Weighted Campus Users”::**

	Performance Year	Baseline Year
Number of residential students	11,712	6,100
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	68,374	52,795
Full-time equivalent of employees	8,358	9,281
Full-time equivalent of distance education students	6,230	0

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

	Start Date	End Date



<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

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

FY07 (July 1, 2006 - June 30, 2007) was the first year that Arizona State University issued a greenhouse gas inventory.

**Gross floor area of building space, performance year:**

18,095,585 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	789,150 <i>Square Feet</i>
<b>Healthcare space</b>	23,938 <i>Square Feet</i>
<b>Other energy intensive space</b>	0 <i>Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	32,187 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	82,980 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	652 <i>Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	2,233 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	13,424 <i>Metric Tons of CO2 Equivalent</i>

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

Wastewater, T&D losses

**A copy of the most recent GHG emissions inventory:**

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

<http://acupcc.aashe.org/search/?abs=&q=Arizona%20State%20University>

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

About \$75 million in energy conservation and efficiency upgrades; an 8MW CHP power plant; 24 MWpeak of on-campus solar PV installations.

# Outdoor Air Quality

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

### Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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## Submission Note:

Other air emissions identified in the Tempe Campus Air Quality Permit #960886 are listed below.

VOC (Volatile Organic Compounds) - 2.49 ton

CO<sub>2</sub> - 52,680 ton

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

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

Yes

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

Each year, Arizona State University maintains its Maricopa County Air Quality Department's Non-Title V Tempe Campus Air Quality Permit #960886 to Operate and/or Construct. This is a Synthetic Minor permit that allows ASU to elect to limit emissions for sources with potential Title V emissions. We utilize the permit as a guideline to regulate source specific emissions by constant monitoring, requiring operational limits, demonstrated by recordkeeping and reporting.

Also, Arizona State University is committed to offering alternative transportation options to reduce air pollution. Examples include: The ASU U-Pass provides unlimited access to all four campuses and greater Phoenix on Valley Metro bus routes and the METRO light rail. Free intercampus shuttles. Zipcar. Bicycle Coops. Use of electric carts. A biodiesel station on the Tempe campus.

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

Yes

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

Record keeping of fuel & water used and emission factors supplied by regulatory agency for pollutants from fuel & water used.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NO<sub>x</sub>)</b>	8.64 <i>Tons</i>
<b>Sulfur oxides (SO<sub>x</sub>)</b>	0.30 <i>Tons</i>
<b>Carbon monoxide (CO)</b>	4.93 <i>Tons</i>
<b>Particulate matter (PM)</b>	6.67 <i>Tons</i>
<b>Ozone (O<sub>3</sub>)</b>	---
<b>Lead (Pb)</b>	---
<b>Hazardous air pollutants (HAPs)</b>	---
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	52,682.49 <i>Tons</i>

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

The emergency generators recently installed at Student Health Center, Coor Hall, ITSB1, ISTB4, Psychology, and Manzanita Dormitory are all low emission engines that we have to use to comply with reduction rules from Maricopa County.

**The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:**

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# 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.

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

# Building Operations and Maintenance

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

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

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

<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

**A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:**

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

*17,755,878 Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

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

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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



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

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

0 Square Feet

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

14,204,702 Square Feet

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

[Arizona State University Sustainable-Design-Guidelines.pdf](#)

**The date the guidelines or policies were formally adopted:**

Dec. 10, 2009

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

See below.

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

Arizona State University is committed to developing and maintaining sustainable practices in its operations. Following is a listing of policies and practices that address the way we maintain buildings in accordance with sustainable building operational practices.

ASU's comprehensive Green Purchasing Policy covers energy, water, toxins and pollutants, biobased products, forest conservation, recycling, packaging, green building, and landscaping.

<http://www.asu.edu/aad/manuals/pur/pur210.html>

All university buildings are covered by a Green Cleaning contract. The contractors are required to utilize green cleaning products and procedures.

#### Indoor Air Quality

<http://www.asu.edu/aad/manuals/policyarchives/EHS/Mar2009/ehs402.html>

<http://cfo.asu.edu/ehs-indoor-air-quality>

The sustainable maintenance guidelines included within Arizona State University's Sustainable Design Guidelines apply to all buildings.

Approximately 75% of Arizona State University's buildings at the Tempe campus can be scheduled through the building automation system. This is a Johnson Controls Metasys system that is used to turn air handlers and pumps, etc. on and off according to the scheduling needs for a particular building, or zone within a building. Building occupancy needs are determined by academic, research, and administrative staff, then equipment schedules are optimized to prevent unnecessary run-time.

Room Temperature Conservation Guidelines – ASU's Tempe campus classrooms and offices are heated to no higher than 68° F, and cooled to no lower than 80° F to reduce the amount of energy used for space conditioning.

**The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:**

<http://sustainability.asu.edu/practice/what-asu-is-doing/buildings.php>

# Building Design and Construction

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

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

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

**A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:**

Since July 2006, ASU has completed 21 certified LEED projects which are comprised of 39 buildings plus the second floor of the Memorial Union. Total LEED building GSF is 3,536,222 or 14% of the total ASU GSF 24,802,398. Following a 2005 order by the governor of Arizona, ASU now requires, to the fullest extent practicable, Leadership in Energy and Environmental Design (LEED) Silver certification for all new construction of university-owned and operated buildings.

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

2,610,623 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	0 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	1,030,293 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	1,546,330 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	34,000 <i>Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

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

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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

*0 Square Feet*

**A copy of the guidelines or policies :**

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**The date the guidelines or policies were adopted:**

Dec. 10, 2009

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

Sustainable Design Policy

[http://www.asu.edu/purchasing/forms/Sustainable\\_Design\\_Policy.pdf](http://www.asu.edu/purchasing/forms/Sustainable_Design_Policy.pdf)

Listing with photos of Arizona State University LEED Buildings.

<https://cfo.asu.edu/fdm-recently-completed-construction>

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

Since 2005 Arizona State University has mandated that all University owned and operated buildings will be at built to at least LEED Silver standard. Since that date the University has met or exceeded the mandate. This is managed by both the Capital Programs and University Architect's Office in Facilities Management and Development. In addition, the University has strengthened its commitment by drafting Sustainable Design Guidelines that go above and beyond our LEED commitment, clearly identifying areas we wish to maximize in order to build efficient, productive buildings appropriate for our region, climate and for their intended use.

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

<http://sustainability.asu.edu/practice/what-asu-is-doing/buildings.php>

# Indoor Air Quality

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

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

13,981,342 *Square Feet*

## **Gross floor area of building space:**

13,981,342 *Square Feet*

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

Arizona State University follows AHRAE 62.1 standards for indoor air quality. CO2 monitoring is in use in some buildings to monitor air quality as well as reduce energy costs. The University's EHS Policy 402 addresses procedures to ensure a safe and healthy work environment by establishing guidelines for conducting investigations, including air monitoring, in response to indoor air quality complaints or recognized adverse building conditions. In addition, the campus community can report any suspected facilities issues through the main Service Center.

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

<http://www.asu.edu/aad/manuals/ehs/ehs402.html>

## Dining Services

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

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

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

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining



# Food and Beverage Purchasing

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### Part 2

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

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

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

11

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

[ASU AASHE REPORTING OP 6 Food and Beverage Purchasing Part 1 and Part 2 Sample](#)

**An inventory, list or sample of sustainable food and beverage purchases:**

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

Yes

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

11

**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

[ASU AASHE REPORTING OP 6 Food and Beverage Purchasing Part 1 and Part 2 Sample](#)

**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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

ARAMARK, ASU's largest/primary food service provider, is continually in the process of developing more precise procedures to track local food purchasing for its residential dining and convenience stores. ARAMARK is also working closely with ASU to better understand the challenges regarding the sustainability of growing in the desert given the hot and arid climate. Arizona State University also works very closely with Sodexo and Atlasta Catering who provide food service for Athletics and the University Club respectively.

Engrained café is an environmentally-conscious restaurant at ASU which opened September 2008 as part of Sun Devil Dining's sustainability platform. The restaurant is an opportunity for students, faculty and staff, and the larger Tempe community to engage in sustainable dining through a learning-living restaurant committed to locally grown food and environmentally friendly practices. The mission behind Engrained is outlined in our Six Green Intentions: Radius 150, Buy Smart, Daily Commute, Wall to Wall, Waste Not Want Not, and Around the Community.

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

Food Service vendors are requested to send reports listing all items purchases for the time period analyzed. ARAMARK analyzes the reports to identify any items purchased that can be classified as sustainable according to AASHE guidelines. These items are then aggregated and taken as a percentage of total purchases.

**Total annual food and beverage expenditures:**

0 US/Canadian \$

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

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

**Has the institution achieved the following?:**

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

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

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

<http://sundevildining.asu.edu/sustainability/greenthread/sustainablefood>

# Low Impact Dining

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

### *Part 2*

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

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

54

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

From the purchases reports gathered for OP 6 Food and Beverage Purchases, the reports from vendors ARAMARK purchases animal products (meat, fish, egg, dairy) from were taken as a subset. These reports were analyzed by ARAMARK to identify any animal purchases that were not conventionally produced as defined by AASHE guidelines. The total value of these items was subtracted from the [STARS Reporting Tool](#) | [AASHE](#)

total amount of animal product products purchased and the remainder was reported as conventionally purchased.

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

Yes

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

Yes

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

Yes

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

Sun Devil Dining/ARAMARK has incorporated the vegan cuisine across the four Arizona State University campuses. We offer a variety of complete vegan options throughout the 6 All-You-Care-To-Eat residential restaurants. Each residential restaurant has their own unique flair but a student will typically encounter vegan burgers, marinated tofu, bean salads, and a variety of flavors of hummus. Other specialties include vegan soups like Tomato Bisque, baked potatoes with vegan chili, and many more. For breakfast, the residential restaurants offer oatmeal, fresh fruit, vegan cereals, soy milk, and breads suitable for the vegan diet.

At the residential restaurants, we have incorporated The VegTable that offers a vegetarian and/or vegan entrée every day. Many times at the vegetarian/vegan stations if a vegetarian entrée is being served for the meal period, it can easily be deconstructed into a vegan option. Sun Devil Dining takes pride in incorporating ethnic foods into their vegan cuisine. One can find Asian, Mexican, Mediterranean, and a Mongolian bar (at some locations) that offers rice noodles with tofu and vegan sauces.

The vegan options also extend into proprietary retail and national brand locations as well. These locations are accessible to the entire Arizona State University community. ARAMARK’s Engrained Café (the first of its kind for ARAMARK) is an environmentally conscious restaurant dedicated to sustainable dining and features locally grown and harvested food prepared to order, including organic produce, Fair-Trade coffee, cage-free eggs and chicken, free-range beef and sustainable seafood. Sun Devil Dining’s local and national brands like Devil’s Greens and Qdoba Mexican Grill offer complete vegan proteins, whole grains, and other foods that are important to the vegan diet.

Vegan/Vegetarian URL:

<http://sundevildining.asu.edu/nutrition/special/vegan>

Sun Devil Dining URL:

<http://sundevildining.asu.edu/>

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

ARAMARK offers grab n go salad and sandwich selections under the Green n Go label which feature cage free eggs, natural chicken, and local cheeses. Additionally, cage-free eggs are offered upon request in all residential restaurants at all seven Arizona State University Campuses. The Engrained Café offers Monterey Bay Seafood Best Choice selections, organic dairy offerings, and cage-free eggs daily.

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

<http://sundevildining.asu.edu/sustainability/greenthread/sustainablefood>

**Annual dining services expenditures on food:**

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**Annual dining services expenditures on conventionally produced animal products:**

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**Annual dining services expenditures on sustainably produced animal products:**

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# Energy

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

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy



# Building Energy Consumption

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

### Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	1,492,226 <i>MMBtu</i>	1,586,826 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	789,344 <i>MMBtu</i>	898,950 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
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<b>Gross floor area</b>	18,095,585 <i>Gross Square Feet</i>	14,033,632 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	789,150 <i>Square Feet</i>
<b>Healthcare space</b>	23,938 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	881
<b>Cooling degree days</b>	5,149

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3
<b>District steam/hot water</b>	1

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

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

To coincide with Arizona State University's first formal Greenhouse Gas inventory.

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

Approximately 75% of Arizona State University's buildings at the Tempe campus can be scheduled through the building automation system. This is a Johnson Controls Metasys system that is used to turn air handlers and pumps, etc. on and off according to the scheduling needs for a particular building, or zone within a building. Building occupancy needs are determined by academic, research, and administrative staff, then equipment schedules are optimized to prevent unnecessary run-time.

The Polytechnic campus employs a system called Direct Digital Control (DDC). It's an all-gas system that controls and maintains temperature ranges between 68-80 degrees. It also generates reports on use of energy, remote monitoring and alarms.

West campus buildings have been upgraded to Computerized Direct Digital Controls. Buildings are operated based on the needs of the customer reducing building systems operating hours by over 50%.

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

Arizona State University Tempe campus has replaced more conventional lighting technology with LED lighting in six large parking structures.

The new Polytechnic campus buildings utilize an architectural LED lighting system for night lighting in the hall ways on three buildings. Also, in the main theater the walk way lighting was installed with LEDs. All of the emergency call boxes use LED lighting for the new buildings as well.

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

Motion and light sensors are installed at the Tempe campus Global Institute for Sustainability facility to reduce energy demand for lighting.

The new Polytechnic campus Classroom buildings utilize sensory lighting technology in the hall ways, restrooms and designated classrooms. This technology utilizes both motion coupled with infrared sensing.

The West campus parking lots, roadways and most other outside lighting operates from a central computer system located in the Central Plant.

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

None.

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

None.

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

An 8.8 MW natural gas-fired combined heat & power plant provides steam and electricity to the Tempe campus.

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

Arizona State University has completed Phase II of its \$70 million Energy Performance Contract where, through the upgrade of our utilities infrastructure, we are working to reduce the energy consumption on the four ASU campuses, in the form of electricity and natural gas, as well as reducing the use of chilled water for cooling. The energy improvements will occur on an ongoing basis.

These energy efficiency projects include the following: The retrofit of interior lighting systems with lower wattage fluorescent light bulbs; the installation of 78 watt LED parking structure fixtures; changing out of campus exterior lighting for lower wattage fixtures; repairing or replacing steam traps; upgrading building HVAC controls with Direct Digital Control Systems and VAV retrofit; installing occupancy sensors; Installing zone pressure sensors, Aircurity, and Phoenix Valves on laboratory fume hoods; as well as implementing an on-going continuous commissioning program.

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

In 2004 the University instituted a dedicated Energy Information System designed to track the energy usage across the Tempe campus. This system was designed to track the electrical, chilled water and heating of each building and display the data in a meaningful format. Over the years, the system has grown to track over 90 buildings on the Tempe campus with hopes of continuing its growth in the years to come.

The University also uses dedicated BAS systems at each of its campuses to further monitor and control Building Control systems from a centralized location. These systems monitor and maintain comfortable yet sustainable room temperatures and living conditions.

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

Departments must follow the Purchasing 210 policy when they are purchasing or replacing appliances and equipment.

Arizona State University's Purchasing 210: Green Purchasing policy reads: All electrical products purchased by ASU shall meet the US EPA Energy Star certification when available and practicable. When products with Energy Star labels are not available, products that are in the upper 25 per cent of energy efficiency as designated by the federal Energy Management Program shall be used.

Departments also have access to Sustainability Initiatives Revolving Fund (SIRF) funding in order to replace entire systems of energy-consuming appliances and equipment with high efficiency alternatives.

<https://cfo.asu.edu/sirf>

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

Arizona State University installed a PowerParasol next to the Memorial Union building which provides shade for a series of study tables and a performance stage.

There are several shaded gardens for outdoor lunch areas and social gathering spaces.

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

All of Arizona State University's 220 cold beverage vending machines are Energy Star™ certified and are equipped with Energy Miser™ devices. These devices sense usage and power off the refrigeration unit when the machines are not used. All front panel lights in these machines are turned off, except for one machine located in a dark entryway that uses the machine lighting for access.

All 25 refrigerated sandwich machines are equipped with an energy savings program that goes into sleep mode when not used. Sleep mode turns off the front panel lights and reduces refrigeration. These machines are the most energy efficient available.

All 55 snack vending machines are not refrigerated. No usage sensor is needed in these machines. They use low power LED lighting. These machines are the most energy efficient available.

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

Arizona State University has formed a strategic partnership with Ameresco and the Rocky Mountain Institute to provide services in support of our energy savings performance contracts and our solarization program.

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

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	100,274 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	18,400 <i>MMBtu</i>
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>

**Total energy consumption, performance year:**

1,492,226 *MMBtu*

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

PV solar generation, mounted mostly on roof tops, ground mounts and parking garages

Arizona State University is committed to expanding solar installations across all four campuses to a total of 10 MW by the end of 2010, and 20 MW by 2020. Currently, Photovoltaic solar generation is mostly mounted on roof tops and parking garages as part of our Phase I and Phase II Campus Solarization. Thermal and photovoltaic solar projects will be included under Phase III.

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

A 7 MMBtu/hr solar thermal system is installed on the Sun Devil Fitness Center.

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

---

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

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

<http://sustainability.asu.edu/practice/what-asu-is-doing/renewable-energy.php>



# Grounds

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

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

**Figures required to calculate the total area of managed grounds::**

	<b>Area</b>
<b>Total campus area</b>	<i>1,544 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>415 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>200 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>929 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>0 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

The Arizona State University Tempe campus operates with an IPM management plan. Insecticides are very rarely used outside; when they are it is for termites. Pests are monitored and controlled through cultural methods. Susceptible plants or varieties are avoided in favor of resistant ones. Weeds are manually removed but pre-emergent's are put down where and when appropriate before light rain to push them into the soil profile. Weeds in turf are primarily controlled with mowing and keeping the turf healthy with compost, compost teas, and fish emulsions. There is occasional spot treating for nut grass and clover.

The West campus routinely checks all turf, plant material and trees for pest. No pesticides are used on playing fields. Weeds are mechanically removed. Insects found on plant material are first removed with a water hose. If an insecticide is needed only organic based insecticides containing Bt, pyrethrums or diatomaceous earth are used. Weed control in granite and undeveloped areas are maintained only with "Caution" labeled pesticides.

The Polytechnic campus action threshold is determined to only handle pest oriented situation if there is a perceived threat to human health or safety. Otherwise, wildlife is left alone. Through empirical data (observation) several species of "pests" have been identified on the Polytechnic campus that include Bees, skunks, roaches, coyotes, aphids, rattle snakes and feral cats. Any perceivable small mammal

habitat is discouraged through grounds maintenance efforts of restricting access. Proper and continuous housekeeping protocol minimizes or completely reduces the need on interior spaces of the campus.

Arizona State University has an organization that deals specifically with the feral cat population through a “Trap, Neuter and Release” program. (Friends of Feral AZ) If and only if an animal is determined to be a legitimate health or safety hazard then it is dealt with in one of two ways; trap and release in the case of all mammals and occasionally bee swarms, and in the case of most other insects lethal means are used by way of calling in a pest management professional.

Insecticides are rarely used as part of the IPM management plan for the Downtown Phoenix Campus. If a pest is discovered we will do our best to remove them using a water hose. If need be only an organic based insecticide is used. Weeds are manually removed but pre-emergent’s are used in the granite areas and applied once a year at the end of summer/beginning of fall. We do treat for nut grass and clover on the Post Office lawn which is part of the Downtown Phoenix Campus.

### **A brief summary of the institution’s approach to sustainable landscape management:**

Arizona State University’s approach to sustainable landscape management is we utilize desert adapted plants, installing in phases a centrally controlled irrigation system (Calsense) that is run by ET, only use compost, compost tea, hydrolyzed fish solution, and other organic fertilizers, divide and split plants and replant in other areas, harvest our edible plants (dates, citrus, and herbs) for use by campus food service provider, sale at campus Farmer’s Market, and local food pantries, and reuse landscape elements and leftovers from construction (boulders, pavers, and misc. items)for use in the landscape.

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

The Tempe campus is a registered Arboretum with an extensive collection of plants. It encourages the use of Native Plants where appropriate. Since there is a limited pallet of native trees to this area, the Tempe campus Arboretum also uses non native plants. Only non native plants and trees are adapted to the heat of our Sonoran desert climate are selected by the Tempe campus Arboretum.

The West campus has an extensive collection of native trees in their arboretum east of the Faculty Administration Building.

The Polytechnic campus is a registered desert arboretum. It maintains native plant species specific to the Sonoran desert including varieties of cacti, succulents, shrubs, herbaceous wild flowers and deciduous drought tolerant trees.

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

Arizona State University is developing a university-wide composting program that will include food waste. Currently, the Tempe campus composts about 14 tons of landscaping waste monthly by a local farm. The University purchases the compost for use on campus landscapes therefore replacing artificial fertilizers. A similar program exists on the Polytechnic campus. The amount of landscaping waste generated on the Downtown Phoenix Campus is negligible.

### **A brief description of the institution’s organic soils management practices:**

The organic soils management practices at of the Tempe campus uses all organic fertilizers and compost. The turf areas are aerated to combat compaction and to allow air and water to penetrate the soil along with organic matter from the compost.

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

The landscape is all natural, no artificial turf other than some athletic sites. Whenever possible streets are milled in place and asphalt is reused, concrete is recycled and sometimes reused as part of a new landscape, landscape boulders are always saved for re-use, and plants are routinely divided and divisions planted in new areas rather than purchasing new plants. Whenever possible locally grown plants are purchased and Sonoran desert adapted plants are used.

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

The composted areas on campus allow rain water to be filtered and cleaned as it flows through the soil profile. Every effort is made to avoid irrigation water runoff to keep it on the landscape and out of the storm drains.

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

Not applicable.

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

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

Yes

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

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

No

**A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

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

Yes

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

No

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

Among 138 species in ASU's date palm collection, several have been extirpated by war and strife from native habitats in the Mideast.

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

ASU protects species of endangered date palms that have been extirpated from native ecosystems in the Mideast.

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

A date palm collection on the Polytechnic campus provides breeding of endangered palm species.

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

<https://cfo.asu.edu/fdm-arboretum-datepalm-cultivarlist>



# Purchasing

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

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

# Electronics Purchasing

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**

Yes

**A copy of the electronics purchasing policy, directive, or guidelines:**

[PUR210GreenPurchasing.pdf](#)

**The electronics purchasing policy, directive, or guidelines :**

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

Purchasing Policy 210: Green Purchasing requires that desktop computers, notebooks, and monitors purchased must meet the Electronic Product Environmental Assessment Tool (EPEAT) environmental criteria designated as “gold” as contained in the IEEE 1680 Standard for the Environmental Assessment of Personal Computer Products.

Departments follow this purchasing policy as they order computers through Arizona State University's e-commerce system from SciQuest. The Purchasing Department also does not authorize payment for non-compliant machines, including those purchased by individuals who request reimbursement.

**Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:**

Yes

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::**

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	0 US/Canadian \$
<b>EPEAT Gold</b>	3,971,982 US/Canadian \$

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

3,971,982 US/Canadian \$

**The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:**

<http://www.asu.edu/aad/manuals/pur/pur210.html>

# Cleaning Products Purchasing

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
  - General-purpose, bathroom, glass, and carpet cleaners
  - Biologically-active cleaning products (enzymatic and microbial products)
  - Floor-care products, e.g. floor finish and floor finish strippers
  - Hand cleaners
  - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
  - Plastic film products (e.g. garbage bags/liners)
  - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
  - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
- 

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

Yes

**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

[PUR210GreenPurchasing.pdf](#)

**The green cleaning product purchasing policy, directive, or guidelines:**

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

Arizona State University's Purchasing department operates Maintenance Stores and therefore controls what products are available to in-house staff. All custodial services are outsourced. The requirement to use Green Seal or EcoLogo cleaning products is part of our custodial contracts. Purchasing monitors compliance, and the respective contractor must be in compliance in order to be paid.

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

Yes

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

980,596.10 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

980,596.10 US/Canadian \$

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

Yes

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

Besides the contract requirement to use only Green Seal and EcoLogo products, contractors are required to use the lowest impact methods available, avoid volatile organic compounds, and use vacuum cleaners that meet the requirements of the Carpet and Rug Institute's "Green Label Testing Program—Vacuum Cleaner Criteria" (capable of capturing 96 per cent of particulates measuring 0.3 microns and operating with a sound level less than 70dBA).

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

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

Nondiscrimination and Affirmative Action

Olympus shall employ individuals on the basis of their ability to do the work required. Olympus shall not subject any person to discrimination in employment, including hiring, salary, benefits, advancement, discipline, termination, or retirement, on the basis of race,

sex, gender identity, color, religion, citizenship, national origin, ethnic, origin, age, disability, marital status, Vietnam-era veteran status or other protected veteran status, newly separated veteran status, special disabled veteran status, sexual orientation, political opinion, or organizational membership.

Olympus shall be an equal employment opportunity employer and during the performance of any contract or agreement with the university shall comply, if applicable, with federal Executive Order 11246, as amended, and the Rehabilitation Act of 1973, as amended. Equal employment opportunity includes but is not limited to: recruitment, hiring, promotion, termination, compensation, benefits, and transfers.

#### Freedom of Association and Collective Bargaining

Olympus shall recognize and respect the rights of employees protected by the National Labor Relations Act, as amended, or such other labor relations laws as may be applicable.

#### Immigration Law

Olympus shall comply with all applicable state and federal immigration laws.

#### Labor Standards: Wages, Hours, Leaves, and Child Labor

Olympus shall recognize and respect the legal rights of employees concerning minimum and prevailing wages, wage payments, and maximum hours and overtime; legally mandated family, childbirth, and medical leaves and return to work thereafter; and limitation on child labor; including, if applicable, the rights set forth in the federal Fair Labor Standards Act, the federal Davis-Bacon Act, the federal Family and Medical Leave Act, and any state laws defining such labor standards.

#### Health and Safety

Olympus shall provide a safe and healthful working environment to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or resulting from the operation of the vendors' facilities. During the performance of any Agreement, all products, services, use of equipment, working condition, employee training or licensing requirements, and activities performed by Olympus or Olympus' subcontractors shall be in full compliance, if applicable, with the federal Occupational Safety and Health Act (OSHA), and all other applicable federal, state, and local laws, rules, regulations, and ordinances, including but not limited to the environmental safety and health requirements set forth in 29 Code of Federal Regulations (CFR), 40 CFR, and 49 CFR.

#### Forced Labor

Olympus shall not use, or purchase supplies or materials that are produced by using any illegal form of forced labor.

#### Harassment or Abuse

No employee shall be subject to any physical, sexual, psychological, or verbal harassment or abuse. Olympus shall not use or tolerate any form of corporal punishment.

#### Controlled Substances

Olympus must prohibit the use, possession, distribution, and/or sale of illegal drugs while on university-owned or -leased property.

#### Weapons Policy

The university prohibits the use, possession, display, or storage of any weapon, explosive device, or fireworks on all land and buildings owned, leased, or under the control of the university or its affiliated or related entities, in all university residential facilities (whether managed by the university or another entity), in all university vehicles, and at all university or university-affiliate sponsored events and activities. Notification by vendors to all persons or entities who are employees, officers, subcontractors, consultants, agents, guests, invitees, or licensees of Olympus (Vendor Parties) of this policy is a condition and requirement of the contract. Olympus further agrees to enforce this contractual requirement against all Vendor Parties.

#### Wages and Benefits

1. Olympus shall pay each on-campus employee a wage that is the highest of:

- a. the legal minimum wage
- b. the prevailing wage for that industry in the state or region
- c. the wage that is comparable to the wage paid by the university for similar types of work

or

d. a wage that enables employees to meet basic needs, including food, housing, health care, transportation and educational opportunity.

2. In the interest of Arizona taxpayers, Olympus should aspire to provide compensation in the form of wages and benefits that do not force employees to depend upon publicly funded social services.

#### Environmental Responsibility

Safeguarding the environment for the benefit of all peoples now and in the future is a matter of increasing concern in the academic community as well as in society generally. Olympus shall make every effort to demonstrate environmentally responsible practices and production methods, and meet well-established certification standards. This would include minimization of waste products, use of postconsumer recycled materials, energy efficiency, and the durability, biodegradability, and reparability of the products received from the vendor by the university.

#### Employee Education and Training

Olympus shall provide a working environment that encourages workers to take advantage of educational enhancement opportunities at the university or elsewhere. Employers are encouraged to allow flexibility in work schedules to accommodate those workers who wish to pursue programs of study that may interfere with regular work hours. Employers are encouraged to maintain company-sponsored scholarship, paid leave, or tuition support programs and reduce financial barriers to attaining education. Training programs should promote competency in current employee jobs and should seek to provide training in skill sets required for promotion to a higher level position, including English-language training programs.

#### Nondiscrimination

Olympus shall not subject any person to discrimination in employment, including hiring, salary, benefits, advancement, discipline, termination, or retirement on the basis of the individual's reproductive or familial circumstances. Olympus shall accommodate the language requirements of their employees to the greatest extent practicable.

#### Grievance Process

Every employee shall be treated with dignity and respect. Conflicts between employees and employers should be reconciled as amicably and transparently as possible, without the use of coercion or intimidation. Employees should have the right to express opinions or report complaints as they see fit without retaliation or the threat of reprisal.

Olympus is encouraged to have a process in place whereby employees may register specific complaints about the employment practices of that vendor and, if practicable, to do so in the employee's primary language. If possible, the complainant's identity should be confidential.

All equipment, chemicals and supplies will be the most sustainable available.

All supplies and chemicals used by the Contractor on commencement of service must be pre-approved by the University. The Contractor shall not change any supply or chemical without seeking approval of the University. All chemicals that you intend to use shall accompany this proposal, as well as a listing at the end of each month. This monthly list will go to Tom Sassatelli in purchasing. All chemicals will be certified green by Green Seal™ or EcoLogo™.

Olympus shall use vacuum cleaners that meet the requirements of the Carpet and Rug Institute's "Green Label Testing Program – Vacuum Cleaner Criteria".

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

<http://www.asu.edu/aad/manuals/pur/pur210.html>

# Office Paper Purchasing

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

### *Part 2*

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

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

Yes

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

[PUR210GreenPurchasing.pdf](#)

**The paper purchasing policy, directive or guidelines:**

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

All paper is centrally procured by Arizona State University Stores and ordered by departments through the University's e-commerce system from SciQuest. Purchasing monitors alternative methods of buying paper to ensure compliance. After a contract negotiation, the paper supplier reduced the price of 100% PCW, FSC paper to the same price as 30% PCW, FSC paper. Further, testing with 100% paper showed that there were no adverse impacts, and this information was disseminated to departments in electronic newsletters.



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

Yes

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	230,340 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	202,272 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

432,612 *US/Canadian \$*

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

<http://www.asu.edu/aad/manuals/pur/pur210.html>

# Inclusive and Local Purchasing

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### *Part 2*

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

**Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

Yes

**A copy of the policy, guidelines or directive governing inclusive and local purchasing:**

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**The policy, guidelines or directive governing inclusive and local purchasing:**

Arizona State University's Diversity Business Program Manager takes a three faceted approach: He assists primary investigators in meeting their diversity business goals, he works with buyers in Purchasing to identify diversity suppliers, and he works with the diversity supplier community to show them how to do business with the University. The University's efforts in promoting diversity business resulted in the University being recognized by the US Chamber of Commerce and the Arizona Hispanic Chamber of Commerce with a charter member induction into the Arizona Million Dollar Club. The University spent \$18 million with diversity businesses, and over \$58 million with small businesses.

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

Yes

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

63

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

<http://www.asu.edu/aad/manuals/pur/pur503-01.html>

# Life Cycle Cost Analysis

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

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

Yes

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

Yes

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

Arizona State University completed two energy performance contracts with Ameresco. All of the more than \$75 million in projects were supported with an investment grade audit and a LCCA. The University's current contract with Ameresco and its partner, the Rocky Mountain Institute, will develop the plan and implement the programs to achieve climate neutrality by 2035. As an example of the type of projects being developed: we will build a biogasification plant at a local waste water treatment facility. This plant will purify the biogas to 98 plus percent methane, pressurize it to 400 PSI, and run it in a local pipeline to our combined heat and power plant. We will thus burn renewable biogas instead of non-renewable natural gas.

All of our construction and renovation projects must meet LEED certification, with Silver as the minimum goal. We have Arizona's first LEED Platinum building in our BioDesign B facility, and we just received a Platinum rating for the renovation of our Student Health Center.

Purchasing deploys LCCA in each solicitation involving energy and water-using products and systems, as well as in other applicable solicitations.

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

<http://www.asu.edu/aad/manuals/pur/pur210.html>

# Guidelines for Business Partners

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

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

All

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

All

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

[PUR211ValueBasedStandards.pdf](#)

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

In addition to the Value Based Standards provided above, and the Trademark requirements below, Arizona State University also requires the following in all construction contracts:

Here are the requirements as listed in 6.1 of the Exhibit A, Operating Manual, Supplemental requirements major capital projects.

The requirements for the CMAR and each Subcontractor are:

A. The Owner, the CMAR, and each Subcontractor shall include small businesses and disadvantaged business enterprises in the design, engineering and construction of the Project so long as this would result in services that are comparable in quality and would not result in a material increase in costs of the Project. A Disadvantaged business is a business that meets either the Arizona or Federal Small Business definition or is a Woman-Owned Business Enterprise [WBE] or is a Minority-Owned Business Enterprise [MBE], or is a Disadvantaged/Disabled-owned Business Enterprise [DBE].

B. The CMAR and each Major and Minor Subcontractor must comply with all state and Federal laws; and employees need to be legal Arizona residents. The CMAR and subcontractors will include in its monthly statement of certification affirmation that they are in compliance. The CMAR and each Major and Minor Subcontractor are required to use workers who are legal US and Arizona residents to do the Construction Work to the extent persons with the necessary and appropriate skills are reasonably available.

The requirements for the CMAR and each Major Subcontractor are:

“Major Subcontractor“ means the Subcontractors that, due to the nature of the construction work, comprise a critical or essential element of the construction such that the amount of the contract is equal to or greater than 10% or \$200,000 of the construction budget, whichever is greater. Examples, include, but are not limited to such trades as steel, concrete, plumbing, HVAC, and electrical, excavation/site work, or any other subcontractor trade that is a major subcontractor due to the nature of the construction work in an particular Project.

C. Health Insurance: The CMAR and each Major Subcontractor is required to provide health insurance for their respective full-time employees and to make health insurance coverage

available to dependents and to employees who are not full-time, but are assigned to the project.

Apprenticeship Requirements:

D. The CMAR and each Major Subcontractor shall provide a ratio of not less than ten percent (10%) apprentices to journeymen in performing the Construction Work on the Project. The apprentices will be from State of Arizona registered apprenticeship programs.

E. Apprenticeship: The CMAR and each Major Subcontractor are required to contribute an amount equal to one percent (1%) of the CMAR's or Major Subcontractor's gross payroll for Construction Work in the Project to fund training for Arizona residents in State of Arizona registered apprenticeship programs. The continuation of a prior practice of funding such apprenticeship programs will be counted against this requirement to the extent of the continuing funding.

The amount in Item E will be included in the Guaranteed Maximum Price for the Project as a separate line item. The CMAR will indicate, on item #8 of the monthly certification page, the amount to be contributed to a registered apprenticeship program for that month. Owner [STARS Reporting Tool](#) | [AASHE](#)

will have the right to audit the CMAR's and each Major Subcontractor's payroll amounts. If Major Subcontractors do not have a designated registered apprenticeship program, the CMAR will impound the amount in Item E and will make payment to the State of Arizona registered apprenticeship program(s) selected by the CMAR and the Major Subcontractors.

Any failure by CMAR, or a Subcontractor to comply with the requirements in Section 6.1 or the applicable Final Plan will be a material breach of the CMAR Design Phase Services Contract Documents or the CMAR Construction Contract Documents, as applicable, and the Owner will have all rights and remedies upon occurrence of a material breach (including, without limitation, termination).

Anything in the CMAR Construction Contract Documents to the contrary notwithstanding, compliance in full by the CMAR and each Subcontractor with the CMAR's Final Plan and the requirements in this Section 6.1 are conditions precedent of (A) each progress payment under the CMAR Construction Contract Documents, and (B) Final Completion and Final Payment under the CMAR Construction Contract Documents.

This Section 6.1 is one of provisions that the CMAR is obligated to include in its contracts with Subcontractors, respectively, and that Subcontractors at each level are required to include in their contracts with Subcontractors of the next level.

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

Arizona State University is a long-standing member of the Workers Rights Consortium

<http://www.workersrights.org/>

and the Fair Labor Association

<http://www.fairlabor.org/>

. The University monitors thousands of factories that make licensed goods. In addition, the Workers Rights Consortium and the Fair Labor Association audit production facilities and require improved conditions. The University monitors dozens of labor and student sites (like USAS

<http://usas.org/>

). The Fair Labor Association is also working to improve the sustainability of supply chains for apparel as well as prevention of fires in foreign factories.

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

<http://www.asu.edu/aad/manuals/pur/pur701.html>

# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation



**Responsible Party**

**Betty Lombardo**

Manager

University Sustainability Practices

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

**Total number of vehicles in the institution's fleet :**

582

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

	Number of Vehicles
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<b>Gasoline-electric, non-plug-in hybrid</b>	18
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	178
<b>Fueled with compressed natural gas (CNG)</b>	88
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	15
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

For Fiscal Year 2013, ASU achieved 100% compliance with the component of state alternative fuel law regarding the purchasing requirement that stipulates agencies, including universities, must purchase a minimum of 75% alt fueled vehicles if the vehicles are operated in Maricopa or Pima County. Arizona State University installed an on campus biodiesel station in June 2013. Provider REV BioDiesel uses oil from ARAMARK, ASU’s food services provider, and converts it to biodiesel fuel. Many of ASU’s diesel fuel vehicles can run on B20, which is 20 percent biodiesel mixed with 80 percent petroleum diesel fuel. The majority of lawn and garden equipment the ASU grounds crew uses now runs on straight B99 fuel, 99 percent biodiesel that is mixed with only one percent petroleum diesel fuel.

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

[https://asunews.asu.edu/20130227\\_Biodiesel\\_powers\\_ASU\\_vehicles](https://asunews.asu.edu/20130227_Biodiesel_powers_ASU_vehicles)

# Student Commute Modal Split

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

## Total percentage of students that use more sustainable commuting options:

63

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	37
Walk, bicycle, or use other non-motorized means	35
Vanpool or carpool	4
Take a campus shuttle or public transportation	24
Use a motorcycle, scooter or moped	0

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

Annual TRP survey conducted by Maricopa County. All campuses are surveyed.

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

[STARS Reporting Tool | AASHE](#)



# Employee Commute Modal Split

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

29

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	71
Walk, bicycle, or use other non-motorized means	7
Vanpool or carpool	11
Take a campus shuttle or public transportation	8
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	3

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

Annual TRP survey conducted by Maricopa County. All campuses are surveyed.

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

<https://cfo.asu.edu/pts-services>

# Support for Sustainable Transportation

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

Arizona State University has several bike lockers within a secured fenced area of our Fulton Parking Structure and within a secured area of our Biodesign Institute. We have shower facilities in some buildings including our Student Recreation Complex.

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

Yes

**A brief description of the bicycle parking and storage facilities:**

Bike racks have been installed within 50 ft of all occupied, non-residential buildings. Students can store their bicycles in the bike racks short-term or long-term as they wish.

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

No

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

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

Yes

**A brief description of the bicycle sharing program:**

The Bike Co-op on the Tempe and Polytechnic Campuses houses the University Student Government Community Bikes program. It is an initiative that allows ASU students, faculty, and staff to check out one of 15 bicycles for up to 10 days for no charge.

The Bike Co-op also provides reduced-cost tools, parts (both new and used), and assistance needed to repair bicycles.

In 2009, Arizona State University established a Departmental Bike Sharing Program at the Tempe campus within the Global Institute of Sustainability. Building occupants can checkout a bicycle online as they do for an electric cart. This program is available university-wide.



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

Yes

**A brief description of the certification, including date certified and level:**

ASU Tempe achieved Gold Level status as a Bicycle Friendly University in October 2014.

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

Yes

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

The Arizona State University U-Pass provides unlimited access to all four campuses and greater Phoenix on Valley Metro bus routes and the METRO light rail. The U-Pass is available to students, faculty, and staff for a discounted rate. There are also free intercampus shuttles from the Tempe campus to each of the other Arizona State University campuses and a free on-campus shuttle service at the Tempe campus.

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

Yes

**A brief description of the GRT program:**

Arizona State University's Guaranteed Ride Home program is part of the ASU Trip Reduction Plan that is submitted to the County and is for those who have employee transit passes or are registered carpoolers. An individual is first asked to check to see if any of their colleagues can offer transportation. If not, then the university will coordinate a taxi ride. The taxi ride limit is \$20 per individual.

**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

The University offers a carpool matching program through the regional Valley Metro website.

[ShareTheRide.com](http://ShareTheRide.com)

provides University students, faculty and staff with access to a secure, private carpool matching database.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one**

**administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

ASU has partnered with Zipcar to provide the University community with a sustainable alternative to personal automobile use. The program consist of 13 cars across all four campuses.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

Arizona State University's Parking & Transit Services (PTS) is partnering with ECOtality, a leader in clean electric transportation solutions, to provide six, Level 2 Blink electric vehicle (EV) charging stations on the ASU Tempe campus.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the telecommuting program:**

The University offers telecommuting for its employees. Telecommuting guidelines have been established to ensure that fair and consistent treatment, criteria and standards are established before a Supervisor can consider any requests. Each Supervisor can decide for themselves whether to offer telecommuting. The only criteria for the Supervisor is that the office must have sufficient coverage.

**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

Employees may work different schedules to provide the necessary services to the university community, to expedite a unit's work flow or to accommodate an individual employee's needs. Supervisory approval is required for all changes to any work schedules. There are two typical condensed work week option, although other options are available per discussion and approval by the employee and supervisor. The two typical schedules are: Four-day/40-hour work week and Nine-day/80-hour, two-week work week.

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

Yes

**A brief description of the incentives or programs to encourage employees to live close to campus:**

Employees are eligible to live in small individual houses on the Polytechnic Campus, once all interested students have been accommodated. Further, the heavy public transportation subsidy provided by the University is an incentive for living closer to its

campuses.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

ASU Transit Services has:

Created a new position titled Bicycle Program Manager. The Bicycle Program Manager's primary responsibilities will be to develop, implement and maintain programs and activities that encourage bicycle usage on and off campus. The Manager will be the lead liaison in connecting bike commuters with services that can help them maintain their bikes and stay safe on the roads. Lewandowski will also assist cyclists with incorporating other modes of transportation that contribute to ASU sustainability goals into their daily commutes.

Introduced valet parking at the Tempe campus. Daily service is currently available in select locations, while daily valet service will commence at the Downtown Phoenix campus Spring 2014. Valet service is currently available at all four ASU campuses for departments hosting special events.

Offers a FREE bicycle valet service, a first-of-its-kind amenity on the Tempe campus. the attended bicycle parking service offers room for up to 150 bicycles. It is located just east of the Memorial Union (MU), between the MU and the Physical Education West buildings. Students, faculty and staff drop their bike off with the valet attendant who issues them a ticket number. When they are ready to leave, they present their ticket to the valet to retrieve their bike.

**The website URL where information about the institution's sustainable transportation program(s) is available:**

<https://cfo.asu.edu/pts>

# Waste

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

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,671 Tons	760 Tons
Materials composted	144 Tons	0 Tons
Materials reused, donated or re-sold	285 Tons	132 Tons
Materials disposed in a solid waste landfill or incinerator	7,205 Tons	9,518 Tons

**Figures needed to determine "Weighted Campus Users":**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	11,712	6,100
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	68,374	52,795
<b>Full-time equivalent of employees</b>	8,358	9,281
<b>Full-time equivalent of distance education students</b>	6,230	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

**A brief description of when and why the waste generation baseline was adopted:**

The baseline coincides with when Arizona State University completed its first formal Greenhouse Gas Inventory.

**A brief description of any (non-food) waste audits employed by the institution:**

Waste Management Sustainability Consultants performed a Waste Characterization Study for ASU from February 14 through 17, 2012. The study examined municipal solid waste generated at the ASU main campus in Tempe, Arizona. The function of this exercise was to examine material generation and waste stream composition in order to reduce waste and improve operational efficiencies. A Waste Characterization Report was then developed to provide quantitative baseline data and observations about the material assessed.

**A brief description of any institutional procurement policies designed to prevent waste:**

Arizona State University's Green Purchasing requirements mandate reduced packaging, and any packaging that is used must meet at least one of the following, and preferably all of the following: made from 100% post-consumer recycled materials, be recyclable, be reusable, be non-toxic, and be bio-degradable. This requirement has reduced the amount of packaging material that arrives on campus.

Solicitations have specifications that suppliers must take away their packaging for large quantity equipment purchases.

ASU has moved completely away from broadloom carpeting to carpet tiles. We reduce waste by ordering only sections that need replacement. All carpet suppliers are required to pick up old carpet tiles and recycle them. (Also, broadloom inherently uses 15% to 20% more material, because of increased cutting and seaming to match patterns in irregular sized spaces.

In December 2009, ASU approved a Sustainable Design Policy to implement sustainable practices in the planning, construction, operation and maintenance of all university facilities. The policy applies to all new construction and major renovations on all ASU campuses. The guidelines provide direction in working toward the university's goals of carbon neutrality, zero waste, active engagement and principled practice. Incorporated within this policy are the following waste reduction guidelines:

- **Building Size & Footprint:** Minimize the overall building size (square footage and footprint) while meeting the building program requirements. The goal is efficient use of space to reduce overall resource consumption; including embodied energy, operational energy, and building materials.
- **Design for Future Use:** Plan for a "100-year Building" through flexibility of use and future reuse. Design interior spaces that are flexible and allow for changes in use. Use standard furniture wherever possible. Minimize use of custom millwork, custom building systems (door frames, doors, interior windows etc.) to maximize reuse in the future. For retrofits, analyze current space requirements for space efficiency, function, and use proximity. Design in accordance with cradle to cradle principles to the full extent practical.
- **Existing Landscaping:** Protect significant natural and historic landscaping and incorporate those elements into the new landscape design. Design to optimize a balance of water conservation and energy conservation.
- **Reused and repurposed materials** should be integrated into the building shell, structural materials, finishes, and fixtures when they can be used without compromising quality.
- **Construction Waste:** Minimize or eliminate construction waste. Reduce, reuse and/or recycle waste materials to minimize disposal to a landfill.

**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:**

Arizona State University has Surplus Property where retired items are sold or recycled. The University also has an online program called Surplus Exchange and Transfer that is a university-wide "classified ad" system for exchanging property. Through SunSET, Arizona State University departments can re-use office supplies, lab supplies, some types of furniture, and other un-needed items, thus keeping many of these items from reaching our landfill.

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

The Arizona State University course catalogs and course schedules available online. All registration is now paperless.

<https://webapp4.asu.edu/catalog/>

Directories are also available online.

<https://webapp4.asu.edu/directory/>

In addition - all orientation materials are now sent electronically.

**A brief description of any limits on paper and ink consumption employed by the institution:**

Arizona State University eliminated printing free copies at the start of academic year 2009. All printing done by students at any of our computing centers and libraries is paid for by the respective student. In addition, the default setting for all computer lab printers is to print double sided. Further, the University introduced one-to-one computing four years ago. Most students purchase their own laptops with the needed software installed so that they rarely have to use a computer center.

In addition, Arizona State University signed a 20-year agreement with Canon to digitize the University. As a part of this initiative, Canon has inventoried all input/output devices on campus and is visiting with departments to show them how they can adopt the latest technology while reducing their costs by replacing many input/output devices with a few networked multifunction devices. Canon devices offer print reduction programs, are set to double side printing, provide scan to e-mail, and fax to file.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

Ditch the Dumpster is an annual tradition. The year-end donation and recycling drive collects thousands of pounds of reusable and recyclable items from students as they move out of ASU residence halls. Reusable items are donated to charity organizations that benefit children and families locally. Items that cannot be reused are repurposed or recycled. Ditch the Dumpster is a university-wide initiative, consisting of several cross-functional departments and a third-party non-profit organization. Donation bins are designated at each residence hall approximately 3 weeks prior to semester's end; non-profit staff picks up donations on a daily basis. "Special" recycling collections are also set up adjacent to donation centers, for items such as e-waste, and polystyrene which cannot go into our single-stream recycling program.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

Alcoa Foundation, in partnership with national nonprofit Keep America Beautiful and the College and University Recycling Coalition, provided 75 recycling bins to ASU for use as part of the Alcoa Foundation Recycling Bin Grant Program.

A Materials Management team created a system that uses existing delivery and pick-up routes to collect used office supplies. The program won an ASU President's Award for Sustainability.

Since January 2008, ASU Facilities Development and Management have implemented a reclaimed paint program. Unused paint from new construction and renovations is collected and warehoused in the Paint Shop, where it is organized by type and color, and is subsequently used for a variety of work, including covering graffiti, painting restrooms, handrails, exterior doors; and as a primer for new construction and accent walls.



**A brief description of any food waste audits employed by the institution:**

During spring 2011, the School of Sustainability's Sustainable Food and Farming class, with help from our primary food service provider ARAMARK, performed a waste audit of Arizona State University's Hassayampa residential restaurants.

**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

In November of 2012, Arizona State University began diverting food scraps from kitchen prep areas to a compost program. ARAMARK, Arizona State University's food service provider, uses the Lean Path program to minimize food waste throughout the food prep process.

**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

In November of 2012, Arizona State University began diverting food scraps from dish return in dining halls to a compost program. ASU also piloted food scrap diversion from athletic events.

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

Arizona State University's primary food service contractor, ARAMARK, currently provides reusable to-go containers at the Arizona State University Downtown Phoenix campus Devil's Greens restaurant. Customers pay a \$3 deposit for the use of the containers. After using the containers, customers have three options: 1) Return the container and receive an exchange-tag to redeem for a clean container at their next visit; 2) Return the container and receive a clean container on the spot; or 3) Return the container and redeem the \$3 deposit.

**A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

All dining halls use only washable dishes and utensils.

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

Arizona State University's primary food service contractor, ARAMARK, offers a discount on beverages with the use of a reusable cup or mug. They giveaway free reusable hot and cold mugs at various Sun Devil Dining events such as Campus Sustainability Day and Earth Week to promote the use of reusable containers. They also provide free reusable water bottles to all freshmen during the move in process across all four campuses annually. Furthermore, reusable mugs and bags are sold at convenient stores across campus.

**A brief description of other dining services waste minimization programs and initiatives:**

The implementation of trayless dining.

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

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# Waste Diversion

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

## Materials diverted from the solid waste landfill or incinerator:

2,100 Tons

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

7,205 Tons

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

Arizona State University's stated goal for zero solid waste is 2015. To reach this goal the University has developed the following diversion programs:

- Traditional consumer recycling programs diverting all grades of plastics, paper, glass, aseptic containers, and metal.
- Special Recycling programs for electronics, batteries, CD's, sneakers, cell phones, toner cartridges.
- Paying Arizona Correctional Industries \$5 per mattress to recycle old residence hall mattresses.
- Paint reclamation and diversion.
- Campus Harvest - Harvesting food grown on the Polytechnic and Tempe Campuses for use in the dining facilities and the surrounding community.
- SunSET -

<http://www.asu.edu/sunset>

to promote material and supply sharing between departments.

- Composting landscaping waste at a local farm.

**A brief description of any food donation programs employed by the institution:**

Since 2011, Arizona State University’s primary food service provider, ARAMARK, has a food donation program set up with WasteNot locally through the national Food Donation Connection network. While there is little surplus food in their operations due to production planning and a Food Waste Fundamentals program, what might exist is picked up from the Memorial Union by WasteNot and distributed to local shelters and institutions where needed. Their current Food Donation partnership with Food Donation Connection and Waste Not follows their corporate best practices regarding the handling of surplus food.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

Arizona State University’s primary food services provider, ARAMARK, started the Green Bin program through its Sun Devil Dining service during spring semester 2013 to collect pre-consumer food waste composting at nine food service locations on the ASU Tempe campus: Barrett Residential Restaurant, Hassayampa Residential Restaurant and Palo Verde (Devil’s Greens & Devil’s Diner) and five specialty coffee locations.

The pre-consumer food waste composting program focuses on the collection of all organic waste generated from meal preparation including fruit and vegetable peels, egg shells, bones and meat ends, and compostable paper products. Sun Devil Dining has also partnered with ASU Grounds/Arboretum on the Grounds to Grounds program to compost coffee grounds on campus.

**A brief description of any post-consumer food waste composting program employed by the institution:**

In collaboration with US EPA’s Food Recovery Challenge, collection and pickup of compostable food items began on November 15, 2012 at dining halls in Barrett (The Honors College) and Hassayampa Academic Village on the Tempe campus. During Spring 2013, the program phased in Palo Verde (also on the Tempe campus) and athletic events in Wells Fargo Arena. By 2015, the collection and pickup of compostable food items will occur in all food service areas, including dining halls, food courts, athletics venues, outdoor patios near food service, at strategic locations for special events, and in kitchenettes.

**Does the institution include the following materials in its waste diversion efforts?:**

	<b>Yes or No</b>
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes

<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

Lab glass, sports equipment, Styrofoam, polystyrene, books, wood, and construction and demolition debris.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

11,011 *Tons*

## Construction and demolition materials landfilled or incinerated :

1,333 *Tons*

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

For all projects where the Construction Manager at Risk (CMAR) contracts are used, there is wording in the General Conditions of the contract, section 13.21, that describes what the CMAR is to do for recycling construction waste. This section stipulates that the CMAR is to work with ASU Grounds Maintenance Department for waste containers and that the Grounds Maintenance Department will manage the containers. For New Construction projects where LEED certification is being sought the recycle program is managed by the CMAR for LEED credits. ASU's sustainability program and Policies and Procedures are referenced in Section 13.22 and 13.23 respectively.

# Hazardous Waste Management

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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### Submission Note:

The electronic-waste recycling program URL is:

<https://cfo.asu.edu/zw-recycling-electronics>

"---" 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:**

All waste are documented and categorized to disposal, reuse or recycle. Flammable liquids are mixed for energy recovery. non-regulated chemicals are subtracted from the hazardous waste program. Light bulbs are collected and de-engineered for recycling. Used oils are segregated for recycling.

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

The University has an aggressive hazardous, universal, and non-regulated chemical waste program that is mandated by written policy, implemented by a funded program employing 6 full time university employee environmental professionals. All wastes are collected, and moved into a central accumulation area where the material are packaged for off-site transport to fully licensed hazardous waste disposal facilities (TSDFs). or recycling centers.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

In May of 2012, the Central Plant had a sulfuric acid release (20-gallons) from faulty piping in the cooling tower. There was one injury and some property damage. The initial response came from in-house spill team and they coordinated an outside contractor to clean up the spill and return the facilities to operation.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

Arizona State University does not have an inventory system employed to facilitate the reuse or redistribution of laboratory chemicals.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

Arizona State University's electronics and appliance recycling program accepts computers and peripherals, TVs and components, video games, stereo and video equipment, cameras, cables and switches, personal mini-fridges, microwaves, and more. Faculty and staff must contact Surplus Property for pick up.

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

Electronics and appliances in good condition are collected by ASU Surplus Property and sold to auction bidders. Electronics and appliances that are generated from residence halls or are in poor condition are taken to Westech, a recycling company located near downtown Phoenix. Items in good condition are refurbished for continued use and broken items are taken apart and the individual parts are recycled.

Whenever possible, Westech keeps items in local and regional markets. They recycle items in accordance with all state and federal regulations. University representatives has performed site visits to ensure that Westech responsibly demanufactures and recycles electronic waste.



**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<https://cfo.asu.edu/ehs-hazmat-compliance-guidelines>

# Water

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

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

## Level of water risk for the institution's main campus:

High

## Total water use::

	Performance Year	Baseline Year
Total water use	897,492,871 Gallons	865,530,418 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	897,492,871 Gallons	865,530,418 Gallons

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
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<b>Number of residential students</b>	11,712	6,100
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	68,374	52,975
<b>Full-time equivalent of employees</b>	8,358	9,281
<b>Full-time equivalent of distance education students</b>	6,230	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	18,095,585 <i>Square Feet</i>	14,033,632 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	929 <i>Acres</i>	929 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2006	June 30, 2013

**A brief description of when and why the water use baseline was adopted:**

The baseline coincides with when Arizona State University completed its first formal Greenhouse Gas Inventory.

**Water recycled/reused on campus, performance year:**

2,411,796 *Gallons*

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

There is a water capture project program at the Arizona State University Tempe campus Central Plant. The project captures previously wasted reverse osmosis reject water for reuse on mall power-washing and central plant cooling tower chillers. Over 2,000,000 gallons of water are saved annually by re-using the Reverse Osmosis reject water.

The Barrett Honors College Complex includes a greywater treatment and reuse system for buildings 7A and 7B. Greywater from building sinks, water fountains, and showers is treated to a reuse standard that is suitable as a water closet supply and/or an irrigation supply. The Greywater design flow is 10,000 gallons per day.

The Biodesign Institute includes a Graywater Capture Project - The Biodesign Institute has realized a 50% reduction in landscape water use from the installation of a high efficiency drip irrigation system that is supplied by greywater captured on-site.

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

There are several university buildings with individual (manually read) water meters.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Arizona State University has reduced water consumption in many buildings around campus through the installation of low-flow water fixtures such as sinks, showers, toilets, and in some buildings, waterless urinals.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

Departments must follow the Purchasing 210 policy when they are purchasing or replacing appliances, equipment.

Arizona State University's Purchasing 210: Green Purchasing policy reads: Purchase only the most water efficient appliances available. This includes, but is not limited to, high performance fixtures like toilets, low-flow faucets and aerators, and upgraded irrigation systems.

Departments also have access to Sustainability Initiatives Revolving Fund (SIRF) funding in order to replace entire systems of water systems with water efficient alternatives.

<https://cfo.asu.edu/sirf>

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

Nearly all of Arizona State University Polytechnic campus grounds deploy a xeriscape technique with the exception of only a few small plots which we cultivate social gathering lawn spaces. A large majority of the land the campus rests on is still virgin desert while the maintained core of the campus remains true to the Sonoran desert pallet; palo verde, mesquite, saquaro, cresote and prickly pear are just some of the many native plants you'll encounter on campus grounds. Careful placement and hardscaping coupled with their drought tolerant characteristic allows us to limit, and in many cases completely eliminate, the use of irrigated water.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

The Tempe campus specifies Calsense controllers for all new installations and renovations.

The Polytechnic campus also uses the water management system called Calsense. This system calculates water requirements from an initially established baseline which is programmed for desert adapted plants. It measures rain fall and adjusts metering as needed in addition to accounting for time of day and the evapotranspiration rates for the landscaped vegetation. The current system monitors a substantial portion of the campus core. Coverage equals approximately 1,007,376 square feet which is a substantial portion of our campus. The majority is left wild and plans for switching the rest of the scaped areas include reliance on weather gages to ensure optimal water use.

The Tempe campus specifies Calsense controllers for all new installations and renovations.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

Arizona State University's campus is Arizona's largest public arboretum, dedicated in 1990 and committed to proper water management and conservation while educating visitors about the complex ecological systems on earth. Facilities Management has instituted several practices designed to reduce the amount of water used in landscaping on campus. About two-thirds of campus is watered at night to prevent evaporation. An initiative is also underway to automate the remaining systems so that the different plants on campus receive water based on both current weather conditions and a given plant's evapotranspiration rate. Existing flood irrigation infrastructure has been preserved for future use with a gray water system when practicable.

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

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution's Low Impact Development (LID) practices:**

Arizona State University seeks to alleviate the impact of runoff and address runoff at the source. ASU is utilizing the national program Sustainable Sites Initiative (SSI) as a guideline for the College Avenue Streetscape project. This program was created to promote sustainable land development and management practices. ASU would like to use this guideline on more projects across campus so that water can be managed in a way that reduces the impact of built areas. The University has established LEED standards and won awards for

excellence on new construction projects. For additional information about LEED certified buildings on ASU campuses:

<http://cfo.asu.edu/fdm-recently-completed-construction>

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

Part of the design phase of construction projects on ASU campuses includes retaining civil engineers to prepare site plans that retains stormwater within the property lines and ensures that surface drainage is designed so that stormwater is conveyed to adequate retention and detention structures. ASU Tempe campus has many retention basins equipped with drywells and underground retention tanks to retain stormwater on our campuses and reduce stormwater runoff. In addition, ASU has a drywell and stormwater drainage maintenance program. ASU's Polytechnic campus has preserved natural landscape features such as such as desert drainage washes, arroyos and bioswales. ASU's Downtown campus also has bioswales to capture rainwater to slow it down so that it infiltrates into the ground.

**A brief description of any rainwater harvesting employed by the institution:**

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**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

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**A brief description of any living or vegetated roofs on campus:**

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**A brief description of any porous (i.e. permeable) paving employed by the institution:**

Porous paving has been discussed as a choice of material for several projects on campus. At this time, the parking lot west of the Fine Arts Center and several pedestrian walkways across campus have porous paving to infiltrate water into the subsurface.

**A brief description of any downspout disconnection employed by the institution:**

Many downspouts that collect rain water from roofs are directed so that they empty into landscape and retention basins.



**A brief description of any rain gardens on campus:**

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**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

The Tempe campus has many retention basins equipped with drywells and underground retention tanks to retain stormwater on our campuses and reduce stormwater runoff.

The Polytechnic campus, enhanced natural desert drainage washes have been added to reduce stormwater runoff in the heart of campus and at the Vermont Road improvement project area. At the West campus there is a retention basin at the southeast area. When the city park area was constructed, the size of the drainage area was increased for future growth. All drainage at the West campus goes to these areas.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

The University incorporates vegetated swales all across campus to hold stormwater before going to retention basin and drywells.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

The University has constructed underground retention tanks, additional drywells and retention basins to reduce stormwater runoff throughout all Arizona State University campuses.

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

<https://cfo.asu.edu/fdm-stormwater-program>

# Wastewater Management

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

## Total wastewater discharged:

832,686,161 Gallons

## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

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## The website URL where information about the institution's wastewater management practices is available:

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# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

Beginning 2012, Arizona State University releases its Sustainability Operations Annual Review. The four-panel pamphlet includes highlights about ASU's progress in operational sustainability as well as relevant facts for each of the university's overarching sustainability goals of Climate Neutrality, Zero Waste, Active Engagement and Principled Practice.

Sustainability Operations Annual Review 2012

<http://sustainability.asu.edu/docs/gios/usp/ASUSustainabilityOperations-02-15-2013.pdf>

The Sustainability Operations Annual Review 2013 will be released in February 2014.

### **Does the institution have at least one sustainability committee?:**

Yes

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

The Sustainability Practices Network is charged with creating a plan for a more sustainable university. The Network is composed of thirteen work groups and resource committees that focus on their specified areas of expertise while also collaborating with other groups to support participation in sustainability practices across the university. The structure of the Network engages many disciplines and departments from all campuses to foster innovative ideas for reaching the university's sustainability goals.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Executive Sponsors of the Sustainability Practices Network

John Riley (University Sustainability Operations Officer, University Business Services); Rob Melnick (Executive Dean, Global Institute of Sustainability); (Vacant, Director, University Sustainability Practices in the Global Institute of Sustainability)

Chairs of the Sustainability Practices Network Work Groups and Resource Groups

David Brixen, Vice President for University Services, Stakeholder group is Energy and Facilities Operations. Richard Rushforth, PhD Student, School of Engineering, Stakeholder group is Water. Melinda Helton, Director of Parking and Transit Services, Stakeholder group is Transportation. Nichol Luoma, Director of Purchasing and Business Services, Stakeholder group is Procurement. Alana Levine, Program Manager of Recycling Services, Stakeholder group is Solid Waste. Patty Olson, Director Architecture & Planning, Stakeholder group is Building Design and Planning. Kellie Lowe, Director of Memorial Union, Stakeholder group is Campus Living, Dining, Activities and Events. Gordon Wishon, Director of Information Technology, Stakeholder for Information Technology. Mike Chismar, Intercollegiate Athletics, Stakeholder for Athletics. Rudy Bellavia, Managing Director Business and Finance, University Business Services, Stakeholder group is Communications. Candice Kelman, Assistant Director GIOS, Stakeholder group is Learning. Robin Kubisiak, Director of Development, GIOS, Stakeholder group is Development. Vacant, Director, University Sustainability Practices, Stakeholder group is Opportunities and Best Practices.

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

<http://sustainability.asu.edu/practice/sustainability-practices-network.php>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

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

The University Sustainability Practices office is the central office enacting Arizona State University's sustainability initiatives and tracking sustainability accomplishments. The purpose of the University Sustainability Practices Office is to identify challenges and opportunities to help change operations and individual behaviors across all units to meet the University's sustainability goals.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

30

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

<http://sustainability.asu.edu/>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

John Riley, Associate Vice President, University Business Services Administration

**A brief description of each sustainability officer position:**

Provides leadership at both the tactical and strategic level implementing President Michael Crow's mandate to have Arizona State University achieve the long-term goals of Zero Waste, Climate Neutrality and 100% Community Engagement by integrating sustainability practices at Arizona State University into such diverse operational areas as water usage, waste management, energy, buildings, food, transportation and purchasing.

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

<http://sustainability.asu.edu/about/our-people/person-bio.php?pid=4570>

## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	No	No
<b>Research (or other scholarship)</b>	No	No
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	No	No
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	No	No



Other

Yes

Yes

**A brief description of the plan(s) to advance sustainability in Curriculum:**

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**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

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**Accountable parties, offices or departments for the Curriculum plan(s):**

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**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

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**The measurable objectives, strategies and timeframes included in the Research plan(s):**

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**Accountable parties, offices or departments for the Research plan(s):**

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**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

Arizona State University has a goal to achieve 60 percent documented engagement by members of the campus community by Dec 2015.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

By Dec 2015, 60 percent of faculty, staff and students will be engaged as active change agents in supporting the University's sustainability practice vision. The metric will be the percent of ASU community participating in one or more sustainability related programs or projects per year.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners will be able to accomplish this goal.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

During 2011, Arizona State University established and integrated family of programs to communicate sustainability information/practices/opportunities internal and external to the ASU community.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

The measurable objective is the number of programs that communicate sustainability/information/practices/opportunities to the ASU community. This effort has been very successful for we have established sustainability recognition programs for members of the ASU community, 75 percent of ASU staff have achieved a sustainability rating of average or above on their performance evaluation and over 2000 employees have participated in ASU's sustainability literacy program.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have been able to accomplish this goal.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Arizona State University has a goal to replace all university owned vehicles with alternate fuel vehicles by 2018. We also will mitigate 100 percent of Scope 2 transportation emissions related to University fleet by 2020 and mitigate 100 percent of Scope 3 transportation emissions - commuter, air/business travel and shuttle vendor partnerships by 2035.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

The measurable objective is the percent of university owned vehicles that use an alternative fuel, the percent reduction in Scope 2 transportation emissions as compared to 2010, and the percent reduction in Scope 3 transportation emissions as compared to 2010.

**Accountable parties, offices or departments for the Air and Climate plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners will be able to accomplish this goal.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance sustainability in Buildings:**

Developing transition guidelines to mandates – 100 percent of new university construction and renovation contracts to be in compliance with ASU Green Construction Mandates.

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

The measurable objective is the percent of new university construction and renovation contracts in compliance with ASU Sustainable Design Guidelines, the percent of new university construction and renovation contracts in compliance with ASU Green Construction Guidelines, and the percent of new university construction and renovation contracts in compliance with ASU Green Construction Mandates.

**Accountable parties, offices or departments for the Buildings plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have and will be able to accomplish these goals.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

Sustainability in Dining Services/Food

Sustainability based targets have been established for on-campus food sales (to include organic, local, natural and fair trade as appropriate for our community and region.

By Dec 2015, 100 percent of products used by vendors and service providers on campus (food, cleaning, etc.) to comply with ASU Green Procurement Mandates.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

The measurable objective is whether or not initial sustainability based targets for on-campus food sales established and the percent of on-campus food items sold which include organic, local, natural and/or fair-trade ingredients.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have and will be able to accomplish these goals.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance sustainability in Energy:**

Energy Consumption and Efficiency

By 2018, reduce university energy consumption by 20 percent per square foot below 2007 levels.

By 2035, reduce university energy consumption by 35 percent per square foot below 2007 levels.

On-Site Renewable Energy

By 2012, generate 10 percent of university energy requirements from on-site renewable energy facilities.

By 2018, generate 20 percent of university energy requirements from on-site renewable energy facilities.

By 2025, generate 35 percent of university energy requirements from on-site renewable energy facilities.

Off-Site Renewable Energy

By 2012, purchase 10 percent of university energy requirements from off-site renewable energy facilities.

By 2018, purchase 35 percent of university energy requirements from off-site renewable energy facilities.

By 2015, purchase 65 percent of university energy requirements from off-site renewable energy facilities (additional on-site generation possible pending new technology).

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

The measurable objective is the percent reduction in university energy consumption per square foot as compared to 2007, the percent of university energy requirements satisfied from on-site renewable energy facilities, and the percent of campus energy requirements satisfied by purchases from off-site renewable energy facilities.

**Accountable parties, offices or departments for the Energy plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have and will be able to accomplish these goals.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

**A brief description of the plan(s) to advance sustainability in Grounds:**

Campus Operations

By 2025, eliminate 100 percent agriculture related emissions.

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

The measurable objective is the percent reduction in agriculture related emissions as compared to 2010.

**Accountable parties, offices or departments for the Grounds plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners will be able to accomplish this goal.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

**A brief description of the plan(s) to advance sustainability in Purchasing:**

Practices Mandates: Procurement

Developing transition guidelines to mandates – 100 percent of new university contracts to be in compliance with ASU Green Procurement Mandates.

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

The measurable objective is the percent of new university contracts in compliance with with ASU Green Procurement Mandates by 2013.

**Accountable parties, offices or departments for the Purchasing plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have and will be able to accomplish these goals.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance sustainability in Transportation:**

Transportation

By 2018, replace all university owned vehicles with alternative fuel vehicles.

By 2020, mitigate 100 percent of Scope 2 transportation emissions related to university fleet.

By 2035, mitigate 100 percent of Scope 3 transportation emissions – commuter, air/business travel and shuttle vendor partnerships.

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

The measurable objective is the percent of university owned vehicles that use an alternative fuel, the percent reduction in Scope 2 transportation emissions as compared to 2010 and the percent reduction in Scope 3 transportation emissions as compared to 2010.

**Accountable parties, offices or departments for the Transportation plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have and will be able to accomplish these goals.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance sustainability in Waste:**

Aversion

By Dec 2015, reduce university's solid waste footprint by 30 percent through aversion.

Diversion

By Dec 2015, reduce university's solid waste footprint by 60 percent through diversion.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

The measurable objective is the combined metric –percent reduction in total university generated waste as compared to 2010.

**Accountable parties, offices or departments for the Waste plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have and will be able to accomplish these goals.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance sustainability in Water:**

Water Conservation and Efficiency

By 2020, reduce landscaping water consumption by 30 percent.

By 2020, reduce building water consumption by 30 percent.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

The measurable objective is the combined metric –percent reduction in total university water consumption as compared to 2010.

**Accountable parties, offices or departments for the Water plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners have and will be able to accomplish these goals.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance Diversity and Affordability:**

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**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

On an ongoing basis, provide ASU employees with a safe and healthy working environment. Provide ASU students with a safe and healthy learning, living (residents) and playing (sports, activities) environment.

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

The measurable objective is the downward trend in workplace injuries and reduced sick days. By providing continuing education and engagement opportunities made available to all employees Improve workplace satisfaction, and increase spirit, sense of place and participation in on-campus university sponsored activities.

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners will be able to accomplish this goal.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**A brief description of the plan(s) to advance sustainability in Investment:**

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**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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**Accountable parties, offices or departments for the Investment plan(s):**

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**A brief description of the plan(s) to advance sustainability in other areas:**

Campus Operations

By 2025, eliminate 100 percent refrigerant related emissions.



**The measurable objectives, strategies and timeframes included in the other plan(s):**

The measurable objective is the percent reduction in refrigerant related emissions as compared to 2010.

**Accountable parties, offices or departments for the other plan(s):**

The University Sustainability Practices office working in collaboration with campus stakeholders and strategic vendor partners will be able to accomplish this goal.

An extended version of the Campus Engagement Plan can be found in our Strategic Plan for Sustainability practices and operations.

<http://sustainabilityplan.asu.edu/>

**The institution's definition of sustainability:**

Sustainability is often confused with the environmental movement, but at Arizona State University the concept is much broader than that. Sustainability is a fundamental principle that underlies ASU's learning, research, partnering, and business operations. We have set an ambitious agenda to become a world leader among universities in finding and sharing sustainable solutions for a rapidly urbanizing planet.

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

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

The plan is called the Strategic Plan for Sustainability Practices and Operations. The focus of this plan addresses the University's four overarching sustainability goals: 1) Carbon Neutrality, 2) Zero Solid/Water Waste, 3) Active Engagement, and 4) Principled Practice. It is our full intention to realize and incorporate these objectives throughout the institution.

Also, Sustainability is included in the Arizona State University Master Plan Update dated December 2011. It has shaped the physical environment of the university.

[http://www.asu.edu/vpbf/pdf/ASU\\_MP\\_Report.pdf](http://www.asu.edu/vpbf/pdf/ASU_MP_Report.pdf)

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



## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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**Submission Note:**

Website URL where information about Arizona State University governance structure is available.

Arizona Board of Regents -

<http://www.azregents.edu/>

Undergraduate Student Government -

<http://asuusg.com/>

Graduate and Professional Student Association -

<http://gpsa.asu.edu/>

ASU Staff Council -

<http://staffcouncil.asu.edu/welcome>

University Senate -

<http://usenate.asu.edu/>

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

There are two student government bodies at ASU: the Undergraduate Student Government (USG) and the Graduate and Professional Student Association (GPSA). These organizations represent and voice student interests to the university executive leadership (President, Provost, et al), the Arizona Board of Regents (the governing body of all Arizona Universities), and the state legislature. Officers come from and are elected by their respective student body (undergraduate and graduate/professional students).

**Is there at least one student representative on the institution’s governing body who was elected by peers or appointed by a representative student body or organization?:**

Yes

**A brief description of student representation on the governing body, including how the representatives are selected:**

The governing body of all Arizona public universities is the Arizona Board of Regents, which comprise of twelve members, two of which are enrolled students. One of the student members is a voting member. The student members are nominated by the Board of Associated Students of Arizona, a representative body of university students of Arizona, and confirmed by the student government of their respective universities. Then they are appointed by the state governor and confirmed by the state senate.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

The Arizona Board of Regents governs in all areas indicated, and one Student Regent has a vote in all issues. The second Student Regent, while a non-voting member, has input in all issues. Examples:

- o Establishing organizational mission, vision, and/or goals –develop and approve ABOR 2020 Vision for the Arizona public university system, to increase graduation/retention rates, boost research expenditures, expand access and increase affordability, and promote sustainability.

- o Establishing new policies, programs, or initiatives - approved consolidating employment categories for staff employees into one

(“university staff”), to reduce and simplify personnel policies and better support a more sustainable compensation structure.

- o Strategic and long-term planning - approved “performance-based” funding model that would allocate an additional state-appropriated funds to the three university systems based on performance such as greater graduation rates and degrees awarded (particularly in STEM fields), greater externally-financed research and greater public outreach expenditures.
- o Existing or prospective physical resources - requested \$1 billion bonds to for renovations, improvements and new academic/research infrastructure from the state legislature; approved the construction of various new buildings and facilities.
- o Budgeting, staffing and financial planning - approved freezing (0% increase) in-state tuition for Arizona residents for the 2012-2013 academic year, and a small increase (around 3%) for the 2013-2014 academic year. Requested additional state appropriations for higher education.
- o Communications processes and transparency practices – The Board has approved an RFP to engage the services of a strategic communications/marketing consulting firm to enhance communications and outreach initiatives with the public and the media and to develop/maintain the website and other marketing materials.

Prioritization of programs and projects – ABOR recently established task force on student safety to increase coordination and share best practices among the three Arizona public universities, after recent incidences of alcohol-rated violence.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

The ASU Staff Council is the representative body of university staff employees. The purpose and mission of the ASU Staff Council is to serve as a voice for university staff, to advise the President of ASU on the working climate, and to raise issues and concerns of university staff. The Staff Council also works to support university staff through various activities and initiatives.

**Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

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**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No

<b>Strategic and long-term planning</b>	No
<b>Existing or prospective physical resources</b>	No
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	No
<b>Prioritization of programs and projects</b>	No

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

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**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

The University Senate is the representative body of the Academic Assembly, which includes the following: all tenured and tenure-eligible faculty, academic professionals, and full-time contract faculty (i.e. lecturers and senior lecturers, instructors, clinical faculty, research faculty, and professors of practice). Members may be nominated (or nominate themselves) as candidates and then are elected into office.

**Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

The Chair of the Arizona Faculties Council is a member of the Board of Regents. The Arizona Faculties Council represents all university faculty governments of Arizona’s three public universities. Representation in the Council is proportional to the size of the faculty of each university. Council members are appointed by the faculty governments of each university, and these faculty governments are elected by the respective faculty.

**Do faculty have a formal role in decision-making in regard to the following?:**

	<b>Yes or No</b>
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<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

As a voting member of the Board of Regents, the Chair of the Arizona Faculties Council partakes in the decision-making of the Board, and has input and voting power in all the areas indicated. Examples:

- o Establishing organizational mission, vision, and/or goals –develop and approve ABOR 2020 Vision for the Arizona public university system, to increase graduation/retention rates, boost research expenditures, expand access and increase affordability, and promote sustainability.
- o Establishing new policies, programs, or initiatives - approved consolidating employment categories for staff employees into one (“university staff”), to reduce and simply personnel policies and better support a more sustainable compensation structure.
- o Strategic and long-term planning - approved “performance-based” funding model that would allocate an additional state-appropriated funds to the three university systems based on performance such as greater graduation rates and degrees awarded (particularly in STEM fields), greater externally-financed research and greater public outreach expenditures.
- o Existing or prospective physical resources - requested \$1 billion bonds to for renovations, improvements and new academic/research infrastructure from the state legislature; approve the construction of various new buildings and facilities.
- o Budgeting, staffing and financial planning - approved freezing (0% increase) in-state tuition for Arizona residents for the 2012-2013 academic year, and a small increase (around 3%) for the 2013-2014 academic year.
- o Communications processes and transparency practices – The Board has approved an RFP to engage the services of a strategic communications/marketing consulting firm to enhance communications and outreach initiatives with the public and the media and to develop/maintain the website and other marketing materials.
- o Prioritization of programs and projects – ABOR recently established task force on student safety to increase coordination and share best practices among the three Arizona public universities.

**The website URL where information about the institution’s governance structure is available:**

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# Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### *Part 2*

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

## Submission Note:

The website URL where information about the diversity and equity committee, office and/or officer is available

[http://president.asu.edu/inclusion/committee\\_original](http://president.asu.edu/inclusion/committee_original)

<https://diversity.asu.edu/about>

<https://cfo.asu.edu/hr-equityandinclusion>

The website URL where information about the cultural competence trainings is available

[http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature\\_id=8371-8193-7503](http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature_id=8371-8193-7503)

<https://international.clas.asu.edu/events>

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Arizona State University is deeply committed to positioning itself as a New American University by seeking to build excellence, enhance access, and have an impact on our community, state, nation and the world. This requires that our faculty and staff reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives. We engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarship. As one part of this commitment, we have developed a strategic plan for diversity. Developed in consultation with a wide variety of constituencies within the University and the deans, this plan, called “Building blocks for success through people, programming and policies,” contains a statement which serves as an ongoing touchstone of our commitment. It includes several specific initiatives which will change and evolve over time depending on the challenges and opportunities we have before us.

ASU's Office of Equity & Inclusion supports and fosters a culture of inclusiveness. We promote and assist with equal opportunity and diversity initiatives. We also provide university leadership and hiring officials with clear and accessible employment data, timely and effective consultation, high-impact training, and rigorous review of employment-related policies and procedures.

Kamala Green  
Executive Director  
Office of Equity and Inclusion

The Office of Academic Excellence and Inclusion was created to continue ASU’s commitment of creating an inclusive environment by providing on-going programming and initiatives for the campus community.

Eduardo Pagan  
Vice Provost, Academic Excellence and Inclusion

**The full-time equivalent of people employed in the diversity and equity office:**

7

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

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**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes
<b>Administrators</b>	Yes

**A brief description of the cultural competence trainings and activities:**

Through a variety of departments and programs, trainings and activities are offered to all students, faculty and staff. The details can be found via this link to the Campus Environment Team:

<http://www.asu.edu/president/cet/>

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Website URL where information about the trainings and activities are available:

<http://diversity.asu.edu/supporting>

**The website URL where information about the cultural competence trainings is available:**

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# Assessing Diversity and Equity

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
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"---" indicates that no data was submitted for this field

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

The Office of Academic Excellence and Inclusion has recently launched an initiative engaging all campus units to develop initiatives and programs to promote diversity on campus. Over 30 proposals/feedback from all across the university were received and considered, and 11 were selected for funding.

## Has the institution assessed student diversity and educational equity?:

Yes

## A brief description of the student diversity and educational equity assessment(s):

Arizona State University's Office of Institutional Analysis conducts an assessment of the enrollment, diversity, graduation and retention rates of the student body (both continuing and graduating) at least once every semester, as part of a census on the 21st day of each

semester, down to the individual programs, colleges, schools and departments. The results are published through their website at

<http://uoia.asu.edu/>

, the ASU Fact Book, and published to the Common Data Set (CDS) for use by the higher education community and publishers such as College Board, Peterson's, and U.S. News & World Report. Aggregate diversity figures (university-wide) are publicly available, but diversity profiles by individual colleges and other units are available internally. The results of these assessments are used to guide the development and funding of various programs, initiatives and outreach efforts to support and promote diversity on campus.

**Has the institution assessed employee diversity and employment equity?:**

Yes

**A brief description of the employee diversity and employment equity assessment(s):**

An assessment of the ASU employee workforce occurs annually in the Affirmative Action Plan (Office of Human Resources). This comprehensive assessment looks at not only current employees, but also the diversity of the job applicants, and compares them to both the US workforce and the local/state-wide community. The results of this assessment are used to develop the Affirmative Action Plan each year, which identifies positions that need increased outreach/recruitment efforts to underrepresented groups.

Additional university programs that focus on diverse representation and inclusiveness include but are not limited to the following: Campus Environment Team (promotes civility, justice, diversity, respect, freedom of expression, and pursuit of individual goals); Intergroup Relations Center (advances education, research and advocacy that enhances understanding and practice of effective relations among members of different groups); Commission on the Status of Women (monitors the advancement of women in the areas of equity, career development, and climate); The University Senate (represents faculty and academic programs, policies, and concerns); the University Staff Council (represents staff programs, policies, and concerns); the Committee on Campus Inclusion; and the Office of Academic Excellence and Inclusion.

**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

No

**A brief description of the governance and public engagement assessment(s):**

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

<https://cfo.asu.edu/hr-affirmativeaction>

# Support for Underrepresented Groups

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

Hispanic Mother-Daughter Program (HMDP)

HMDP is an early outreach educational program for young Latina women and their mothers. The program is designed to raise the educational and career aspirations of Hispanic women. Young first-generation Hispanic girls and their mothers plan their academic and professional careers with skills acquired during monthly workshops, beginning in the 8th grade and continuing through the completion of a university degree, a ten (10) year span.

Audience Served: First-generation Hispanic/Latina students and their mothers from the 8th grade through university.

Program Founded: 1984

Program components:

HMDP is composed of 3 components – the 8th grade component, the high school component and the university component. Support for university students through HMDP include one-on-one advising, monthly brown bag lunches with identified topics of need for the students (i.e. graduate school, study abroad), scholarship mentoring program, student support organization, referral services for counseling and academic support. Additionally, HMDP provides scholarship support for incoming and undergraduate participants.

### Native American Achievement Program (NAAP)

Arizona State University entered into an intergovernmental agreement with the Navajo Nation, San Carlos Apache Tribe, and the White Mountain Apache Tribe to foster academic and personal success by providing academic support services to first-time freshmen and sophomores attending the University. The tribes provide financial aid and require their students to participate in the NAAP. Arizona State University provides the academic and personal success support.

Audience Served: Incoming Apache and Navajo Freshmen. Students transition to NAAP II which is conducted by the American Indian Student Support Services office.

Program Founded: 1996

Program Components:

NAAP Orientation at the beginning of each semester, monthly one-on-one advisement sessions, biweekly academic coaching/tutoring, monthly speakers, and bimonthly student socials.

### Multicultural Student Services (MSS)

MSS supports the retention and ultimate graduation of students through a host of culturally centered programs and services targeting students from African American, American Indian, Asian/Asian Pacific American, and Latino/a backgrounds or with an interest in multicultural student issues.

Audience Served: Ethnic minority students and students interested in cultural programs and services.

Established in its current form: 1997

Program Components:

Three freshman para-professional organizations, four umbrella coalitions of ethnic minority organizations representing 60 student groups (American Indian Council, Asian/Asian Pacific American Coalition, Black & African Coalition, and El Concilio), multicultural honor society (STEP), multicultural volunteer group (MCSA), student leadership board (MSS Leaders), four summer programs (Asian Lead Academy, LINK (Latinos Interesting in Networking & Knowledge), Sankofa Summer Leadership Institute (targeted towards African-American students), and Native American Summer Institute), coordination of three ethnic graduation programs (American Indian, Black & African, and Asian/Asian Pacific American Convocations), Black Youth Recognition Conference, Pow Wow at Arizona State University, MSS internship program, welcome week events, multiple scholarship recipient mentoring, computer lab, tutoring assistance, and partnerships with corporate and non-profit entities such as Teach for America, Inroads, Foreign Services, and Peace Corps.

### Multicultural Student Affairs, Polytechnic Campus

MSA supports the retention and ultimate graduation through a host of culturally centered programs and services targeting students from African American, American Indian, Asian/Asian Pacific American, and Latino/a backgrounds or with an interest in multicultural student issues.

Audience Served: Ethnic minority students and students interested in cultural programs and services.

Established in its current form: 2006

Program Components:

Among various programs MSA coordinates the Maroon and Gold Scholars Program, Campus Environment Team, and Student Success Coaching, which assists students with study strategies, time management, and good academic habits, for the Polytechnic campus.

### American Indian Student Support Services (AISSS)

The American Indian Student Support Services (AISSS) aims to serve all American Indian students, needing and seeking support to become academically and personally successful. AISSS worked to address the low retention of American Indian students at all grade levels by increasing student academic achievement levels, empowering students to be resourceful, assisting students to be resilient when challenged by academic pressure, providing positive social/cultural experiences, and sustaining the administrative function of AISSS.

Target Audience: All Arizona State University American Indian Students.

Program Founded: Spring 1989

Program Components:

NAAP II staff advising, computer lab, tutor center, writing lab, printing/copying services, academic workshops, American Indian Scholar



Circle, information via the Blackboard, and study areas. New this year is a pilot collaboration with Counseling & Consultation where a different staff member sets up office hours within AISSS to informally talk with staff and students about various themes surrounding student success and development.

#### Summer Bridge

University Academic Success Programs provides an array of support services that promote students' academic success. Summer Bridge is designed to assist first-semester freshmen in making a successful transition from high school to college.

Target Audience: First-generation, underrepresented groups, and “at risk” students, as well as student athletes and scholarship recipients.

Program start date: Summer 1993

Through Summer Bridge, students become acclimated to campus life at Arizona State University, gain access to student support programs and services, and learn effective academic skills

Program Components:

Summer Bridge gives entering freshmen the opportunity to jump-start their educational careers at Arizona State University. Students can earn up to 7 academic credits during a five-week summer session, taking advantage of smaller classes with tutoring and structured study sessions. Living on campus, students build a sense of community and develop a network of peers. Students also benefit from their interactions with faculty, tutors, peer mentors, residential staff, and program staff.

#### African American Men of Arizona State University (AAMASU)

AAMASU is a High School-to-College (H2C) Program and university student organization focused on increasing the recruitment, retention, and graduation rates of African American male high school and college students.

Targeted audience:

Current African American male (undergraduate and graduate) students attending Arizona State University, incoming African American male freshmen/transfer students, and local African American male students currently attending a Maricopa Community College, who are interesting in transferring to Arizona State University.

High School 2 College Program Targeted audience: Current African American male freshman high school students and their parents residing in the Phoenix Metropolitan Area.

Program start date: 2004 – 2005 academic year.

Program Components:

AAMASU is structured both as a student organization and High School-to-College (H2C) Program. Events and programs hosted by and for the college organization include a literary club, fall leadership conference, black male workshops, film series, and a Black history month lecture. The H2C Program consists of three cohorts – high school sophomores, juniors, and seniors. Arizona State University staff and students conduct various grade level appropriate workshops such as applying to college and scholarships, financial aid, college life, majors, test preparations, etc.

Many more campus organizations supporting underrepresented groups are listed here:

<https://diversity.asu.edu/resources>

Additionally, Arizona State University supports its faculty through numerous initiatives. Driven by the University's diversity plan (

<http://diversity.asu.edu/asudiversityplan>

), the University provides a strong set of initiatives to support our underrepresented faculty and indeed all faculty. First, all of our colleges are required to have a mentoring program in place for all untenured faculty. These mentoring programs involve different approaches unique to the discipline and size of the unit. Second, we support the Commission on the Status of Women to help enhance the experiences of female faculty and staff at Arizona State University and to monitor our progress in employment related matters such as pay and rank. Third, the University provides support to the Faculty Women's Association to support their initiatives to enhance the experience of female faculty. The FWA offers workshops on promotion and tenure, promotion to full professor, sexual harassment, and offers mentoring sessions and dialogues to facilitate women moving into leadership roles within the University. Fourth, the University has a

number of organizations and these are listed at the following link -

<http://diversity.asu.edu/organizations>

More recently we have developed the Center for Community Development and Civil Rights and the Office for Developing Transformational Leaders. Those units empower people by building bridges, developing leaders, and helping to transform the climate to enable the greatest success of all faculty as well as staff and, some cases, community members.

**The website URL where more information about the support programs for underrepresented groups is available:**

<https://diversity.asu.edu/resources>

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

The Office of Equity and Inclusion (formerly Office of Diversity) and Office of Human Resources offer education and training in diversity, focused on prevention of discrimination/harassment, best practices in employee recruitment and hiring, principles of leadership and supervision, as well as developing and/or offering additional diversity related workshops/seminars upon request of a college or work unit, e.g., freedom of expression and academic freedom in the classroom. All of these stated topics have been offered prior to the reorganization of the Office of Equity and Inclusion and the launching of the Diversity Plan. The University also has numerous resources to support diverse groups within the university community.

Policy statement: Arizona State University is committed to providing the university community, including students, faculty, staff, and guests, with an environment that is free of harassment, discrimination, or retaliation. ASU expressly prohibits harassment, discrimination, and retaliation by employees, students, contractors, or agents of the university based on protected status, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, and gender identity. ASU also complies with the Genetic Information Nondiscrimination Act of 2008 (42 U.S.C. 2000ff et seq.).

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.asu.edu/aad/manuals/acd/acd401.html>

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

No



# Support for Future Faculty Diversity

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
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*"---" indicates that no data was submitted for this field*

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

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

The Graduate Student Programs office emphasizes its focus on Graduate Recruitment, Development of Interdisciplinary Programs, and Science, Technology, Engineering, and Mathematics (STEM) initiatives. The Graduate Student Programs office aids academic units in improving the quality of their programs to promote their success in the national collegiate arena with the objective of making their programs more visible to prospective students, faculty and graduate alumni. The primary mission is to provide assistance with and oversight of graduate recruitment, fellowships, and other aspects of graduate students' non-academic services.

Science Foundation of Arizona (SFAz) provides up to two years of financial support for first year doctoral students in Science, Technology, Engineering, and Mathematics (STEM) disciplines. It is a competitive fellowship and new doctoral students must be nominated by their Academic Unit (AU) for the award. Each year of the award carries a \$25,000 personal stipend plus a \$5,000 supplemental allowance to funding research and related expenses. Full tuition is also covered by the fellowship. Second year support is contingent upon outstanding performance and progress toward the degree.

Reach for the Stars (RFTS) is a graduate fellowship designed to support Arizona residents and students pursuing a master's degree, who are underrepresented in their field of study. The department nominates students newly admitted to a master's program at Arizona State University. The Graduate College supports the RFTS Fellows with a \$15,000 stipend and resident tuition during the first year of their master's program. The student's Academic Unit (AU) provides student health insurance for the first year. In the second year, the fellow's

academic unit will provide them with a Teaching Assistantship (TA) or Research Assistantship (RA), or financial equivalent.

The Doctoral Enrichment Fellowship (DEF) is a graduate fellowship designed to support underrepresented students in their field of study. The department nominates students in the first year of their doctoral program. The Graduate College supports the DEF Fellows during the first year of their doctoral degree program with a \$17,000 stipend, resident tuition, and non-resident fee award (if applicable). The student's AU provides student health insurance in the first year. In the second year, the fellow's academic unit will provide them with a TA or RA position, or financial equivalent.

The Diversity across the Curriculum (DAC) Seminar Series consists of roundtable discussions, presentations, and a speaker series, designed to increase understanding of the diversity of research at ASU and to promote networking within the ASU community across disciplines. DAC provides an opportunity for graduate students, funded by the Graduate College, to master his/her ability to communicate with the public and with their own colleagues on a variety of topics regarding all aspects of their graduate research experience.

The Social and Academic Mentoring (SAM) Program matches Arizona State University's prospective, new, and continuing students with advanced graduate students to help acclimatize the new students to graduate education at ASU. The purpose of the SAM Mentorship is to support academic success and professional development. SAM also supports the development of peer-to-peer mentorship in established ASU student support services and student organizations that promote the graduate school agenda. The Graduate College employs SAM Mentors to be placed in academic settings that specialize in increasing diversity (i.e., The Department of Transborder Chicana/o and Latina/o Studies, American Indian Studies Program, African-American Studies Program). The SAM Mentor is briefed by Graduate College staff on SAM responsibilities and expectations. The SAM mentors may commit from 3-10 hours per week for the semester or academic year.

Shades is multicultural peer mentoring program where underrepresented students in the science, technology, engineering and mathematics (STEM) disciplines are mentors for each other, employing multi-level mentoring. Graduate students informally support each other as they work together, and as they mentor undergraduates. The Graduate College has complete supervision of the Shades application process for mentors and mentees. The Graduate College assigns a mentorship based on the submitted applications. The Graduate College monitors the mentorship, guaranteeing that the social and academic goals are maintained.

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

<http://graduate.asu.edu/node/637>

# Affordability and Access

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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### Submission Note:

Arizona State University used the Pell grant population for the reported statistics on low-income students.

"---" 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 any policies and programs to minimize the cost of attendance for low-income students:**

Introduction: TRIO is a set of federally-funded college opportunity programs that motivate and support students from low-income and/or first-generation college backgrounds. TRIO also provides motivation and support for students with disabilities and U.S. veterans.

#### Obama Scholars Program

The Obama Scholars program provides a comprehensive financial package covering all direct cost for students attending Arizona State University immediately following graduation from an Arizona High School and coming from families earning less than \$42,400 annually.

Target Audience – Students from Families earning less than \$42,400 annually as demonstrated through the FAFSA process.

Program Start Date: 2009-2010

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

The Obama Scholars Mentor program is designed to pair faculty and staff as mentors to recipients of the Obama Scholarship. All Obama Scholars mentors are required to participate in online or in-person training. That is, program participants are required to meet a minimum of once per month with a peer mentor who serves as a clearing house to disseminate referral information and insight in successfully navigating the university system. Participation in five academic success program activities is required during the year. These activities can be academic programs/workshops and/or cultural/arts activities. The goal of the activities is improving academic skills and engaging in the activities of the university.

### **A brief description of any programs to prepare students from low-income backgrounds for higher education:**

The ultimate purpose of the Upward Bound Program (UBP) is to prepare participants to succeed in a program of postsecondary education. The project is designed to increase the academic skills and motivational levels of project participants to the extent they will complete high school and successfully enter postsecondary educational programs and graduate.

Upward Bound, Tempe Campus

Number Served 112 annually

#### Hispanic Mother-Daughter Program (HMDP)

HMDP is an early outreach educational program for young Latina women and their mothers. The program is designed to raise the educational and career aspirations of Hispanic women. Young first-generation Hispanic girls and their mothers plan their academic and professional careers with skills acquired during monthly workshops, beginning in the 8th grade and continuing through the completion of a university degree, a ten (10) year span.

Audience Served: First-generation Hispanic/Latina students and their mothers from the 8th grade through university.

Program Founded: 1984

Program components:

HMDP is composed of 3 components – the 8th grade component, the high school component and the university component. Support for university students through HMDP include one-on-one advising, monthly brown bag lunches with identified topics of need for the students (i.e. graduate school, study abroad), scholarship mentoring program, student support organization, referral services for counseling and academic support. Additionally, HMDP provides scholarship support for incoming and undergraduate participants.

#### African American Men of Arizona State University (AAMASU)

AAMASU is a High School-to-College (H2C) Program and university student organization focused on increasing the recruitment, retention, and graduation rates of African American male high school and college students.

#### Targeted audience:

Current African American male (undergraduate and graduate) students attending Arizona State University, incoming African American male freshmen/transfer students, and local African American male students currently attending a Maricopa Community College, who are interesting in transferring to Arizona State University.

High School 2 College Program Targeted audience: Current African American male freshman high school students and their parents residing in the Phoenix Metropolitan Area.

Program start date: 2004 – 2005 academic year.

#### Program Components:

AAMASU is structured both as a student organization and High School-to-College (H2C) Program. Events and programs hosted by and for the college organization include a literary club, fall leadership conference, black male workshops, film series, and a Black history month lecture. The H2C Program consists of three cohorts – high school sophomores, juniors, and seniors. Arizona State University staff and students conduct various grade level appropriate workshops such as applying to college and scholarships, financial aid, college life, majors, test preparations, etc.

#### Veterans Upward Bound, Tempe Campus

Number Served 120 annually

Brief Description: The mission of Veterans Upward Bound (VUB) is to provide free academic instruction and career guidance that will enhance the veteran's ability to succeed in their educational goals beyond high school. VUB is an educational program designed to meet the needs of the veterans who seek to improve their academic skills in English, reading, math and computer literacy. In addition to free academic instruction, VUB assists with financial aid and scholarship applications, directs veterans to Veterans Administration services, and helps them connect with the educational institution of their choice

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

#### Obama Scholars Program

The Obama Scholars program provides a comprehensive financial package covering all direct cost for students attending Arizona State University immediately following graduation from an Arizona High School and coming from families earning less than \$42,400 annually.

Target Audience – Students from Families earning less than \$42,400 annually as demonstrated through the FAFSA process.

Program Start Date: 2009-2010

#### Program Components

Peer Mentoring – Program participants are required to meet a minimum of once per month with a peer mentor who serves as a clearing house to disseminate referral information and insight in successfully navigating the university system. Participation in five academic success program activities is required during the year. These activities can be academic programs/workshops and/or cultural/arts activities. The goal of the activities is improving academic skills and engaging in the activities of the university.

### **A brief description of any programs to guide parents of low-income students through the higher education experience:**

The American Dream Academy (ADA) Parent Education Program is a 9-week program that uses an intense, one-on-one contact model to create a community in which parents and teachers collaborate to transform each child's educational environment at home and at school. The ADA helps parents to instill the value of education within themselves and their children. Through ADA, parents are given the tools to guide their children through K-12th grades and into higher education. This type of school based intervention empowers and trains parents to become effective advocates and partners in their children's education.



During Sun Devil 101 Welcome Week, there is a Parents Reception where parents learn about resources and programs offered to them through the Parents Association and have the opportunity to meet other Arizona State University parents. Resources include a 24 hour/ 7 day a week parent resource phone line and an emergency crisis fund. We also host Family Weekend in October which includes programming for students and families so that parents can learn more about the student's experience at Arizona State University.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Access ASU, an initiative of Education Outreach and Student Services at Arizona State University, is a catalyst for change, transforming Arizona's college-going culture by empowering students to invest in their future and attain a university degree. Through partnerships with local schools districts, Access ASU staff provides accessible information and support to schools, families, and students, grades K-12, on college-readiness, career guidance, financial aid literacy and college life. Using both on-campus visits and ASU college students, Arizona students are exposed to the possibility and reality of attaining their dreams of higher education. We focus on 6 fundamentals: encouraging academic readiness, increasing college exposure, promoting financial aid literacy, building student self-confidence, providing adult role models, & fostering parental support. We enable student success and increase the yield of Arizona incoming freshmen through outreach services at no cost to schools.

The Hispanic Mother-Daughter Program (HMDP) is an early outreach college preparatory program that aims to increase the number of Latinas with bachelor's degrees. The program begins working with the young ladies and their mothers/guardians when they are in 8th grade to prepare them to be successful in higher education. HMDP provides monthly workshops for mothers and daughters/guardians and one-on-one advising to students and their home schools. Workshop topics include, but are not limited to, the following topics: preparing for high school, self-esteem, effective communication, careers, leadership, financial aid/scholarships, applying for college.

Upward Bound targets low income students in 8th grade for a college preparatory program during high school.

African American Men of ASU works with high school students from districts with high percentages of low income students promoting high school completion and college readiness.

For more than 10 years, the Summer Bridge program at Arizona State University has helped new Sun Devils make a successful transition from high school to college life. All students take a 1-credit UNI 194 Academic Success Seminar along with two three-credit courses for a total of 7 credit hours. Course offerings vary by campus but typically include a Math, English, Critical Thinking or General Studies course. Students also benefit from the opportunity to live on campus during the program, dedicated tutoring services, and daily programming.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

The goal of TRIO Academic Achievement Center is to increase the retention and graduation rates of participants and to assist in the process of transitioning to the next levels of higher education.

The goal of the STEM-focused Student Support Services program is to increase the retention and graduation rates of participants in science, technology, engineering, and mathematics and to assist in the process of transitioning to the next levels of higher education.

The goal of the TRIO Student Support Services program is to increase the retention and graduation rates of participants and to assist in the process of transitioning to the next levels of higher education.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

Each year Arizona State University allocates the Upward Bound program scholarship dollars to award to new and continuing students. Recipients are expected to attend three mentor visits and three academically related activities a semester, in addition to community services hours and showing proof of pre-registration and financial aid renewal.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

All policies and programs to make the institution accessible has been covered above.

**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

In addition to free academic instruction, Veterans Upward Bound (VUB) assists with financial aid and scholarship applications, directs veterans to Veterans Administration services, and helps them connect with the educational institution of their choice.

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

Yes. Arizona State University's Family Resources provides information and resources regarding on-campus and off-campus children's programs. Children's programs affiliated with the University provide children opportunities for personal growth and discovery in a warm, friendly environment. All programs are based on developmentally appropriate practices, with low teacher/child ratios, small group sizes and high educational and training requirements for staff.

See website:

<http://www.asu.edu/studentaffairs/reslife/family/oncampus.htm>

**A brief description of other policies and programs to support non-traditional students:**

The mission of the TRIO Disability Student Support Services (DSSS) is to increase the retention and graduation rates of students with disabilities. TRIO DSSS is designed to provide enhancement services for students with disabilities. These services include academic enhancement workshops, instructional support, and assistance with course selection, career and graduate school advisement, peer mentoring, and individualized tutoring.

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

Yes

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	32.40
The graduation/success rate for low-income students	46.60
The percentage of student financial need met, on average	51.60
The percentage of students graduating with no interest-bearing student loan debt	36

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**The website URL where information about the institution's affordability and access programs is available:**

<https://students.asu.edu/financialaid>

# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

**Number of employees:**

12,040

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

6,935

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

1,301

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

750

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

All staff, whether regular or not, full-time or not, are guaranteed the local “living wage” standard of \$9.20 per hour. Any employee (staff or faculty) working at half-time or more for at least 20 weeks is benefits-eligible.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

10,601

**Number of employees of contractors that receive sustainable compensation:**

750

**A brief description of the standard(s) against which compensation was assessed:**

The local level of “living wages” in the Phoenix metropolitan area is \$9.20/hour at full-time for 2013.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:**

Regular, full-time employees – all regular full time employees receive full benefits, including medical/dental insurance, paid time-off (vacation, sick, holidays), retirement plan contributions, among other things. All staff are covered by a living wage standard of \$9.20 per hour minimum. Faculty are not covered by a living wage standard, but are paid market rate wages. However, since faculty generally have a minimum of Masters or Doctoral/Professional degrees, their prevailing market wages are considerably above the living wage standard we have for staff employees.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:**

Regular, part-time employees – regular part time employees who work at least half-time/20 hours per week also get full benefits, including medical/dental insurance, paid time-off (vacation, sick, holidays), retirement plan contributions. All staff are covered by a living wage standard of \$9.20 minimum.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:**

Temporary (non-regular) staff - All staff (whether regular or temporary) are covered by a living wage standard of \$9.20 minimum. If they are long-term temporary (greater than 6 months), they get full benefits, including medical/dental insurance, paid time-off (vacation, sick, holidays), retirement plan contributions, among other things.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:**

Temporary (non-regular, adjunct or contingent) faculty – Temporary faculty are not covered by a living wage standard, but are paid market rate wages. However, since faculty generally have a minimum of Masters or Doctoral/Professional degrees, their prevailing market wages are considerably above the living wage standard we have for staff employees.

**A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):**

Student employees (graduate and/or undergraduate, as applicable) – Graduate student employees are paid in stipends, tuition waivers and/or hourly wages. Student workers are paid hourly. They are not covered by a living wage standard.

**The local legal minimum hourly wage for regular employees:**

7.80 US/Canadian \$

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

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

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# Assessing Employee Satisfaction

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

## **Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

Yes

## **The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

100

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

The ASU Staff Council presented a series of Town Hall Meetings in May of 2013. One meeting was held on each of the four University campuses. All University staff was invited to submit questions anonymously before and after the meetings. The University's Executive Vice President, Treasurer, and Chief Financial Officer, as well as the VP of Human Resources, were present to answer any in person questions as well as those submitted anonymously before the meetings. The Executive Vice President invited all the heads of the respective administrative and service units to these meetings so that they could hear first-hand any issues. The meetings are made available to all employees so essentially, 100% of the staff and faculty are offered the opportunity for evaluate satisfaction.

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

The AU Staff Council collected all issues and concerns for subsequent answers, follow up, and publishing in the University Staff Council Friday Digest (an electronic newsletter).

**The year the employee satisfaction and engagement evaluation was last administered:**

2,013

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

<http://provost.asu.edu/committees/csc>

# Wellness Program

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**Responsible Party**

**Betty Lombardo**

Manager

University Sustainability Practices

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**Criteria**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

**A brief description of the institution’s wellness and/or employee assistance program(s):**

The Employee Wellness Program in conjunction with the Arizona Department of Administration is dedicated to supporting Arizona State University employee’s in establishing and maintaining healthy lifestyles. The Employee Wellness Program coordinates services and programs on each campus accessible to all benefits-eligible employees. The program incorporates various health screenings such as cholesterol, blood pressure, skin cancer, osteoporosis and more. Additional offerings include a variety of health education classes, flu shots and health-related articles and resources. All screenings and classes are free unless otherwise specified.

The ASU Wellness program in the Educational Outreach and Student Services provides wellness education, information and resources to all students. Additionally, ASU Counseling Services and ASU Health Services provide counseling and health services to all students.

**The website URL where information about the institution's wellness program(s) is available:**

<http://cfo.asu.edu/hr-wellness>

# Workplace Health and Safety

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

### Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

**Please enter data in the table below::**

	Performance Year	Baseline Year
<b>Number of reportable workplace injuries and occupational disease cases</b>	97	177
<b>Full-time equivalent of employees</b>	14,988	14,477

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

	Start Date	End Date
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<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2006	June 30, 2007

**A brief description of when and why the workplace health and safety baseline was adopted:**

The baseline coincides with when Arizona State University completed its first formal Greenhouse Gas Inventory.

**A brief description of the institution’s workplace health and safety initiatives:**

Occupational Health & Safety (OH&S) provide compliance guidance, training and technical support to the ASU community necessary to address safety and health regulatory compliance and related risks. EH&S trainers are part of this organization and coordinate all EH&S provided training and manage associated records. OH&S conducts inspections of laboratories, shops, maintenance and service facilities for OSHA and related regulatory compliance and ensures corrective action is implemented to address findings. OH&S also addresses employee safety and health complaints including concerns related to indoor air quality and work station set up (ergonomics). OH&S also supports the ASU community through developing and communicating EH&S awareness training.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

<https://cfo.asu.edu/ehs-occupationalsafety>

# Investment

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

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

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

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

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

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

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

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

## **Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

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:**

Arizona State University Foundation created a task force in 2011 to study investor responsibility/sustainable investing. The Arizona State University Foundation recently transitioned from a consultant model to an outsourced chief investment officer (OCIO) model and in consultation with its OCIO and Investment Committee, will discuss the structure of the committee and investor responsibility.

## **Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

The task force included three Board Members, an ASU faculty member, an Alumni representative, Arizona State University Foundation's consultant and Arizona State University Foundation internal staff.

## **Examples of CIR actions during the previous three years:**



The task force was charged with studying environmental, social and corporate governance investing and reporting back to the Investment Committee and the full Board.

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

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Total value of the investment pool:**

522,171,420 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	---
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	74,670,513 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	---
<b>Community development financial institutions (CDFIs) or the equivalent</b>	---
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	---
<b>Green revolving loan funds that are funded from the endowment</b>	---

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

The ASU Foundation invests 14.3 percent of its Endowment Pool in 363 stocks from the Dow Jones World Sustainability Index

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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

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**The sustainable investment policy:**

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**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

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**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

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**Approximate percentage of the endowment that the negative screens apply to:**

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**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

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**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

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**The website URL where information about the institution's sustainable investment efforts is available:**

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# Investment Disclosure

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## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

### **Does the institution make a snapshot of its investment holdings available to the public?:**

Yes

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

37

### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

<http://annualreport.asu.edu/2011-2012/>

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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### Submission Note:



This innovation submission corresponds with the one Arizona State University submitted for its February 28, 2014 AASHE STARS rating. A new innovation credit will be included when the University re-submits for its February 2017 AASHE STARS rating.

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Climate Neutrality Strategic Partnership

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

Arizona State University has entered into an agreement with Ameresco and Rocky Mountain Institute (RMI) to become Strategic Partners for Climate Neutrality, and to thereby work together to assure that ASU will meet its goals and targets that are agreed with the ACUPCC. Ameresco and RMI will carry out industrial grade audits (IGAs) of facilities, develop renewable energy projects, prescribe and carry out deep retrofits on campus buildings, assess and develop smart grid and micro-grid projects, and develop innovative transportation projects at ASU. As strategic partners, Ameresco/RMI will have first right of refusal on projects that reduce greenhouse gas emissions.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The strategic partnership with Ameresco and Rocky Mountain Institute (RMI) has resulted in the following measurable outcomes.

- \* Improved and more detailed industrial grade audits of complex laboratory facilities
- \* Development of a detailed and comprehensive climate action plan
- \* More effective engagement of building managers and students
- \* Reduction of energy consumption and GHG in the Central Plant
- \* Development of major renewable energy delivery projects

**A letter of affirmation from an individual with relevant expertise:**

[ASU STARS Innovation Credit Climate Neutrality Strategic Partnership\\_1\\_1.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
<b>Curriculum</b>	No
<b>Research</b>	No
<b>Campus Engagement</b>	No
<b>Public Engagement</b>	No

<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	Yes
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

<https://asunews.asu.edu/20131004-climate-neutrality-partnership>

### Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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### Submission Note:

This innovation submission corresponds with the one Arizona State University submitted for its February 28, 2014 AASHE STARS rating. A new innovation credit will be included when the University re-submits for its February 2017 AASHE STARS rating.

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Comprehensive Zero Waste Program

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

A program of aversion, recycling, organic materials management and re-uses, totaling 50 projects, that will result in 90%+ diversion from landfill within two years of initiation.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

ASU diverts 40 tons of food scraps monthly from four dining halls, and achieves 70%+ diversion from each of our Sun Devil athletics events.

**A letter of affirmation from an individual with relevant expertise:**

[ASU STARS Innovation Credit Comprehensive Zero Waste Program\\_1.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No

<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	Yes
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

<https://cfo.asu.edu/zw?destination=node%2F16551>

### Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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#### Submission Note:

This innovation submission corresponds with the one Arizona State University submitted for its February 28, 2014 AASHE STARS rating. A new innovation credit will be included when the University re-submits for its February 2017 AASHE STARS rating.

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Global Sustainability Studies Program

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

In March 2012, Arizona State University's Julie Ann Wrigley Global Institute of Sustainability received \$27.5 million from the Rob and Melani Walton Fund of the Walton Family Foundation. This was provided to the Wrigley Global Institute of Sustainability to develop and deploy promising solutions to sustainability challenges. This investment was designed entirely to support programs, which led to the creation of the Rob and Melani Walton Sustainability Solutions Initiatives. The investment will be distributed over a period of five years and by 2017 Walton Sustainability Solutions Initiatives will be self-sustaining.

The Walton Sustainability Solutions Initiatives is broken down into eight distinctive initiatives that can be grouped together in three focus areas. The three focus areas are delivering sustainability solutions, accelerating global impact, and inspiring future leaders. Accelerating global impact is made up of two programs, one of which is the Global Sustainability Studies Program. This program focuses on providing students with opportunities to study and help solve sustainability problems in a global context. To do this, Walton Sustainability Solutions Initiatives helped create four study abroad opportunities focusing on a variety of sustainability issues. The Global Sustainability Studies Program also provides financial support for the four sustainability study abroad programs to Sustainability majors and minors.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Summer 2013 was the first summer that the Sustainability Solutions Scholarship was offered to 80 students. This has tripled the number of sustainability majors participating in a sustainability oriented study abroad program. The Global Sustainability Studies scholarship funding will be available to all motivated and eligible sustainability students during summer of 2014.

**A letter of affirmation from an individual with relevant expertise:**

[ASU STARS Innovation Credit Global Sustainability Studies Program\\_1.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No

<b>Public Engagement</b>	No
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

<https://sustainabilitysolutions.asu.edu/programs/global-studies/>



### Responsible Party

**Betty Lombardo**

Manager

University Sustainability Practices

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### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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### Submission Note:

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

**Title or keywords related to the innovative policy, practice, program, or outcome:**

Net zero energy NCAA softball stadium

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

Alberta B. Farrington Softball Stadium on the ASU campus features a 251 kW photovoltaic array that covers 828 seats for fans as they watch games in Tempe. The array produces more electricity annually than the stadium consumes, making it a net zero energy facility. To our knowledge, this is the first major NCAA venue in the nation to achieve carbon neutrality and net zero energy status.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The installation has not been running for a full year at the time of this submission (February 2014), but it is projected to produce over 400,000 MWh of electricity annually, displacing over 200 MT CO<sub>2</sub>e.

**A letter of affirmation from an individual with relevant expertise:**

[ASU STARS Innovation Credit Net Zero Energy NCAA Softball Stadium\\_1.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No

<b>Energy</b>	Yes
<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

<https://cfo.asu.edu/solar-installations-softball>