



Dominican University of California

STARS REPORT

Date Submitted: [Preview](#)

Provisional Rating: Bronze

Provisional Score: 34.59

Online Report: [Dominican University of California](#)

STARS Version: 1.2

This is a preview of the final STARS Report.

The final version of the STARS Report will be available after submission.

A STARS Rating (including STARS Reporter) will be given at the time of submission and the data contained in the report will become publicly available on the STARS website.

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Moving Around in the Document

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

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Summary of Results

Provisional Score 34.59

Provisional Rating: Bronze

Education & Research	39.18%
Co-Curricular Education	3.50 / 18.00
Curriculum	26.21 / 55.00
Research	9.47 / 27.00
Operations	23.41%
Buildings	0.17 / 13.00
Climate	1.75 / 16.50
Dining Services	2.09 / 8.50
Energy	0.75 / 16.50
Grounds	1.97 / 3.00
Purchasing	4.28 / 7.50
Transportation	1.18 / 11.50
Waste	2.86 / 12.50
Water	8.18 / 10.25
Planning, Administration & Engagement	38.18%
Coordination and Planning	12.00 / 18.00
Diversity and Affordability	4.50 / 13.75
Human Resources	13.64 / 19.75
Investment	0.00 / 16.75
Public Engagement	8.04 / 31.75
Innovation	1.00
Innovation	1.00 / 4.00

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

Education & Research

Provisional Score 39.18%

Co-Curricular Education

Points Claimed 3.50

Points Available 18.00

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

Credit	Points
Student Sustainability Educators Program	0.00 / 5.00
Student Sustainability Outreach Campaign	0.00 / 5.00
Sustainability in New Student Orientation	0.00 / 2.00
Sustainability Outreach and Publications	2.00 / 4.00
Student Group	0.25 / 0.25
Organic Garden	0.25 / 0.25
Model Room in a Residence Hall	0.00 / 0.25
Themed Housing	0.25 / 0.25
Sustainable Enterprise	0.00 / 0.25
Sustainability Events	0.25 / 0.25
Outdoors Program	0.25 / 0.25
Themed Semester or Year	0.25 / 0.25

Student Sustainability Educators Program

Provisional Score

0.00 / 5.00

Responsible Party

Criteria

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

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

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

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

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

Student Sustainability Outreach Campaign

Provisional Score

0.00 / 5.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

Sustainability in New Student Orientation

Provisional Score

0.00 / 2.00

Responsible Party

Criteria

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

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

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

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

Sustainability Outreach and Publications

Provisional Score

2.00 / 4.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - A vehicle to publish and disseminate student research on sustainability
 - Building signage that highlights green building features
 - Food service area signage and/or brochures that include information about sustainable food systems
 - Signage on the grounds about sustainable groundskeeping strategies employed
 - A sustainability walking map or tour
 - A guide for commuters about how to use alternative methods of transportation
 - A guide for green living and incorporating sustainability into the residential experience
 - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
 - Other
-

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

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

Yes

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

Web site created to promote environmental awareness and sustainability among students, faculty and staff members at Dominican University of California.

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

<http://www.dominican.edu/about/facts/campus-culture/sustainable-stars.aashe.org>

Does the institution have a sustainability newsletter? :

No

A brief description of the sustainability newsletter :

The website URL for the sustainability newsletter :

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

No

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

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

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

No

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

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

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

Yes

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

The cafeteria has a "Farm to Fork Station," which lists the dishes with the local farms where their ingredients were sourced. There is also a salad bar board which lists the local farms that supplied ingredients for the salad bar. The food service company has a meal plan brochure that includes the actions they have taken to provide sustainable food service and their kitchen principles, which include socially responsible sourcing.

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

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

No

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

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

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

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

No

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

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

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

No

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

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

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

No

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

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

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

:

Yes

A brief description of this material :

Website named 'Sustainable Dominican': The Website is a vehicle for sharing a variety of information pertaining to the university and its sustainability efforts, including sustainability events and educational information on sustainable practices.

The website URL for this material :

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

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

Yes

A brief description of this material :

"Carriage House News" is a quarterly publication of the university's Human Resources Department, and it has a sustainability section in each edition that shares information about campus sustainability measures and other educational sustainability content.

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

material) :

No

A brief description of this material :

The website URL for this material :

Student Group

Provisional Score

0.25 / 0.25

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

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

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

Yes

The name and a brief description of each student group :

Student Green Club - student club promoting sustainability-related activities to the entire campus community, with particular focus on undergraduate students

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

- 1) Organization of a campus-wide special viewing of the documentary "Call of Life", with a visit from the producer of the movie
- 2) Participating in gardening in the student organic vegetable garden
- 3) Distribution of re-usable mugs to decrease the usage of disposable cups at the dining hall

List other student groups that address sustainability :

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

<http://media.dominican.edu/uploads/INFO/vcoelho/GreenerDUC/Initiatives.html>

Organic Garden

Provisional Score

0.25 / 0.25

Responsible Party**Vania Coelho**Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

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

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

Yes

A brief description of the garden :

The organic garden is about 10m x 5m, and is located on the eastern part of "Magnolia House". It is completely fenced (to avoid sharing the bounty with our local wild deer) and has an irrigation system in place.

The website URL where information about the garden is available :

Model Room in a Residence Hall

Provisional Score

0.00 / 0.25

Responsible Party

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

Themed Housing

Provisional Score

0.25 / 0.25

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

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

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

Yes

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

Sustainable Living-Learning Community (LLC): The mission of the Sustainable LLC is to engage Dominican students to learn outside of the classroom and to develop a sustainable community that can act as a model for other communities.

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

The total number of residents in themed housing. :

9

Sustainable Enterprise

Provisional Score

0.00 / 0.25

Responsible Party

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

Sustainability Events

Provisional Score

0.25 / 0.25

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

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

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

Yes

A brief description of the event(s) :

Sustainability Showcase: The Sustainability Showcase is a grant awarded by the University to help educate the campus and broader community on sustainability, and help strengthen Dominican's strategic sustainability plan. It is being researched and created by a team of 4 faculty and 5 student interns, and touches many departments at Dominican to discover and showcase some of our most exciting sustainability related work.

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

<http://www.sustainabledominican.org/showcase>

Outdoors Program

Provisional Score

0.25 / 0.25

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

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

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

Yes

A brief description of the program :

Student Health Hiking Group: The purpose is for students to get exercise, discuss any health topics, appreciate the environment and learn how to respect and preserve it, reduce stress and get to know other students.

The website URL where information about the program is available :

Themed Semester or Year

Provisional Score

0.25 / 0.25

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

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

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

Yes

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

The theme of Dominican's first-year experience is "Big History," which explores the story of humans as Earth's dominant species and our role in shaping possible futures for the planet. It is a multi-disciplinary theme that employs many fields, including biology, geology, ecology and sociology. It's designed to give students the relevant, applicable information they need to be informed and productive global citizens; students become agents for the health of planet Earth and its inhabitants. The goals of the First Year Experience "Big History" program are to promote critical and creative thinking; recognition of the personal, communal, and political implications of the Big History story; and the ability to evaluate and articulate understanding of one's place in the unfolding universe. The immense fourteen billion-year framework of this course sequence communicates the natural and cultural history of our universe and emphasizes global interconnectivity.

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

The website URL where information about the theme is available :

<http://www.dominican.edu/academics/big-history>

Curriculum

Points Claimed 26.21

Points Available 55.00

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

Credit	Points
Sustainability Course Identification	3.00 / 3.00
Sustainability-Focused Courses	2.55 / 10.00
Sustainability-Related Courses	3.23 / 10.00
Sustainability Courses by Department	6.91 / 7.00
Sustainability Learning Outcomes	4.52 / 10.00
Undergraduate Program in Sustainability	0.00 / 4.00
Graduate Program in Sustainability	4.00 / 4.00
Sustainability Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 2.00
Incentives for Developing Sustainability Courses	0.00 / 3.00

Sustainability Course Identification

Provisional Score

3.00 / 3.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

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

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

Yes

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

Sustainability is broadly defined as the ability to meet the needs of the present and future generations while conserving the planet's life support systems.

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

Yes

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

The University's sustainability-focused and sustainability-related courses were identified by employing two different strategies. First, a survey was sent out to all faculty members requesting that they self-identify their courses that are either sustainability-focused and sustainability-related according to the definitions provided to them. Second, STARS assessment team members reviewed all the most current course descriptions available and identified those that appeared to be sustainability-focused and sustainability-related based on the descriptions. These determinations were used when instructor self-identification wasn't available. Once the final inventory was compiled, it was sent out to faculty members for their review. The inventory was revised according to faculty feedback.

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

Yes

The website URL where the sustainability course inventory is posted :

<http://www.dominican.edu/about/facts/campus-culture/campus-wide-sustainability/images-and-docs/sustainability-course-inventory>

Sustainability-Focused Courses

Provisional Score

2.55 / 10.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

42

The total number of courses offered :

1649

Number of years covered by the data :

Two

A list of sustainability-focused courses offered :

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

<http://www.dominican.edu/about/facts/campus-culture/campus-wide-sustainability/images-and-docs/sustainability-course-inventory>

A copy of the sustainability course inventory :

Sustainability-Related Courses

Provisional Score

3.23 / 10.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

160

The total number of courses offered :

1649

Number of years covered by the data :

Two

A list of sustainability-related courses offered :

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

<http://www.dominican.edu/about/facts/campus-culture/campus-wide-sustainability/images-and-docs/sustainability-course-inventory>

A copy of the sustainability course inventory :

Sustainability Courses by Department

Provisional Score

6.91 / 7.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

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

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

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

16

The total number of departments that offer courses :

18

A list of departments that offer sustainability courses :

Humanities and Cultural Studies; Graduate Humanities; Art, Art History and Design; Literature and Languages; Communications and Media Studies; History; Political Science and International Studies; Psychology; Religion and Philosophy; Gender Studies; Business and Leadership; Education; Counseling Psychology; Natural Sciences and Mathematics; Nursing; Public Health

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Provisional Score

4.52 / 10.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

168

Total number of graduates :

372

A list of degree programs that have sustainability learning outcomes :

MBA Sustainable Enterprise; MBA Global Management; MS Education; MS Counseling Psychology; All Undergraduate Programs (First Year Experience/FYE)

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

<http://www.dominican.edu/about/facts/campus-culture>

A copy of the sustainability course inventory :

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

Undergraduate Program in Sustainability

Provisional Score

0.00 / 4.00

Responsible Party

Criteria

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

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

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

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

Graduate Program in Sustainability

Provisional Score

4.00 / 4.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

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

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

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

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

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

Yes

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

Green MBA

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

<http://greenmba.com/>

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

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

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

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

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

Sustainability Immersive Experience

Provisional Score

2.00 / 2.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

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

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

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

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

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

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

Yes

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

The Sustainable Practices Certificate program offers affordable and flexible education to adults who share a commitment to sustainability issues and seek to make positive change by implementing sustainable practices in their workplaces, lives and communities.

Geared toward working professionals, those in career transition, community and environmental advocates, and recent graduates, this non-degree program provides a firm grounding in sustainable and regenerative practices. The unique curriculum structure combines in-class coursework with practical application through capstone projects and internships with partner organizations throughout the Bay Area and beyond.

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

<http://www.dominican.edu/academics/businesslead/professional-continuing/spc>

Sustainability Literacy Assessment

Provisional Score

0.00 / 2.00

Responsible Party

Criteria

Part 1

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

Part 2

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

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

Incentives for Developing Sustainability Courses

Provisional Score

0.00 / 3.00

Responsible Party

Criteria

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

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

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

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

Research

Points Claimed 9.47

Points Available 27.00

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

Credit	Points
Sustainability Research Identification	3.00 / 3.00
Faculty Engaged in Sustainability Research	4.18 / 10.00
Departments Engaged in Sustainability Research	2.29 / 6.00
Sustainability Research Incentives	0.00 / 6.00
Interdisciplinary Research in Tenure and Promotion	0.00 / 2.00

Sustainability Research Identification

Provisional Score

3.00 / 3.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

Yes

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

Sustainability research focuses on a key principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as climate change or poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research leads toward solutions that support economic prosperity, social well-being, and/or ecological health.

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

Yes

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

Faculty were asked to complete an online survey in Spring 2012, and in Fall 2012 a summary with the results was submitted via e-mail and a final request was made for faculty to review the document and submit their information in case they had not done so yet or if there were any mistakes.

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

Yes

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

<http://www.dominican.edu/about/facts/campus-culture/campus-wide-sustainability/images-and-docs/sustainability-research-inventory>

Faculty Engaged in Sustainability Research

Provisional Score

4.18 / 10.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

Institution's faculty members conduct research on sustainability topics.

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

Submission Note:

This listing includes only tenure-track and tenured faculty because research is expected and required from them for tenure and promotion. However we do have other full time and part time faculty on campus that also conduct sustainability research but were not included in this calculation, as research is not necessarily taken into account for promotion in their case.

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

The number of faculty members engaged in sustainability research :

7

The total number of faculty members engaged in research :

67

Names and department affiliations of faculty engaged in sustainability research :

John Duvall, Communications and Media Studies
 Laura Stivers, Religion and Philosophy
 Jacob Massoud, Business and Leadership
 Rajeev Sooreea, Business and Leadership
 Kelly Weidner, Business and Leadership
 Vania Coelho, Natural Sciences and Mathematics
 Sibdas Ghosh, Natural Sciences and Mathematics

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

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

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

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Provisional Score

2.29 / 6.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

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

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

Submission Note:

We are only including departments with tenure and tenure-track faculty members as they are required for tenure and promotion to conduct research. If a faculty member is associated with more than one department they are counted as part of their primary department only. For example the Department of Graduate Humanities is not included as a separated department in this calculation, as it does not have faculty that belong exclusively to it. Also we are not counting the Department of Public Health, the Department of Humanities and Cultural Studies, and the Department of Gender Studies here, because they have no tenured or tenure-track faculty.

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

The total number of academic departments that conduct research :

14

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

4

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

Communications and Media Studies
Religion and Philosophy
Business and Leadership
Natural Sciences and Mathematics

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

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

stars.aashe.org

Sustainability Research Incentives

Provisional Score

0.00 / 6.00

Responsible Party

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

Interdisciplinary Research in Tenure and Promotion

Provisional Score

0.00 / 2.00

Responsible Party

Criteria

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

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

Operations

Provisional Score 23.41%

Buildings

Points Claimed 0.17

Points Available 13.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
Building Operations and Maintenance	0.00 / 7.00
Building Design and Construction	0.00 / 4.00
Indoor Air Quality	0.17 / 2.00

Building Operations and Maintenance

Provisional Score

0.00 / 7.00

Responsible Party

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

Building Design and Construction

Provisional Score

0.00 / 4.00

Responsible Party

Criteria

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

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

and/or

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

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

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

Indoor Air Quality

Provisional Score

0.17 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

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

35000 *Square Feet*

Total occupied building space :

420958 *Square Feet*

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

Dominican's Science Center was constructed and is maintained according to California Title 24. This policy requires indoor air quality management and practices including regular maintenance and monitoring of the air.

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

Climate

Points Claimed 1.75

Points Available 16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit	Points
Greenhouse Gas Emissions Inventory	1.75 / 2.00
Greenhouse Gas Emissions Reduction	0.00 / 14.00
Air Travel Emissions	0.00 / 0.25
Local Offsets Program	0.00 / 0.25

Greenhouse Gas Emissions Inventory

Provisional Score

1.75 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Part 1

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

Part 2

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

Submission Note:

The excel spreadsheets with all the detailed data used in preparing the greenhouse gas emissions inventory is available upon request. The overall greenhouse gas inventory was posted online on the Dominican website.

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

The website URL where the GHG emissions inventory is posted :

http://www.dominican.edu/about/facts/campus-culture/campus-wide-sustainability/images-and-docs/dominican_greenhouse_gas_inventory_2012.pdf

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

Yes

Does the inventory include emissions from air travel? :

No

Does the inventory include emissions from commuting? :

No

Does the inventory include embodied emissions from food purchases? :

No

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

Yes

Does the inventory include emissions from solid waste disposal? :

Yes

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

Yes

If yes, please specify :

Wastewater

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Provisional Score

0.00 / 14.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

Submission Note:

The timeframe for the GHG Inventory for the 2005 baseline year is Dec 2005 to Nov 2006.

The Campus Users figure for the baseline year is the average number of students per semester in the 2005-2006 academic year plus the number of faculty and staff in the FY2005-06; and for the performance year, the campus users figure is the average number of students per semester in the 2010-2011 academic year plus the number of faculty and staff in the FY2010-11.

The on-campus residents figure was calculated using the same methodology (average number of on-campus residents per semester in the academic year) for both baseline and performance year.

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

Air Travel Emissions

Provisional Score

0.00 / 0.25

Responsible Party

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

Local Offsets Program

Provisional Score

0.00 / 0.25

Responsible Party

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

Dining Services

Points Claimed 2.09

Points Available 8.50

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

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

Credit	Points
Food and Beverage Purchasing	1.34 / 6.00
Trayless Dining	0.25 / 0.25
Vegan Dining	0.00 / 0.25
Trans-Fats	0.25 / 0.25
Guidelines for Franchisees	0.00 / 0.25
Pre-Consumer Food Waste Composting	0.00 / 0.25
PostConsumer Food Waste Composting	0.00 / 0.25
Food Donation	0.00 / 0.25
Recycled Content Napkins	0.00 / 0.25
Reusable Container Discounts	0.25 / 0.25
Reusable To-Go Containers	0.00 / 0.25

Food and Beverage Purchasing

Provisional Score

1.34 / 6.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

Submission Note:

The 11.17% reported for sustainable food expenditures may not accurately reflect purchasing practices. This percentage is only for local food purchases and does not include separate certified organic purchases or certified humane purchases, because the information for these purchases was not provided. It may be that the percentage is actually slightly higher.

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

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

11.17

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

Dominican's dining services contractor, Bon Appetit, has a Farm to Fork Program that aims to purchase food and beverages that are grown or processed within 150 miles. The Farm to Fork Program is top priority if there is not a large difference in cost. Seasonal, local produce is offered on all menus. Bon Appetit also purchases certified organic produce whenever possible, follows the guidelines of the Monterey Bay Aquarium's Seafood Watch Program for seafood purchases and requires that all their shell eggs are Certified Humane.

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

stars.aashe.org

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available :

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

Trayless Dining

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

:

Yes

A brief description of the trayless dining program :

Trayless dining began in August 2011. Dominican doesn't have any trays out in the cafeteria and doesn't serve any meals on trays. They are available upon request for faculty or conferences, though this occurs very infrequently. The program has reduced the amount of water waste, and there has been less food waste because people tend to take less without trays.

List the year the program was started :

Aug. 1, 2011

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

100

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

100

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

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

The website URL where information about the program is available :

Vegan Dining

Provisional Score

0.00 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Though Dominican doesn't necessarily offer diverse, complete-protein vegan dining options during every meal, there is some kind of vegan option every meal. Lunches and dinners have a complete-protein vegan option. There is also a protein vegetarian option every meal. If there is a demand from students, this is something that can be implemented in full. There are plans to request student feedback on meal offerings sometime this year.

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

Trans-Fats

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

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

Dominican's dining services provider, Bon Appetit, does not use any trans-fats in any of their cooking. There may be a few pre-prepared foods available that have trans-fats, but they are not in anything made in the kitchen. Using only heart-healthy oils and fats in all of their cooking is a policy of Bon Appetit's.

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

<http://www.bamco.com/sustainable-food-service/trans-fat-free-oils>

Guidelines for Franchisees

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Pre-Consumer Food Waste Composting

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Although dining services at Dominican does not have an official pre-consumer composting program, occasionally facilities will collect fruit and vegetable scraps or coffee grounds to add to their landscape waste compost piles. Dominican is considering the implementation of a program in the very near future.

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

PostConsumer Food Waste Composting

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Dominican is currently pursuing the possibility of implementing a post-consumer compost program.

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

Food Donation

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Dining services monitors production and cooks in batches as needed, so there is very little leftover or surplus food each meal. The amount is so minimal that there isn't enough to donate.

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

Recycled Content Napkins

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Dominican's dining services is considering the switch to recycled content napkins in the near future.

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

Reusable Container Discounts

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the reusable mug program :

Dominican's campus dining operations offers a ten cent discount for customers who use reusable mugs in the cafe, where it offers to-go food and beverage service.

Amount of the discount offered for using reusable mugs :

10

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

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

Reusable To-Go Containers

Provisional Score

0.00 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Although Dominican does not currently have a reusable to-go container program, it does have them available to faculty and staff. Dominican is open to exploring the potential for implementing a program in the future, possibly requiring that students provide deposits for containers.

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

Energy

Points Claimed 0.75

Points Available 16.50

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

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

Credit	Points
Building Energy Consumption	0.00 / 8.00
Clean and Renewable Energy	0.00 / 7.00
Timers for Temperature Control	0.25 / 0.25
Lighting Sensors	0.25 / 0.25
LED Lighting	0.00 / 0.25
Vending Machine Sensors	0.00 / 0.25
Energy Management System	0.00 / 0.25
Energy Metering	0.25 / 0.25

Building Energy Consumption

Provisional Score

0.00 / 8.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

21439 MMBtu

Building space, 2005 :

370608 Gross Square Feet

Total building energy consumption, performance year :

35027 MMBtu

Building space, performance year :

420958 Gross Square Feet

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

Data for one year 07/01/10 - 06/30/11

Clean and Renewable Energy

Provisional Score

0.00 / 7.00

Responsible Party

Criteria

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

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

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

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

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

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

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

Timers for Temperature Control

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the technology used :

Time clocks technology is used to regulate the temperature in 89% of Dominican's building space. Currently, the following buildings have this system: Alemany Library, Angelico Hall, Bertrand Hall, Caleruega Hall, Fanjeaux Hall, Guzman Hall, Meadowlands, Pennafort Hall, Conlan Recreation Center, Science Center and Magnolia House.

In these buildings, 100% of the occupied space is covered by this control system. Facilities authorized staff only manage and control the time clocks, the authorized employee manages the boilers in order to turn on and off the heat in the buildings.

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

76

The website URL where information about the practice is available :

Lighting Sensors

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the technology used :

DUC uses the WattStopper technology for the lighting sensor. It manages all the lighting and has a default setup (The lights are turned off if the room is unoccupied for more than 30 minutes). Currently, 100% of the building space in the Science Center and San Marco has this technology.

The percentage of building space with lighting sensors :

15

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

LED Lighting

Provisional Score

0.00 / 0.25

Responsible Party

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

Vending Machine Sensors

Provisional Score

0.00 / 0.25

Responsible Party

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

Energy Management System

Provisional Score

0.00 / 0.25

Responsible Party

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

Energy Metering

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the metering system :

92% of the building space of Dominican has energy metering, however, 30% of the building space has building-level energy meter, which use the PG&E SmartMeter technology.

The following buildings have the PG&E SmartMeter technology to meter all energy consumption: Edgehill Mansion, Edgehill Village, Conlan Recreation Center, Bertrand Hall, and the Facilities' building. All other buildings also have PG&E Meters but not SmartMeters.

The SmartMeter™ electric meter records hourly meter reads and periodically transmits the reads via a dedicated radio frequency (RF) network back to PG&E. Each SmartMeter™ electric meter is equipped with a network radio, which transmits meter data to a electric network access point. The system uses RF mesh technology, which allows meters and other sensing devices to securely route data via nearby meters and relay devices, creating a "mesh" of network coverage. The system supports two-way communication between the meter and PG&E. The electric network access point collects meter data from nearby electric meters and periodically transfers this data to PG&E via a secure cellular network. Source: PG&E Website

The SmartMeter™ gas system uses point-to-point RF technology to transmit gas usage data from SmartMeter™ gas modules back to PG&E over a dedicated, secure wireless network. Due to the simpler data requirements of the gas system, the SmartMeter™ gas system supports only one-way communication from customers to PG&E. This module is outfitted with a radio frequency (RF) transmitter. The module records daily meter reads and then uses an RF signal to transmit the reads to a data collector unit in the vicinity. The data collector unit (DCU), in turn, collects meter reads from many meters and securely transmits the gas usage data over a secure wireless network back to PG&E. Source: PG&E Website

The percentage of building space with energy metering :

92

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

Grounds

Points Claimed 1.97

Points Available 3.00

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

Credit	Points
Integrated Pest Management	1.47 / 2.00
Native Plants	0.25 / 0.25
Wildlife Habitat	0.00 / 0.25
Tree Campus USA	0.00 / 0.25
Snow and Ice Removal	Not Applicable
Landscape Waste Composting	0.25 / 0.25

Integrated Pest Management

Provisional Score

1.47 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

The size of the campus grounds :

81.39 Acres

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

60 Acres

A brief description of the IPM plan(s) :

Dominican's facilities department follows the 4-tiered Integrated Pest Management System. Action thresholds are set depending on the type of pest and its location. Student safety is a determining factor; if student safety is an issue, then control will be an issue. Trees are also prioritized in the landscape, so if pests are attacking trees, control may be employed. Pests are monitored and identified to ensure accurate and appropriate decisions are made. Focus is on prevention, keeping the plants very healthy, since healthy plants tend to be less susceptible to pests. In the case of infestation, many plants will be replaced with something that would resist the pest, rather than implementing pest control. To keep weeds out, lawns are aerated, and mulch is used as a preventative throughout the grounds. With deer, one of the major pests, their behavior is studied and then strategies are put in place to discourage that behavior. If pest control is required, it is targeted and specific, and no broadcast spraying is done. Organic horticulture oil is used for pests on trees, a systemic insecticide is used for a specific pest and spot spraying of herbicides is done on pathways. Scotch broom is removed by hand, and then some specific, targeted spraying of herbicides may be done on thistles that come up.

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

stars.aashe.org

Native Plants

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

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

Native plants are used in the landscape throughout campus when they fit in with the design of an area. Native plants are also used in new plantings along Dominican's two creeks. Non-native eucalyptus trees are being replaced with native redwoods and oaks. Currently, approximately 30% of the campus landscape consists of native plants, but with the continued replacement of eucalyptus, eventually more of the landscape will be native.

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

Wildlife Habitat

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Tree Campus USA

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Snow and Ice Removal

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

This credit was marked as **Not Applicable** for the following reason:

Institution does not remove snow and ice as part of annual maintenance routines.

Landscape Waste Composting

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the composting or mulching program :

Dominican's facilities department is composting and mulching the waste from landscaping, including grass trimmings. All leaf debris is blown onto the lawns, and the lawn mower picks up grass clippings and leaf debris, which are then brought to the compost area. If there is no lawn nearby, leaf debris is collected in tarps and brought to the compost area. All grass clippings are either composted or left on the lawn for grass cycling. There is a compost pile system consisting of five piles, with compost at different stages. It takes about 3 months to create a pile, which then gets turned and is used to create a new pile. Another pile grows in its place. When they start to break down, piles move along in this fashion and each gets turned 4-5 times total. Typically, it takes approximately 12-15 months for the compost to be ready to be used in the landscaping on campus. Downed branches and pruning debris are brought to the chip pile, where a tree company hired by Dominican chips the branches to create mulch. The mulch is then distributed throughout campus.

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

100

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

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

Purchasing

Points Claimed 4.28

Points Available 7.50

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

Credit	Points
Computer Purchasing	2.00 / 2.00
Cleaning Products Purchasing	1.66 / 2.00
Office Paper Purchasing	0.62 / 2.00
Vendor Code of Conduct	0.00 / 1.00
Historically Underutilized Businesses	0.00 / 0.25
Local Businesses	0.00 / 0.25

Computer Purchasing

Provisional Score

2.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

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

Yes

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

<http://intranet.duoc.edu/SiteDirectory/it/Policies/Pages/PersonalComputerHardware.aspx>

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

All purchasing of computers and monitors at Dominican go through the IT Department; because of this, the department can ensure that the Computer Purchasing Policy is followed. Dominican's Computer Purchasing Policy has a section entitled Sustainability, which reads as follows: "As part of Dominican's commitment to being environmentally sustainable, our policy for all computer purchases is for them to be EPEAT silver or gold rated."

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

88255 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

88255 *US/Canadian \$*

Cleaning Products Purchasing

Provisional Score

1.66 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

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

Yes

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

<http://intranet.duoc.edu/SiteDirectory/cupc/Pages/default.aspx>

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

The company that Dominican contracts for cleaning services has a green cleaning product purchasing policy. They created a document stating that all cleaning solutions purchased and used by the institution's custodial service will be Green Seal certified, and this document is included with Dominican's cleaning contract. Additionally, they have outfitted the university with cleaning solution dispensing systems containing Green Seal products, so no other products are brought in for use. And, employees do not have access to any other products, so it's not possible for them to use anything else.

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

Yes

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

37297 US/Canadian \$

Total expenditures on cleaning products :

48367 US/Canadian \$

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

[Text for OP11 for reporting tool.docx](#)

Office Paper Purchasing

Provisional Score

0.62 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

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

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

No

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

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

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

Yes

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

0 US/Canadian \$

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

8654 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

213 US/Canadian \$

Total expenditures on office paper :

8867 US/Canadian \$

Vendor Code of Conduct

Provisional Score

0.00 / 1.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

Historically Underutilized Businesses

Provisional Score

0.00 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Although Dominican doesn't currently have an institution-wide policy that prioritizes the support of historically underutilized businesses, it is currently supporting some of these businesses. Two of its biggest vendors are historically underutilized businesses, one being minority-owned and the other being woman-owned. A recommendation is being made that Dominican's procurement policy include the consideration of historically underutilized businesses in its purchasing decisions.

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

Local Businesses

Provisional Score

0.00 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Although Dominican doesn't currently state a preference for local products and businesses in its procurement policy, it does make many of its purchases from local businesses. The Facilities Department, which makes the bulk of Dominican's purchases, attempts to use local businesses as much as possible, and currently most of the businesses utilized are within the county. A recommendation is being made that Dominican add a preference for local purchases to its procurement policy.

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

Transportation

Points Claimed 1.18

Points Available 11.50

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

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

Credit	Points
Campus Fleet	0.76 / 2.00
Student Commute Modal Split	0.00 / 4.00
Employee Commute Modal Split	0.42 / 3.00
Bicycle Sharing	0.00 / 0.25
Facilities for Bicyclists	0.00 / 0.25
Bicycle and Pedestrian Plan	0.00 / 0.25
Mass Transit Programs	0.00 / 0.25
Condensed Work Week	0.00 / 0.25
Telecommuting	0.00 / 0.25
Carpool/Vanpool Matching	0.00 / 0.25
Cash-out of Parking	Not Applicable
Carpool Discount	Not Applicable
Local Housing	0.00 / 0.25
Prohibiting Idling	0.00 / 0.25
Car Sharing	0.00 / 0.25

Campus Fleet

Provisional Score

0.76 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

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

0

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

0

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

0

100 percent electric vehicles in the institution's fleet :

8

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

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

21

Student Commute Modal Split

Provisional Score

0.00 / 4.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

Employee Commute Modal Split

Provisional Score

0.42 / 3.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

Submission Note:

Dominican is currently looking at options for encouraging more employees to utilize alternative transportation.

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

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

14

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

86

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

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

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

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

The website URL where information about alternative transportation is available :

Bicycle Sharing

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Facilities for Bicyclists

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Bicycle and Pedestrian Plan

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Mass Transit Programs

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Condensed Work Week

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Telecommuting

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Carpool/Vanpool Matching

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Cash-out of Parking

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

This credit was marked as **Not Applicable** for the following reason:

Institution does not have parking spaces.

Carpool Discount

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

This credit was marked as **Not Applicable** for the following reason:

Institution does not have parking spaces.

Local Housing

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Prohibiting Idling

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Car Sharing

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Waste

Points Claimed 2.86

Points Available 12.50

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

Credit	Points
Waste Reduction	0.00 / 5.00
Waste Diversion	0.61 / 3.00
Construction and Demolition Waste Diversion	1.00 / 1.00
Electronic Waste Recycling Program	0.50 / 1.00
Hazardous Waste Management	0.00 / 1.00
Materials Exchange	0.00 / 0.25
Limiting Printing	0.25 / 0.25
Materials Online	0.25 / 0.25
Chemical Reuse Inventory	0.00 / 0.25
Move-In Waste Reduction	0.00 / 0.25
Move-Out Waste Reduction	0.25 / 0.25

Waste Reduction

Provisional Score

0.00 / 5.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

Submission Note:

The following activities have been contributing to the waste reduction at Dominican: limited printing to students; double-sided printing capability for most printers; an informal program to exchange materials among the University staff; and the adoption of a paperless strategy for forms, instructions, class calendars, schedules, and catalogs; a recycling program for the entire campus (excluding the dining hall); residence halls move-out waste reduction (donation of unwanted items to local charities); and an on-site green waste composting system.

The timeframe for the Baseline Year is Dec 05 to Nov 06.

The Weight of Material disposed as garbage in 2005 was computed as follow:

For the timeframe of Dec 05 to Mar 06 - the weight of materials disposed as garbage was estimated using a trendline based on 5 years worth of data. And, for the timeframe of April 06 to Nov 06 - the weight of the materials disposed as garbage is the actual data from the sanitation company.

The Campus Users figure for the baseline year is the average number of students per semester in the 2005-2006 academic year plus the number of faculty and staff in the FY2005-06; and for the performance year, the campus users figure is the average number of students per semester in the 2010-2011 academic year plus the number of faculty and staff in the FY2010-11.

The on-campus residents figure was calculated using the same methodology (average number of on-campus residents per semester in the academic year) for both baseline and performance year.

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

Weight of materials recycled, 2005 baseline year :

0 Tons

Weight of materials composted, 2005 baseline year :

0.06 Tons

Weight of materials disposed as garbage, 2005 baseline year :

234.70 Tons

Weight of materials recycled, performance year :

43.72 Tons

Weight of materials composted, performance year :

0.06 Tons

Weight of materials disposed as garbage, performance year :

241.20 Tons

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

July 2010 - June 2011

On-campus residents, 2005 :

522

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

1088

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

723

On-campus residents, performance year :

434

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

1353

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

837

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

July 2010 - June 2011

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

No

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

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

Waste Diversion

Provisional Score

0.61 / 3.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

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

61.61 Tons

Materials disposed in a solid waste landfill or incinerator :

241.20 Tons

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

In 2008 Dominican's custodial service provider presented a recycling plan proposal to implement a recycling program in the entire campus, excluding only the Dining Hall - which is managed by a third party company. According to the plan it was estimated to recycle an average of 18 tons of debris annually. For the FY2010-11 it is estimated that Dominican diverted from the landfill an average of 31.72 tons of debris.

Other programs, such as residence halls move-out waste reduction (donation of unwanted items to local charities) and an on-site composting pile have been contributing to the additional tons of trash diverted from the landfill, respectively, 12 tons and 17.89 tons.

Construction and Demolition Waste Diversion

Provisional Score

1.00 / 1.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

2009.03 Tons

Amount of construction and demolition materials landfilled or incinerated :

2.29 Tons

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

California as well as the City of San Rafael have strict regulation regarding construction and demolition waste. According to San Rafael Green Building Requirements - ordinance #1879 & 1881 - pg 11 - "at least 50% of all construction and demolition debris generated by the project will be diverted." However, Dominican made a greater effort and diverted 78.2% of its construction and demolition waste in the year of 2010.

Electronic Waste Recycling Program

Provisional Score

0.50 / 1.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

No

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

1st step - Electronic waste (computers, monitors, printers, keyboards, mice, cables, refrigerators, and scales) is brought to the IT department.

2nd step - A local technology recycler company collects, roughly bi-monthly, all the e-waste.

3rd step - Once the electronic waste is collected at DUC it is reused or transferred to a State approved recycler.

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

Staff and Faculty are aware they can bring their e-waste to the IT department for recycling. As reinforcement, in the week that the recycler comes to the University to collect Dominican's electronic waste, IT sends an informative email to remind people to bring their material.

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

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

Hazardous Waste Management

Provisional Score

0.00 / 1.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

Materials Exchange

Provisional Score

0.00 / 0.25

Responsible Party

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

Limiting Printing

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of how printing is limited :

Students can print their work at printing stations located in the libraries; to authorize the printing students need to swipe their I.D. card in the printer. Each student receives every semester a limited number of 100-page free printing credits, which are controlled through their I.D. card. After that amount every printing is charged. Art students and others who use the small computer labs and classrooms, pays an additional fee along with their tuition to allow them a larger amount of printing during class work, which is then controlled by the professor.

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

Materials Online

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the practice :

To support University efforts to achieve financial sustainability and to align with its strategic goals Dominican has been going paperless since 2010.

The Registrar office digitizes all paper forms and printed instructions as well as publishes online all class calendars, schedules, and catalogs.

The website URL where information about the practice is available :

Chemical Reuse Inventory

Provisional Score

0.00 / 0.25

Responsible Party

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

Move-In Waste Reduction

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Move-Out Waste Reduction

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the program :

Program is coordinated by Sister Carla Kovack - Campus Ministry.

In the end of the academic year, a group of students, normally, from the Residential Advisory group, collect the waste from the dorms, bring it to a central place - within the University boundaries, sort the material, and distribute it at different local non-profit organizations, such as home shelters. Each year they divert around 60-100 cubic yards of unwanted materials which includes blankets, bedspreads, cleaning supplies, food, books, school supplies, microwaves, fridges and others.

The website URL where information about the program is available :

Water

Points Claimed 8.18

Points Available 10.25

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

Credit	Points
Water Consumption	6.18 / 7.00
Stormwater Management	1.00 / 2.00
Waterless Urinals	0.00 / 0.25
Building Water Metering	0.25 / 0.25
Non-Potable Water Usage	0.25 / 0.25
Xeriscaping	0.25 / 0.25
Weather-Informed Irrigation	0.25 / 0.25

Water Consumption

Provisional Score

6.18 / 7.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

Submission Note:

The Campus Users figure for the baseline year is the average number of students per semester in the 2005-2006 academic year plus the number of faculty and staff in the FY2005-06; and for the performance year, the campus users figure is the average number of students per semester in the 2010-2011 academic year plus the number of faculty and staff in the FY2010-11.

The on-campus residents figure was calculated using the same methodology (average number of on-campus residents per semester in the academic year) for both baseline and performance year.

To calculate the water consumption the following methodology was used:

For the performance year: the water consumption figure for the FY2010-11 (July2010-June2011) is the average water usage of the calendar years 2010 and 2011.

For the baseline year: the water consumption figure for the FY2005-06 (July2005-June2006) is the average water usage of the calendar years 2005 and 2006.

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

Water consumption, 2005 baseline year :

14067262 Gallons

Water consumption, performance year :

11303402 Gallons

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

July 2010 to June 2011

On-campus residents, 2005 :

522

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

1088

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

723

On-campus residents, performance year :

434

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

1353

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

837

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

July 2010 to June 2011

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

No

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

Even though Dominican does not have a formal commitment to achieve water use reduction this practice is been pursued by Facilities; this department has the following strategies for water reduction: use of non-potable water for irrigation, replacement of foreign plants for California native plants, and use of weather-informed irrigation.

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

Stormwater Management

Provisional Score

1.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

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

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

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

No

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

Yes

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

Dominican has stone and vegetated swales and three retention basins in order to manage the storm water. A medium size basin is located close to the Edgehill Village Dorms and two large basins are located along the soccer field.

In general, water runoff is diverted to a swale. The swale directs water to a large basin allowing water to percolate into the ground what ends up in the University well. Which then, DUC uses this water to irrigate the landscaping.

During heavy rains, if basins fill with water, there is an overflow allowing water to go to the creek. This process holds the water and slowly drains it into the creek rather than it all going once swelling the creek to high levels.

In the new athletic field, water is diverted to the two large trenches - which are the length of the field - these are filled with drain rock. Near the bottom of the trench there is a small pipe that diverts the water, at a slow rate, out to the creek.

All these initiatives were thought of in the design of new development projects, which was laid out in the architectural plans.

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

Does the institution have a living or vegetated roof? :

No

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

Does the institution have porous paving? :

No

A brief description of the institution's porous paving :

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

DUC has three retention basins - 2 large and 1 medium - there is one close to the Edgehill Village Dorms and two close to the soccer field.

In the newest athletic field, water is diverted to two large trenches - which are the length of the field - these are filled with drain rock. Near the bottom of the trench there is a small pipe that diverts the water, at a slow rate, out to the creek.

Does the institution have stone swales? :

Yes

A brief description of the institution's stone swales :

Stones are placed along the swales to allow water to flow into the creeks when it rains.

Does the institution have vegetated swales? :

Yes

A brief description of the institution's vegetated swales :

As with stone swales, vegetation is placed along the swale to allow water to flow into the creeks in case of heavy rains.

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

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

Waterless Urinals

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Building Water Metering

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the water metering employed :

100% of the Municipal Water consumed at Dominican campus is metered and 54% of the building space has building-level water consumption meters, which use the Municipal Water District meter.

The Municipal Water District meters Dominican's water consumption using Sensus SR and SR II meters. For detailed technical data regarding these meters please visit:

http://www.sensus.com/documents/10157/31056/SR_STD_LLb.pdf

and

http://www.sensus.com/documents/10157/31176/sr2_std.pdf

The percentage of building space with water metering :

54

The website URL where information about the practice is available :

Non-Potable Water Usage

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

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

Dominican has a well that generates around 12,000 to 15,000 gallons of non-potable water per day; this water is then used for landscape irrigation.

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

10

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

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

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

Xeriscaping

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the program or practice :

Dominican's landscaper has been replacing foreign plants for California native plants, those plants are more adequate to the regional climate and requires less water for irrigation.

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

Weather-Informed Irrigation

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

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

Dominican's Associate Director of Facility Services has been taking care of the University landscape for years and he is at the site daily, which allow him to uses the weather forecast and his knowledge in the regional climate to execute a weather-informed irrigation throughout the year.

The website URL where information about the practice is available :

Planning, Administration & Engagement

Provisional Score 38.18%

Coordination and Planning

Points Claimed 12.00

Points Available 18.00

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

Credit	Points
Sustainability Coordination	3.00 / 3.00
Strategic Plan	6.00 / 6.00
Physical Campus Plan	0.00 / 4.00
Sustainability Plan	3.00 / 3.00
Climate Action Plan	0.00 / 2.00

Sustainability Coordination

Provisional Score

3.00 / 3.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

Does the institution have a sustainability committee? :

Yes

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

Dominican has a committee named the Campus Sustainability and Utilization Policy Committee(CSUPC), which is an umbrella for the Greener Dominican Task Force. The purpose of the task force is to support Dominican University of California in becoming an environmentally sustainable campus. Its role is to serve as a resource to the University's governance system by assessing environmentally-focused policies, procedures and practices leading to the development of plans of action that will help Dominican to become a model of environmental sustainability. The CSUPC meets approximately eight times per year. Some of its accomplishments have been: developing a "green statement" for the university, recommending an integrated pest management system, conducting a campus tap water survey, developing a recycling program, implementing light bulb replacements and establishing a "Green Heroes" program.

Members of the committee, including affiliations :

Arthur Scott, Faculty, Humanities; Vania Coelho, Sustainability Coordinator, Faculty, Natural Science; Mary Croby, Faculty, Education; Jane Lorand, Faculty, Business and Leadership; John Duvall, Faculty, Communications; Susan Briski, Adjunct Faculty, Business and Leadership; Elaine McCarty, Staff, Green MBA Program; Jennifer Krengel, Staff, Marketing and Public Relations; Brandon Ernst, Student, Green Club

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

Does the institution have a sustainability office? :

No

A brief description of the sustainability office :

The number of people employed in the sustainability office :

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

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Vania Coelho

Sustainability coordinator's position title :

Faculty Coordinator for the Center for Sustainability

A brief description of the sustainability coordinator's position :

The Sustainability Coordinator at Dominican is a faculty member who works out of Dominican's Center for Sustainability. The responsibilities of the position include providing support to the Center that will lead to an understanding of its clients and markets, conducting qualitative and quantitative assessments for determining client needs and measuring client satisfaction. They also include managing external relationships, with a focus on relationships within the University, including the Center's public relations program and working on funding issues. With the assistance of the advisory board, the coordinator leads the design of new programs and services to be offered by the Center, building pilot programs and services, as well as evaluating and refining existing programs and services. Responsibilities also include managing the Center's improvement and change by improving processes and systems. Additionally, the coordinator administers sustainability education and research grants for Dominican faculty.

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

Strategic Plan

Provisional Score

6.00 / 6.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

Year the strategic plan or equivalent was completed or adopted :

2009

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

Yes

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

Although environmental sustainability isn't addressed at the highest level as one of the vision themes for the strategic plan, it is included in the key performance indicators for Vision Theme 7: State-of-the-Art Facilities and Processes. The key performance indicator is Carbon Footprint, which sets goals for reductions in emissions. The strategic initiative developed to help meet this performance goal reads, "Develop and adopt a campus-wide greening project, including transportation plan, leading to a Sustainability Campus Leadership Award from the Association to Advance Sustainability in Higher Education."

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

Yes

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

The mission statement included in the strategic plan addresses social sustainability, as it reads, “Dominican University of California educates and prepares students to be ethical leaders and socially-responsible global citizens who incorporate the Dominican values of study, reflection, community, and service into their lives.”

The strategic plan at a high level is infused with social sustainability by emphasizing and prioritizing the experience and welfare of the people at the institution, namely the students. The highest level of the Strategic Plan consists of nine vision themes, and Vision Theme 4 is Student Intellectual and Personal Growth. It states, “Student development will encompass intellectual, physical, and spiritual growth,” and outlines measurable performance goals to track progress toward this objective, including student satisfaction surveys. It also includes two strategies initiatives that were developed to accomplish the performance goals. They are as follows: 1) Redesign system for career and life planning, internship, and placement assistance to ensure that all students have had at least two internships and at least three competitive job offers or graduate school admission offers by the time of graduation and 2) Design, develop, and implement Student Center, living-learning communities, and opportunities for well-rounded university life, thereby promoting total wellness through the integration of the academic, spiritual, social, emotional, and physical dimensions of student lives.

Three of the other vision themes address social sustainability as well: Vision Theme 3: Engaged Students and Alumni, Vision Theme 6: Motivated and Developed Faculty and Staff Aligned with Institutional Need and Vision Theme 8: Visionary, Effective, and Mission-Driven Leadership and Culture.

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

Yes

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

The executive summary for Dominican’s Strategic Plan states: “The Strategic Plan will be the roadmap for achieving a financially sustainable university that is fully prepared to face the challenges of the 21st century.”

The highest level of the Strategic Plan consists of nine vision themes, and Vision Theme 1 is Financially Sustainable University. The plan provides an explanation of how the realization of each of the other vision-themes will create the end result of financial sustainability for the university. There are key performance indicators listed that are used to assess progress toward achieving a financially sustainable university. Performance goals are given for each of the key performance indicators of financial sustainability, as well as the strategic initiatives that will be implemented to accomplish the goals.

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

<http://www.dominican.edu/about/leadership/sip>

Physical Campus Plan

Provisional Score

0.00 / 4.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

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

Sustainability Plan

Provisional Score

3.00 / 3.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

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

Yes

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

Faculty, Staff and Students were involved in the development of the initial plan in 2007. The plan was modified in 2010 and approved by a committee of faculty, staff and students.

A brief description of the plan's measurable goals :

Dominican's sustainability action plan includes 3 main strategic initiatives, with measurable goals for each of the initiatives. For each of the strategic initiatives below, the desired outcome or goal is as follows: Achieve the highest rating possible for Dominican in 5 years at the Sustainability Tracking Assessment and Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) in this particular area.

- Sustainability Strategic Initiative # 1 (SS1): Infusing sustainability in the campus-wide education (including curriculum and co-curriculum) and research
 - o Campus-wide curriculum action plan
 - o Campus-wide co-curriculum action plan
 - o Campus-wide research action plan
- Sustainability Strategic Initiative # 2 (SS2): Transforming campus operations to incorporate sustainability principles
- Sustainability Strategic Initiative # 3 (SS3): Sustainability planning, administration and engagement

The plan includes detailed implementation steps for each of the initiatives, with measures of success, responsible parties, a timeline and resources needed for each of the steps.

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

Progress will be measured using the STARS assessment over the next five years. A Strategic Initiative Fund Grant was written and awarded to fund participation in the STARS assessment and to hire a team of personnel to perform the necessary data collection and information gathering for the assessment. This team will identify what is already being done in terms of the three initiatives and develop recommendations for further actions.

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

The year the plan was developed or last updated :

2010

Climate Action Plan

Provisional Score

0.00 / 2.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

Diversity and Affordability

Points Claimed 4.50

Points Available 13.75

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

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Measuring Campus Diversity Culture	2.00 / 2.00
Support Programs for Underrepresented Groups	0.00 / 2.00
Support Programs for Future Faculty	0.00 / 4.00
Affordability and Access Programs	0.00 / 3.00
Gender Neutral Housing	0.00 / 0.25
Employee Training Opportunities	0.25 / 0.25
Student Training Opportunities	0.25 / 0.25

Diversity and Equity Coordination

Provisional Score

2.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

Submission Note:

Dominican also has a Campus-Wide Diversity Declaration, which can be viewed on the website: :

<http://www.dominican.edu/about/facts/campus-culture/diversity>

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

Does the institution have a diversity and equity committee? :

No

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

Members of the committee, including job titles and affiliations :

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

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The diversity office at Dominican is the Center for Diversity Initiatives, which is run by the Diversity Coordinator. The Center makes recommendations for policies and practices and provides mentoring and counseling to faculty, staff and students in regards to diversity issues. It develops and oversees campus diversity initiatives, events, clubs and professional development. An example of the Center's work is a recommended "Guidelines for Diversity" for faculty for curricula and syllabi.

The number of people employed in the diversity office :

1

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

<http://www.dominican.edu/about/forfaculty/courseinfo/diversityguide>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Suresh Appavoo

Diversity coordinator's position title :

Director of Campus Diversity Initiatives

A brief description of the diversity coordinator's position :

The coordinator's position has a university wide role to lead diversity efforts that are comprehensive and to institutionalize diversity policies, procedures and measures. The coordinator addresses curricular, co-curricular and extra-curricular areas. The coordinator also develops and leads diversity trainings for both faculty and staff and teaches courses on diversity in the education department.

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

<http://www.dominican.edu/about/facts/campus-culture/diversity>

Measuring Campus Diversity Culture

Provisional Score

2.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

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

Yes

A brief description of the assessment(s) :

The Diversity Campus Climate Survey was last conducted in Fall 2011, and the plan is to conduct it every 2-4 years. The validated instrument contractor is Educational Benchmarking. There is one version for students and another for faculty and staff. It consists of questions that deal with all aspects of diversity on campus, such as race & ethnicity, sex & gender, harassment, and disabilities, and the experience and climate around these issues. It also provides an opportunity to share examples of specific experiences.

Year the assessment was last administered :

2011

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

The Diversity Coordinator works with the Diversity Action Committee (advocacy and advisory committee) to present the findings from the survey and make recommendations. The Diversity Coordinator also ensures that the administration supports the plan and provides directives campus wide. Data from the survey was used to inform the Diversity Plan for 2011-2015, which consists of action-oriented pieces.

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

Support Programs for Underrepresented Groups

Provisional Score

0.00 / 2.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

Submission Note:

Although Dominican has programs to support underrepresented groups within the student body, it is not pursuing the credit at this time, because it currently does not have programs for underrepresented groups within the faculty and the staff. The Campus Diversity Coordinator is available to faculty and staff for counseling, though. It is hoped that Dominican will offer programs for faculty and staff in the future.

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

Support Programs for Future Faculty

Provisional Score

0.00 / 4.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

Submission Note:

Dominican has made a general commitment to a diverse faculty. Although it doesn't have programs that help increase the diversity of higher education faculty specifically as described by the credit, there are a couple departments on campus that have programs to introduce students to the activities of faculty members. The Center for Diversity Initiatives has two internships each semester for students of color to allow them to experience the work of faculty in this area. There is also a faculty-initiated program in the science department targeted at underrepresented groups of undergraduate students for working with faculty to learn research skills.

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

Affordability and Access Programs

Provisional Score

0.00 / 3.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

Gender Neutral Housing

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Employee Training Opportunities

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the cultural competence trainings and activities :

The Director of Campus Diversity Initiatives offers one workshop each semester, open to both faculty and staff, on cultural competence topics ranging from inclusive customer service to diversity sensitive hiring processes to diversifying the curricula. He also leads customized workshops or classes related to cultural competence as requested.

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

Student Training Opportunities

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

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

Yes

A brief description of the cultural competence trainings and activities :

The Director of Campus Diversity Initiatives offers two volunteer internships every semester to work in the Center for Diversity, and then those students act as agents of change on campus, educating other students. The Director of Campus Diversity Initiatives also goes to clubs and conducts cultural competency workshops. He is the general adviser for all Culture Focus Clubs, providing trainings and resources for them. Additionally, there are many educational, cultural events on campus that promote cultural competency.

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

Human Resources

Points Claimed 13.64

Points Available 19.75

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit	Points
Sustainable Compensation	7.14 / 8.00
Employee Satisfaction Evaluation	2.00 / 2.00
Staff Professional Development in Sustainability	2.00 / 2.00
Sustainability in New Employee Orientation	2.00 / 2.00
Employee Sustainability Educators Program	0.00 / 5.00
Childcare	0.00 / 0.25
Employee Wellness Program	0.25 / 0.25
Socially Responsible Retirement Plan	0.25 / 0.25

Sustainable Compensation

Provisional Score

7.14 / 8.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

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

705

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

629

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

Dominican follows the San Francisco Living Wage for all employees, the SF minimum wage is updated yearly and is above the federal minimum wage of \$7.25/hour, according to the National Center for Policy Analysis.

<http://www.ncpa.org/pub/ib105>

Moreover, every three years Dominican studies the labor market to assess how much other colleges in the region are paying for their employees. It is a practice at DUC that employees are paid according to the labor market or above it.

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

2012

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

Employee Satisfaction Evaluation

Provisional Score

2.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

Yes

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

Dominican utilizes the survey, "Great Colleges to Work For," every year. It covers issues like compensation, job satisfaction, benefits, work/life balance, shared governance, communication, fairness and respect. The results of the survey are addressed in the following manner: The Human Resources Director reviews the current survey and compares with the past year to look for declines to address; she then makes a proposal/recommendations to the President's cabinet to try and implement changes(e.g. Communication scores went down, so a task force was created to address this and a program entitled "campus conversations" was started by the President).

The year the employee satisfaction evaluation was last administered :

2011

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

Staff Professional Development in Sustainability

Provisional Score

2.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

Dominican will hold a professional development workshop this year on the STARS assessment and how employees can participate in further promoting sustainability on campus. Future workshops will be supported by CSUPC.

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

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

Yes

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

One sustainability-themed workshop per year supported by the Campus Sustainability and Utilization Policy committee.

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

Sustainability in New Employee Orientation

Provisional Score

2.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

Yes

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

The Human Resources Department includes sustainability information in its quarterly New Employee Welcome Lunch. It distributes and discusses guidance materials containing information on campus sustainability practices and principles.

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

Employee Sustainability Educators Program

Provisional Score

0.00 / 5.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

Childcare

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Submission Note:

Dominican is currently looking into offering this in the future.

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

Employee Wellness Program

Provisional Score

0.25 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

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

Dominican's wellness program is named 'Penguin Passport to Wellness' after the university's mascot and attempts to put wellness at employees' fingertips through activities, policies and partnerships to foster a culture of wellness in the university community. It consists of a variety of opportunities offered by professionals such as health educators, nutritionists and exercise teachers and made available to employees. Some examples of wellness program offerings are yoga classes, a weekly healthy lifestyle discussion group and a health and wellness fair. Dominican also offers a service called Ability Assist, which is a confidential hotline for counseling on personal, legal and financial matters and for obtaining referrals.

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

Socially Responsible Retirement Plan

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

Employees at Dominican can choose "The Social Choice Equity Account," which will invest their money in socially responsible companies. Employees decide how the money gets invested.

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

Investment

Points Claimed 0.00

Points Available 16.75

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

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

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Shareholder Advocacy	0.00 / 5.00
Positive Sustainability Investments	0.00 / 9.00
Student-Managed Sustainable Investment Fund	0.00 / 0.25
Sustainable Investment Policy	0.00 / 0.25
Investment Disclosure	0.00 / 0.25

Committee on Investor Responsibility

Provisional Score

0.00 / 2.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

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

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

Shareholder Advocacy

Provisional Score

0.00 / 5.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

There are two possible approaches to earning this credit.

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

and/or

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

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

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

Positive Sustainability Investments

Provisional Score

0.00 / 9.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Institution invests in any of the following:

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

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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

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

Student-Managed Sustainable Investment Fund

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Sustainable Investment Policy

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Investment Disclosure

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Public Engagement

Points Claimed 8.04

Points Available 31.75

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

Credit	Points
Community Sustainability Partnerships	2.00 / 2.00
Inter-Campus Collaboration on Sustainability	0.00 / 2.00
Sustainability in Continuing Education	3.00 / 7.00
Community Service Participation	1.29 / 6.00
Community Service Hours	1.50 / 6.00
Sustainability Policy Advocacy	0.00 / 4.00
Trademark Licensing	0.00 / 4.00
Graduation Pledge	0.00 / 0.25
Community Service on Transcripts	0.25 / 0.25
Farmers' Market	0.00 / 0.25

Community Sustainability Partnerships

Provisional Score

2.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

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

Yes

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

Dominican University's Service-Learning Program has a variety of partnerships in the local community. One example is the partnership with the Marin County Community School and Phoenix Academy, where the organizations collaborated to develop a structured program for marginalized teen populations that provides both academic enrichment and raises self-esteem and confidence.

The website URL where information about sustainability partnerships is available :

<http://www.dominican.edu/academics/service>

Inter-Campus Collaboration on Sustainability

Provisional Score

0.00 / 2.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

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

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

Sustainability in Continuing Education

Provisional Score

3.00 / 7.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Part 1

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

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

Part 2

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

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

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

No

Number of sustainability continuing education courses offered :

Total number of continuing education courses offered :

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

Yes

A brief description of the certificate program :

The School of Business and Leadership at Dominican offers a continuing education program, the Sustainable Practices Certificate program. This program provides participants with the opportunity to create meaningful, enduring change in their workplace, community and personal lives. In addition to learning about important concepts of sustainability, participants gain practical and applicable skills while working closely with businesses, government and non-profits in the Bay Area.

Year the certificate program was created :

stars.aashe.org

2008

The website URL where information about sustainability in continuing education courses is available :

<http://www.dominican.edu/academics/businesslead/professional-continuing/spc>

Community Service Participation

Provisional Score

1.29 / 6.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

The number of students engaged in community service :

463

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

2153

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

<http://www.dominican.edu/academics/service>

Community Service Hours

Provisional Score

1.50 / 6.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

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

10731

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

2153

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

<http://www.dominican.edu/academics/service>

Sustainability Policy Advocacy

Provisional Score

0.00 / 4.00

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

Trademark Licensing

Provisional Score

0.00 / 4.00

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

Criteria***Part 1***

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2Institution has signed on to participate in the Designated Suppliers Program.

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

Graduation Pledge

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Community Service on Transcripts

Provisional Score

0.25 / 0.25

Responsible Party**Jacob Massoud**Assistant Professor of Strategic Management
School of Business and Leadership

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

Does the institution include community service achievements on student transcripts? :

Yes

A brief description of the practice :

Students at Dominican who are enrolled in Service Learning designated classes receive a notation on their transcript that indicates their participation in the classes.

The website URL where information about the practice is available :

Farmers' Market

Provisional Score

0.00 / 0.25

Responsible Party

Jacob Massoud

Assistant Professor of Strategic Management
School of Business and Leadership

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

Innovation

Provisional Score 1.00

Innovation

Points Claimed 1.00

Points Available 4.00

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	Points
Innovation 1	1.00 / 1.00
Innovation 2	0.00 / 1.00
Innovation 3	0.00 / 1.00
Innovation 4	0.00 / 1.00

Innovation 1

Provisional Score

1.00 / 1.00

Responsible Party

Vania Coelho

Associate Professor, Faculty Coordinator for the Center for
Sustainability
Natural Sciences and Mathematics

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
 - 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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

The University has developed The Venture Greenhouse, an early-stage incubator for budding social and environmental entrepreneurs, a learning laboratory for the University's business students, and a community resource for innovators, investors, sustainability advocates and new ventures. The Venture Greenhouse is located near the University and houses up to 12 companies at a time, with the goal of graduating them within one year. The mission of the Venture Greenhouse reads as follows: "Our mission is to accelerate the success of environmentally and socially beneficial ventures by providing a broad array of resources to entrepreneurs from Dominican University of stars.aashe.org

California and beyond. Our globally collaborative network of enterprises, professionals and partners will contribute to vibrant and sustainable economic development for Marin County and the Bay Area.

A letter of affirmation from an individual with relevant expertise :

[Dominican Stars Letter of Verification 2012-09-27.pdf](#)

The website URL where information about the innovation is available :

<http://venturegreenhouse.org/>

Innovation 2

Provisional Score

0.00 / 1.00

Responsible Party

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 3

Provisional Score

0.00 / 1.00

Responsible Party

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
 - 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation 4

Provisional Score

0.00 / 1.00

Responsible Party

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
 - 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
 - 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
 - 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
 - 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
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 - 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.