



SEATTLE UNIVERSITY

**Seattle University's Climate Action Tactical Plan
FY 12 and 13**

Version 1.3: Oct. 2011

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Executive Summary

The President's Committee on Sustainability (PCS) was convened in March 2011 in response to Seattle University being signatory to the American College and University Presidents Climate Commitment (ACUPCC). The charter of the PCS is to implement Seattle University's Climate Action Plan (CAP) and provide a means of integrating sustainability initiatives across the Seattle University community.

The PCS has four sub-committees working on the four major CAP goals: 1) Academic Programs, 2) Co-Curricular Programs, 3) Operations, and 4) Marketing and Communications. The Climate Action Tactical Plan details the proposed strategies that will be pursued in fiscal years 2012 and 2013. The Tactical Plan is a living document, so there is a revision number and date on the front page.

Goal 1: Expand Sustainability in Academic Affairs

The 2009–2014 Academic Strategic Plan undergraduate goal is for students to have “an understanding of...the significance of ...a commitment to environmental sustainability.” The graduate curriculum goal includes ensuring a “functional understanding of the integration of that [one's chosen] professional field or academic discipline and its significance for...the human stewardship of the environment.”

The Academics sub-committee of the President's Committee for Sustainability wants to be clear that Seattle U addresses sustainability in a broad sense, rather than one limited to environmental issues. Therefore, the Academic Strategic Action Plan goals stated above will be implemented with students learning about the environmental, social, and economic dimensions of sustainability and climate change.

The Academics sub-committee's charge is to manage the Seattle U curriculum such as to achieve the goal of having all students educated in sustainability. To achieve that goal, we propose to modify the inputs (curricula, faculty scholarship, and faculty sustainability education) and assess the outputs (student/faculty sustainability literacy).

Strategy 1.1 Assess and evaluate sustainability in the curriculum

To begin, Seattle U needs to identify what is meant by the concept of educated in sustainability--some further description of what knowledge, attitudes, and behaviors we expect to achieve--and to identify relevant criteria for both the inputs (in this case, the curricula) and the effects (student outcomes).

1. Define 'sustainability' for Seattle University.
2. Adopt the Sustainability Tracking and Rating System (STARS) certification criteria created by the Association for the Advancement of Sustainability in Higher Education (AASHE). STARS is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS is designed to provide a framework for understanding sustainability in all sectors of higher education, and enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus

sustainability community. More information is online at <https://stars.aashe.org/>. The following outlines the STARS criteria, an assessment of the current situation and plans to address:

- a. Identification of courses--those with a *focus* on sustainability and those with *related* (relevant) material, categorized by departments and programs, with learning outcomes
 - i. To date, the subcommittee has completed a partial assessment of current courses. In Fall 2011, the subcommittee will complete a survey of current courses and identify modification needs to assure that all students get sustainability education.
- b. Assessment of sustainability literacy
 - i. In Fall 2011, the Academics subcommittee will complete a survey instrument designed to assess desired level of sustainability knowledge, attitudes, and behaviors. The survey will be administered to a sample of students and faculty. Our aim is to have a survey instrument of manageable size that assesses basic knowledge, attitudes, and behaviors related to sustainability dimensions (climate change, energy, social justice, systems thinking). The development of the survey will be predicated upon identification of appropriate student learning objectives in knowledge, attitude, and behavior. This instrument will be a key to assurance of learning. Upon completion and validation, the subcommittee will begin an annual assessment in the 2011-2012 academic year.
- c. Identification of incentives for course development
 - i. Seattle U has none and the subcommittee proposes that we institute them, perhaps in the form of summer course development stipends.
- d. Identification of incentives for scholarship
 - i. Seattle U has none and the subcommittee proposes that we institute them, possibly via a summer research fellowship expansion.
- e. Description of consideration of interdisciplinary scholarship in rank and tenure decisions
 - i. The Academics subcommittee observed that interdisciplinary scholarship is regarded positively in rank and tenure decisions--a plus for sustainability, which often requires interdisciplinary approaches.

Strategy 1.2 Support the Implementation of the 2009-2014 Academic Strategic Action Plan

There are two ways for undergrads and graduates to learn about sustainability and climate change:

- a. Integration of sustainability into the core curriculum. This would give us the best coverage of incoming freshman and get students oriented toward sustainability early on. Subsequent exposure in their majors would strengthen and focus their education in sustainability.
- b. Integration of sustainability into all undergraduate majors and all graduate programs, operationalization subject to department chairs/program supervisors. Rather than require integration into all courses or mandate a specific course in every major focus on sustainability, we propose to work with individual departments to identify the best solution. The aim is that all students will be exposed to sustainability material in a way that relates to the major. In some majors, this will be related material in a major requirement or a foundation course; in others, it may be a required elective with focus or several courses with related material.

The Academics subcommittee proposes to have each department or program identify the appropriate courses and aspects of sustainability and climate change and integrate these topics into all undergraduate majors and all graduate programs. The following specific steps have been identified in this proposal:

1. Faculty workshops on sustainability and teaching sustainability. Perhaps the first one may be university wide, but others should be customized for specific disciplines. One possibility is to have sustainability champions who would work with the Center for Excellence in Teaching and Learning to present specific ideas for integrating sustainability into various disciplines. These should be conducted 2011-12.
2. Incentives for faculty course development--stipends for developing focused sustainability courses. Amount and number? (Four per school?)
3. Incentives for faculty research--perhaps summer fellowships dedicated to sustainability scholarship. (Two additional, with preference for inclusions of students?)
4. Annual assessment of student and faculty sustainability literacy. The instrument developed above would be administered annually with appropriate diagnosis and response.
5. Establishment of Academic Sustainability Center, with Director. The purpose of this Center would be to support teaching and scholarship, along with assurance of learning monitoring. The Director would take on the responsibilities of the President's Committee for Sustainability's Academics subcommittee --monitoring progress toward the Climate Action Plan and any subsequent sustainability objectives, including the annual assessment; supporting faculty scholarship in sustainability, which might include offering research workshops/conferences and grant/funding assistance and offering an annual sustainability scholarship fair to promote SU scholarship; supporting the effort to integrate SU and community sustainability efforts, which might include arranging for presentations from community organizations on campus and campus groups or faculty in the community; and dedicated responsibility for promoting SU's sustainability on campus, via a website, direct marketing materials, course listings, etc..
6. Identification of all sustainability courses on a central website as well as specific designation in the catalog and on school/departmental websites. Courses should be flagged as either focused or related, depending on the extent of their coverage of sustainability.
7. Offer a green pledge to graduates (<http://www.graduationpledge.org/>).

Strategy 1.3 Increase student engagement with faculty research on sustainability

We want sustainability to be shared by faculty and students. Faculty research on sustainability should be used in the classrooms; faculty should identify sustainability issues both on campus and off that can be used to illustrate course concepts; and, faculty should be encouraged to include students in their scholarship. To that end we propose:

1. Incentives for faculty involvement of students in research--stipends or awards. As mentioned above, these may take the form of either requirements or encouraged aspects of additional summer scholarship offerings.

2. The promotion to students of faculty scholarship and opportunities for participation--communication from departments/schools and annual sustainability research fair that would feature student involvement.

Strategy 1.4 Link learning opportunities with university sustainability projects

In order to increase integration of sustainability activities into the classroom, we need a simple way for on-campus sustainability activities to be promoted to faculty. We propose the following:

A Facilities staff member collaborates with the Academic Sustainability Center Director to identify appropriate activities, form of description, and likely targets. These would be included on a website listing, with e-mails to faculty linking to the website. This communication channel would be identified and promoted as part of series of workshops on integrating sustainability into courses.

Budget needed to implement

- Incentives for course development (\$2,000 per school), student involvement required
- Incentives for scholarship (\$15,000--2 summer grants), student involvement required
- Central workshop(s) for sustainability champions (\$2,500)
- Support for workshops within various schools (\$250 per school)
- Annual assessment of sustainable literacy (\$1000 administration)
- Creation of Sustainability Center, with Director (2 sections of released time and administrative support)
- Annual sustainability teaching and research fair (\$1000)

Goal 2: Expand Sustainability in Co-curricular Programs

Deepen and expand sustainability commitment and opportunities within co-curricular programming.

Strategy 2.1 Establish a Co-curricular Programming Subcommittee

In order to successfully expand the institutional commitment to sustainability and programming opportunities across the campus, we will continue to seek involvement from members of various Divisions and Departments across the campus. Current membership includes one PCS member who is the subcommittee chair (Alvin Sturdivant, Asst. VP for Student Development) who has enlisted representatives from the following entities:

Associated Students of Seattle University (ASSU)

Campus Ministry

Graduate Student Council

Housing and Residence Life

International Student Center

Recreational Sports

Residence Hall Association

Student Activities

Student Development (Vice Presidents office)

Strategy 2.2 Develop learning outcomes focused on sustainability

The Co-Curricular Programming Subcommittee has drafted the following student learning outcomes adapted from the American College Personnel Association: College Student Educators International monograph, *Toward a More Sustainable Future: The Role of Student Affairs in Creating Healthy Environments, Social Justice and Strong Economies*. These outcomes also connect with Seattle University's Undergraduate Learning Objectives (ULO) though not exclusively developed for undergraduate students, but rather for all Seattle University students. The next stage is to develop competencies, developmental experiences and assessment strategies.

1. Every student will be able to define sustainability. (Connects to ULO 1 – Prepared to Encounter the World)
2. Every student will be able to explain how sustainability relates to their lives and values, and how their actions impact issues of sustainability. (Connects to ULO 4 – Self Reflective in their Pursuit of Meaning and Purpose) – Measured according to student self-perception
3. Every student will be able to utilize their knowledge of sustainability to change their daily actions and consumer mentality. (Connects to ULO 3 – Empowered to Make a Difference)
4. Every student will be able to explain how environmental, social, and economic systems are interrelated. (Connects to ULO 1 – Prepared to Encounter the World)
5. Every student will be able to recognize and effectively challenge systems of injustice. (Connects to ULO 5 – Committed to Justice and Ethical Action)
6. Every student will demonstrate a commitment to sustainability through learning about sustainable concepts and actively applying them to their lives, professions, and communities. (Connects to ULO 5 – Committed to Justice and Ethical Action) – Measured according to student self-perception

Strategy 2.3 Develop a comprehensive communications plan

The Co-Curricular Programs Subcommittee will develop a communications plan to make all students aware of existing co-curricular sustainability programs.

Strategy 2.4 Develop a comprehensive peer education program

A peer-to-peer outreach program seeks to:

1. Educate and motivate students in a positive and fun way to conserve natural resources, water and energy and use alternative transportation.
2. Develop students' capacity to make decisions that integrate human, environmental and economic needs as a whole system.
3. Develop the student delegates' leadership skills and increase their marketability.

Two approaches have been identified. One approach requires working with Housing and Residence Life and Commuter and Transfer Student Life to infuse sustainability in its programming and community building efforts. To that end, the Co-curricular subcommittee will work with each department to determine the appropriate structures for incorporating sustainability principles into their community. The goal is to build sustainability education into the existing learning community, residence hall government structure or collegium. Every residence hall has a hall government structure and each Collegium is

staffed with graduate and undergraduate students. The Co-curricular subcommittee will work with department leadership to develop a more robust system for educating the student body around issues of sustainability. This approach would add a student from the community who is passionate about sustainability to the government and leadership structures in each department. This approach does not require funding.

The second approach is to stabilize the Sustainable Education and Engagement Delegates (S.E.E.D.) program, determine the most appropriate home for it, increase its visibility on campus and devote resources via a graduate student assistant position. A graduate student piloted S.E.E.D. in FY11 with undergraduate student volunteers and in FY 12 another graduate student is volunteering their time to develop this program. Higher education provides an effective platform for shifting environmental behaviors and paradigms, particularly through peer education. There are over 40 universities nationally with such peer-to-peer outreach programs. Student volunteers advise their peers on how they can connect real world issues to their daily lives and modify their behavior consistent with their awareness. Topics typically addressed include waste reduction, energy and water conservation, transportation, climate change, consumption, and food. The students' behavior modifications have resulted in reducing the residence halls utility bills and greenhouse gas emissions. The potential benefits to students were learning how to be stewards of the Earth throughout their lives and in their careers.

FY11 Budgeted Projects

- S.E.E.D. was financially supported by the Office for Sustainability.

FY12 Budgeted Projects

- The Office for Sustainability will be able to give a few hundred dollars to support S.E.E.D. projects

Anticipated Budget Requests

FY 13

- A graduate assistant position for S.E.E.D. if this is chosen as the best option (\$16,000)

Strategy 2.5 Develop guidelines for organizing and implementing sustainable events on campus

The guidelines will provide tips for reducing individual and organization level environmental impact and help students understand how to protect the beauty of Seattle, Washington state and the Pacific Northwest. Special attention will be given to the several topics including but not limited to the following: transportation, recycling and waste management, special wastes and hazardous materials, conserving energy, the water we drink, composting and organic wastes, eating with the earth in mind, conscious consumerism and getting involved.

FY12 Budgeted Projects

- This will be done in 2011-2012 and will have zero cost.

Goal 3: Increase Sustainable Practices in University Operations

Collectively reduce gross emissions from buildings, campus vehicles, air travel, commuting and waste 12% by 2020 and 51% by 2035 as compared to 2009.

Buildings

Goal 3.1 Reduce Emissions from Buildings

Reduce 2009 building-related carbon emissions 15% by 2020 and 28% by 2035. Reduce 2009 building energy use 18% by 2035.

Strategy 3.1.1 Improve Energy Efficiency of Buildings

Natural Gas

FY11 Budgeted Projects

- Conversion from district steam to natural gas boilers for Loop D hot water loop

FY12 Budgeted Projects

- Retrocommissions of 1-2 building systems

Anticipated Budget Requests

FY 13

- Steam to gas conversion is tentatively scheduled to be complete in 2013.
- Concurrent with steam to gas conversion is a heat recovery project in Connolly to recapture heat exhausted from swimming pools and preheat air supplied throughout Connolly and preheat pool water.
- Retrocommissions of 1-2 building systems

Projects for Further Review

- Upgrades to building thermal envelopes (insulation and windows)

Electrical

FY11 Budgeted Projects

- Occupancy sensor retrofits for Campion restrooms

FY12 Budgeted Projects

- Real time electrical metering on Campion and Bannan.
- Lighting upgrades from incandescent to high-efficiency fluorescent and LED fixtures
- Convert 95% of all incandescent lamps to efficient LED lamps
- Install dual purpose occupancy sensors in Pigott Auditorium and Connolly
- Convert remaining T12 lamps to T8

Anticipated Budget Requests

FY 13

- Install dual purpose occupancy sensors in Sullivan Hall

- Convert exterior landscape lighting to energy efficient LED and fluorescent light source. This does not include the pole lighting.
- Review pathway and egress lighting for energy reduction and controls throughout campus

FY 14

- Install CO2 sensors to the energy management system throughout campus

Projects for Further Review

- Power management software to reduce to reduce baseline energy use of computers.
- Measures to prohibit use of high-wattage space heaters on campus.
- Install occupancy sensors on tennis court lights.
- Retrofit campus restrooms to Dyson hand dryers.
- Replace electric resistance heating heat systems and sources with more efficient heat pump systems.
- Install solar panels on electric utility carts for charging batteries.

Strategy 3.1.2 Develop carbon neutral design policy for major building projects

We will engage the Bullitt Foundation's Headquarters which will be built beginning June 2011 a few blocks from campus and is designed to achieve the Living Building Challenge. We are currently exploring opportunities for students, faculty and staff to engage with this building in order to learn from it.

Strategy 3.1.3 Explore renewable energy sources

There are no renewable energy projects slated for FY 12 or 13. Facilities will explore the feasibility of the following projects during the next two years for installation in the future:

- Geothermal heat exchange
- Solar hot water to preheat pool water or other hot water systems
- Wind generation as a supplemental source of electricity in some applications

Campus Vehicles and Equipment

Goal 3.2 Improve Efficiency of Campus Vehicles and Equipment

Reduce emissions 18% by 2015 and 33% by 2035 as compared to 2009.

Strategy 3.2.1 Maintain or Increase Efficiency of Existing Vehicles and Equipment

FY11 Budgeted Projects

- Purchased three electric pickups, two rechargeable battery powered mowers, two rechargeable battery powered blowers and two rechargeable battery powered line trimmers
- Replaced 1987 diesel dump truck with a 2004 diesel dump truck.

FY12 Budgeted Projects

- Nothing planned, but the Operations Manager and Mechanic evaluates opportunities to purchase quality, used, electric vehicles as they arise.

Projects for Further Review

- Convert various gas powered equipment and tools to electric source such as leaf blowers, chain saws, mower, and line trimmer

Strategy 3.2.2: Develop university-wide vehicle and equipment policy

The draft Seattle University Fleet Policies and Procedures were developed by Facilities and Public Safety. The document includes fleet management, asset management, operations management, vehicle maintenance, vehicle use and risk management. The goal is to move the policy towards adoption in FY12.

Air Travel

Goal 3.3 Provide alternatives to Air Travel

Reduce business and athletics air travel miles 10% by 2025 and 20% by 2035.

Strategy 3.3.1 Reduce air miles traveled for business and athletics purposes

Projects for Further Review

Contract with a vendor to provide Seattle U with a corporate air travel program.

Require all faculty and staff flights be booked using this program. Require the vendor to accurately track and send an annual air mileage report to the Office for Sustainability. Determine if it is possible for the vendor to classify trips, for example, professional development, conferences, student recruitment, in order to identify business trips that could have used our on-site videoconferencing or web conferencing.

A corporate air travel program achieves multiple goals:

- Accurate reporting of air miles so that if we buy offsets in the future we can do so knowing we are not paying too much. The current tracking method approximates air miles using a standard formula of dividing the total amount spent on air travel by a factor of \$0.25 per passenger air mile. Hotel and other conference expenses get included because some employees use the airfare budget number instead of the hotel budget number, for example.
- Potential cost savings by reducing checks written is \$4,517. Potential time savings annually is 46 labor hours.
- Seattle University has identified Investment in the Excellence of its Faculty and Staff as a strategic priority. One key initiative is the design and implementation of practices that promote operational effectiveness, innovation and continuous improvement. A corporate air travel program that achieves the two previous goals strongly supports our commitment to operational effectiveness.

The proposed process is for the Executive Team to approve this initiative, form a strategy team consisting of staff from Controller, Finance, Legal, Study Abroad, Admissions and Athletics to determine what campus stakeholders want; then a smaller group creates a request for proposal (RFP)

and chooses a corporate air travel service provider. The RFP would also ask the companies to explain their sustainability practices and commitments.

Require the Study Abroad to manually track student air miles in a spreadsheet and send an annual air mileage report to the Office for Sustainability.

Promote video and web conferencing

Engineering 532 is set up for about 12 people to participate in a videoconferencing call on a large screen. As of April 2011, it has been in place for two years and gets used about 90 times per year.

Web conferencing is similar to Skype but Seattle U's is more full-featured including document/screen sharing and other collaboration tools; it uses a basic webcam, microphone, and computer. Employees could use it from any location that has a computer and wired internet connection (e.g. – classrooms, office, home). Since its inception in 2010, it has been more of a pilot than a formal services provision.

- Have OIT give a demonstration of both technologies to all senior administrative assistants and other key people and suggest ways they could be used such as interviewing candidates and business meetings.
- Explore having OIT create web-conferencing training and user support to move this from a pilot to a formal service.
- Evaluate incentives to use these technologies instead of flying.

Strategy 3.3.2 Evaluate high-quality certified carbon offsets

This can wait until FY2020.

Commuting

Goal 3.4 Increase Alternative Transportation Mode Incentives and Programs for Commuters to Campus

35% of the daytime campus population (students and employees) drives alone to campus in 2020 and 29% in 2035. In 2007, 39% drove alone.

Strategy 3.4.1 Support and advocate for development of new and existing public transit

- Metro is looking at moving busses from Broadway to 12th Ave once the Broadway street car is running. The 12th Avenue Stewardship Committee is working on direct transit to our neighborhood.

Strategy 3.4.2 Implement the 2009 Transportation Master Plan

FY 12 Budgeted Projects

- Annual student ORCA pass program that costs students \$300 a year
- Increased monthly parking pass by \$15 a month

Projects for Further Review

- In-depth campus transportation survey by a transportation consultant to verify SU has achieved its commute trip reduction goals
- Designated carpool spaces, also provide very effective enforcement, besides the benefit for the community members.
- Link institutional policies for sustainability with trip reduction, for example, improved on-line access to classes and services and reduced fees if students commute during non-peak times by taking evenings classes and on Saturdays

Strategy 3.4.3 Increase awareness, outreach and support of all alternative transportation modes

FY12 Budgeted Projects

- Implement a Parking & Transportation Advisory board primarily staffed by students. Board projects could include the following:
 - Enhanced promotion of and advocacy for all alternative modes
 - Broader promotion of Bike-To-Work/Campus Month
 - An enhanced bike registration program

Budget Requests

FY 13

- Comprehensive marketing plan that includes:
 - Specific multi-modal transportation options for each student, staff and faculty member based on their zip code.
 - An expanded, professionally designed, comprehensive transportation web site that makes it easy to figure out how to get to campus using all transportation modes and the cost.
 - Solid awareness of all transportation modes available

Projects for Further Review

- Electric vehicle charging stations

Strategy 3.4.4 Reduce the need for employees to commute to the campus

Offering flexible schedules and telecommuting for employees reduces the amount of commuting to campus. The university will evaluate the existing policy to determine if the use of flexible schedules can be expanded. The review will be lead by Human Resources. The Office of Information Technology will assess technology options that support alternative schedules.

FY12 Projects

- Establish University Flexible Work Schedule Policy and Procedures.
- Provide education and information resources to staff and faculty to promote appropriate use of Flexible Work Schedule options.

Anticipated Budget Requests

FY 13

- OIT to recommend technology investments necessary to support flexible work schedules.

Projects for Further Review

- Flexible schedule and telecommuting considered in job design and included in staff position descriptions.

Strategy 3.4.5 Increase percentage of students living on campus

Seattle U continues to have discussions with developers regarding a potential building on 12th and Spring.

FY11 Budgeted Projects

- The Douglas student housing
- Leased several floors in the Vantage and Rianna apartments.

Strategy 3.4.6 Promote opportunities for students and employees to live near campus

The annual Housing Fair in spring quarter promotes campus and off-campus housing options to students and invites local landlords to attend.

We will continue to be open to opportunities brought to us by developers in our Major Institutional Overlay to provide housing to students and employees. For example, we are currently in discussion about graduate student and employee housing at 550 Broadway.

Strategy 3.4.7 Increase use of bicycles as an alternative to vehicles

FY11 Budgeted Projects

- The student Bike Club held several bike maintenance workshops in April and May to teach students and employees how to maintain their bike. The club received financial support to buy bike tools from the Office for Sustainability and ASSU.

FY12 Budgeted Projects

- Created the Bike-SU web page a map of campus bike racks, how to register to park at the secure bike rack in Murphy, how to register your bike in case it gets stolen, where to find a shower and locker, and a link to Ridethecity.com to map a safe bike route.
- Bike-SU Transportation collaboration with New Student & Family Programs office (news letters), Housing & Residence Life, ASSU and relevant student clubs to promote the use of bicycles. Promotions will include and/or incorporate the following:
 - Promotion at Student Events (January to Spring break)
 - Promotion on Bike to Work/Campus Month (May)
 - Invite local area `bike partners` vendors / Cascade Bike Club / SDOT (January – May)

Budget Requests

FY 13

- Install 100 plus secured, covered bike racks and storages across campus (a TMP requirement)
- Bike share program operated by a bike share company or Seattle University
- Contracted SU bike repair shop

- E-Carpool – Four Seattle U employees carpool in an electric Nissan Leaf that SU leases from Enterprise. One employee keeps the car at their house. Each E-Carpool member pays \$100 a month. The benefits to E-Carpool members are paying one-third the cost of driving alone assuming \$200 a month in gas plus \$100 for a parking pass, a reserved parking spot, and a faster commute using the HOV lane. The benefits to Seattle U are that E-Carpool reduces the number of cars parked on campus which is a Transportation Management Plan and Major Institutional Plan requirement and has the potential to reduce street parking in the Squire Park Neighborhood which has a positive impact on the Community Advisory Council. Seattle U would need to install electric car charging stations for E-Carpools who need to charge during the day due to long travel distances; commuters within Seattle city limits would charge at the host’s home. The program could start with leased compact, gas-powered cars.
- E-Carshare- Seattle U would lease four electric Nissan Leafs from Enterprise to shuttle employees to teaching and nursing sites and for off-campus meetings. These cars would replace a large number of employee trips in their personal vehicles where they get mileage reimbursed from SU. The benefits to Seattle U are the cost to lease these vehicles and the cost to reimburse mileage should be the same, greenhouse gas emissions are reduced by using electric vehicles. The program could start with leased compact, gas-powered cars.
- Online ride matching service for SU members wanting to carpool

Projects for Further Review

- Classes on how to become a safe bicycle commuter

Waste

Goal 3.5 Send Less Waste to the Landfill

Reduce carbon dioxide from waste sent to the landfill from 215 tons in FY09 to 34 tons in 2035.

Strategy 3.5.1 Increase outreach & education about recycling and composting

Projects for Further Review

- Peer-to-peer sustainability education programs for employees and students that is fun and engaging and doesn’t rely on guilt.
- Train student Resident Directors on waste prevention, recycling and composting procedures.

Strategy 3.5.2 Prevent Waste

Plastic bottled water was removed from campus in 2010. Hand air dryers were installed in the Fitness Center.

FY12 Budgeted Projects

- Added information to Bon Appetit’s Catering Guide about the brown bag option to the boxed lunch, added a How to Green Your Catering section, and included information on no bottled water, compostable to-go ware and where to compost

Strategy 3.5.3 Increase Waste Diversion Rate

Projects for Further Review

- Put replacing the old recycling and trash bins in the academic buildings on the planned maintenance schedule.
- Expand compost collection to offices.
- Pilot a program to remove trash bins from offices and put one trash bin in a central area such as an employee kitchen to reduce the amount of plastic bags used daily.
- Consider not lining faculty and staff desk-side trash cans with plastic bags; one implementation idea would be for employees to request a plastic bag if they really wanted one.

Carbon Offsets

Strategy 3.6 Evaluate high-quality certified carbon offsets

FY12 Budgeted Projects

- Starting in FY12, Seattle University will offset 100% of its emissions from natural gas use through a high-quality carbon offset program offered through Puget Sound Energy, known as their “Carbon Balance” program. Participation in this methane-capturing program is a new opportunity not in the original CAP. This investment will reduce our net emissions from our existing building by 96%. The remaining 4% comes from steam used to heat buildings. The Carbon Balance offset program will cut total campus emissions by 19% (all natural gas emissions).

Anticipated Budget Requests

FY 13

- Facilities will revisit the natural gas carbon offsets at the end of FY12 to decide if we will continue.

Goal 4: Share Knowledge with Others

Share information about sustainability and climate change with campus and community members and engage them. Expand existing and new partnerships, and collaborate with local agencies and private entities

July 2011- June 2012 Marketing Communications Plan

Key Objective: Engage campus stakeholders in the President’s Committee for Sustainability, and position the university’s Climate Action Plan as the organizing force in the university’s sustainability-related initiatives.

Strategy: Engage the university community and external audiences in the President’s Committee for Sustainability and Climate Action Plan.

| Tactics | Deadline |
|--|---------------|
| <i>The Commons</i> will interview the co-chairs of the committee, and at the end ask employees to participate and tell them how and point to the PCS web page. | Oct. 26 issue |
| All student bi-weekly email- invite students to participate in PCS subcommittees | Oct. 2011 |
| Karen and Mike meet with the Spectator editor to explain broadly what the PCS is trying to | Oct. 2011 |

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| do and get a general sense of what sorts of stories and news items would appeal to them and what would be the best way of bringing those stories to their attention. | |
| www.seattleu.edu/sustainability Rewrite content to engage prospective students; either hire a communications student or a professional. Upload new photos. | Begin Oct. 5, finish by Dec. 23 |
| http://www.seattleu.edu/sustainability/pcs Update content on the President’s Committee for Sustainability web page and make it more like SU’s strategic plan page | Oct. 20 |

Strategy: Report on the university’s progress toward meeting its Climate Action Plan goals.

| Tactics | Deadline |
|---|--------------|
| The Commons: Create a “Do You Know” series in the Answer Me This section to raise awareness of the university’s current status with regard to the Climate Action Plan. | Ongoing |
| Suggest the Do You Know series to the Spectator. | Oct. 2011 |
| Communicate the highlights of the Climate Action Plan Annual Report and Greenhouse Gas Inventory. The Commons, Spectator, Facebook, Official Communications and CampusNews e-mail | January 2012 |

Strategy: Highlight “best practices” already in place to help fulfill the university’s CAP goal to share knowledge.

| Tactics | Deadline |
|---|-----------|
| Commons “Answer Me This” item on the fruit orchard | Dec. 2011 |
| Create a one-paragraph message on the Jesuit tradition of sustainability | Dec. 2011 |
| Create a one-paragraph message on why it matters to remove bottled water from campus. | Dec. 2011 |
| Create a concise sheet of SU sustainability facts, their meaning and benefits as key messages to convey. Give to Marcom. Adapt the key messages to our different audiences. | Dec. 2011 |
| Give Tina names of people to tell a story about. E.g. Prof. Michael Boyle’s Renton farm. | ongoing |

Strategy: Make the Climate Action Plan a regular, ingrained component of university communications, particularly those relating to sustainability.

| Tactics | Deadline |
|---|-----------|
| Admissions- do an inventory of their publications to learn which need facts about SU’s sustainable commitment and achievements. Then talk to Marilyn Crone. | Jan. 2012 |
| Admission’s Academic Excellence Guide - Put in facts about SU’s sustainable commitment and achievements | Jan. 2012 |
| Seattle U Viewbook- Put in facts about SU’s sustainable commitment and achievements | Jan. 2012 |
| Katie O’Brien’s publications she gives to high school students- Put in facts about SU’s sustainable commitment and achievements | Jan. 2012 |
| Grad student publications- Put in facts about SU’s sustainable commitment and achievements. Talk to Janet Shandley. | Feb. 2012 |
| Transfer student orientation - Talk to Dianne Schmitz about what sustainability messages she gives | Feb. 2012 |
| Alumni -Send SU sustainability stories to Amanda Kelly– e.g. still hasn’t run a moo-poo story | Feb. 2012 |

Strategy: Increase opportunities for individuals to engage sustainability

| Tactics | Deadline |
|---|---------------|
| The Office for Sustainability creates a faculty and staff peer-to-peer educational effort, by which designated faculty and staff serve as contacts and lead educators on how to participate in Seattle U's sustainable initiatives within their departments (how to compost, recycling, commuting). | Dec. 2011 |
| Share stories in <i>The Commons</i> of what faculty and staff are doing within their departments and what student clubs are doing for the campus, for example SEEDS (Sustainable Education and Engagement Delegates), Seattle U Bike Share (SUBS), Bicycle Club, and Natural Leaders for Environmental Justice. | 1 per quarter |

Strategy: Increase the university's network of partners

| Tactics | Deadline |
|---|-----------|
| Contact the Bullitt Foundation about SU having a speaking opportunity at the opening ceremony of their new headquarters | Nov. 2011 |
| Contact Sustainable Seattle | Nov. 2011 |