Saint Louis University
STARS REPORT

Date Submitted: Feb. 26, 2015

Rating: Silver

Score: 48.81

Online Report: Saint Louis University

STARS Version: 2.0

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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

Score 48.81

Rating: Silver

Institutional Characteristics	
Institutional Characteristics	0.00 / 0.00
Academics	
Curriculum	17.72 / 40.00
Research	6.67 / 18.00
Engagement	
Campus Engagement	12.75 / 20.00
Public Engagement	11.39 / 21.00
Operations	
Air & Climate	3.37 / 11.00
Buildings	1.00 / 8.00
Dining Services	1.33 / 7.00
Energy	1.77 / 10.00
Grounds	1.00 / 3.00
Purchasing	1.94 / 6.00
Transportation	3.22 / 7.00
Waste	3.95 / 10.00
Water	4.04 / 5.00
Planning & Administration	
Coordination, Planning & Governance	7.00 / 8.00
Diversity & Affordability	6.64 / 10.00
Health, Wellbeing & Work	4.93 / 7.00
Investment	0.00 / 7.00
Innovation	

Innovation	4.00 / 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.

Institutional Characteristics

Points Claimed	0.00
Points Available	0.00

The passthrough subcategory for the boundary

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private non-profit

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

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Pharmacy school	No	No
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No

Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

n/a

Reason for excluding medical school:

Included

Reason for excluding pharmacy school:

n/a

Reason for excluding public health school:

Included

Reason for excluding veterinary school:

n/a

Reason for excluding satellite campus:

Saint Louis University includes two locations worldwide: St. Louis (Medical Center, Frost, Downtown campuses) and in Madrid, Spain. The Madrid campus is not included in the boundary of this report in order to more efficiently focus efforts on St. Louis campuses. Also, data for the campus in Madrid, Spain is not readily accessible at this time.

Reason for excluding hospital:

Saint Louis University does not manage SLU Hospital, Tenet Healthcare does, so it has been excluded from the boundary.

Reason for excluding farm:

n/a

Reason for excluding agricultural experiment station:

n/a

Narrative:

This submission includes all of Saint Louis University's main campus (Frost/north campus), the medical school campus (south campus) and the downtown law school. Saint Louis University Hospital, located on the medical school campus, is excluded because it is not run by the University, instead it is leased to Tenet, so SLU does not have operational control.

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

Submission Note:

Saint Louis University receives its electricity from Ameren Missouri. This mix of electricity received above is from their source:

http://apps.ameren.com/CSRReports/AmerenCSRreport.pdf

(page 29)

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

Endowment size:

1,076,959,000 *US/Canadian $*

Total campus area:

271 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

7,554,573 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

408,652 *Square Feet*

Floor area of healthcare space:

65,299 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

698,848 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	73
Geothermal	0.50
Hydro	0.50
Natural gas	1
Nuclear	24
Solar photovoltaic	0.50
Wind	0.50
Other (please specify and explain below)	0

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

Submission Note:

Values of 0, are not necessarily 0. Some data was unavailable to report at this time and needed to be reported as a number.

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

Number of academic divisions:

17

Number of academic departments (or the equivalent):

74

Full-time equivalent enrollment:

11,919

Full-time equivalent of employees:

5,292

Full-time equivalent of distance education students:

1,282

Total number of undergraduate students:

8,687

Total number of graduate students:

4,818

Number of degree-seeking students:

20,871

Number of non-credit students:

0

Number of employees:

6,209

Number of residential students:

3,868

Number of residential employees:

20

Number of in-patient hospital beds:

0

Academics

Curriculum

Points Claimed 17.72

Points Available 40.00

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
Academic Courses	3.68 / 14.00
Learning Outcomes	0.04 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
3.68 / 14.00	**John Woolschlager** Director Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	8,281	4,202
Number of sustainability courses offered	22	22
Number of courses offered that include sustainability	142	118

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

30

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

74

Number of years covered by the data:

One

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

SLU_Sustainability_Course_Inventory_Jan_2015.pdf

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

See attached file

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

https://www.slu.edu/

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

The STARS task force sent out surveys to the heads of academic departments requesting data relevant to the the Academic section of the report. The team updated the initial course inventory generated for the 2011 STARS report to make sure courses listed in the inventory met the criteria of a "sustainability course" or "course that includes sustainability." The team deleted, added, and reclassified courses listed in the original inventory as appropriate.

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

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

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

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

	Yes or No
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis/dissertation	No
Clinical	No
Physical education	No
Performance arts	No

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Score	Responsible Party
0.04 / 8.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

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

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

Submission Note:

Saint Louis University does not specify learning outcomes as a matter of policy or standard practice across the entire university. In accordance with the specified criteria for this credit, we are reporting graduates from sustainability-focused programs at the division level.

Credit Data Source: Saint Louis University Fact Book 2013-2014, June 1, 2014, Saint Louis University Office of Institutional Research, retrieved from:
https://www.slu.edu

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

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

17

Total number of graduates from degree programs:

3,671

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

SLU_Sustainability_Course_Inventory_Jan_2015.pdf

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

Data for AY 2013-2014

- BS an MS in Biology
- BS and MS in Civil Engineering
- BA and BS in Environmental Studies
- BS in Environmental Science
- BS and MS in Nutrition and Dietetics
- BS and Masters in Social Work
- BA and MA in Sociology
- MS in Sustainability
- MA in Urban Planning and Development
- PBC in Advanced Remote Sensing and GIS

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

Educational outcomes are specific goals that are attained by graduation. Following is a sample list of sustainability learning outcomes:

-Define sustainability
-Identify how the concept of sustainability is connected to issues of social justice, the environment, and the economy
-Recognize how local, regional, and national policies and actions have global impacts
-Explain how principles of ethics apply to diverse issues such as population growth, poverty, habitat quality, biodiversity, and energy use
-Demonstrate skills related to building common agreement among stakeholders at the micro, mezzo and macro levels of sustainability issues
-Collect and organize information on sustainability through appropriate qualitative and quantitative methods-
-Demonstrate effective written and oral communication skills needed to disseminate information about sustainability among diverse audiences
-Compare and contrast a variety of theories and models of sustainability
-Examine resource limitations and opportunities and develop holistic and integrated approaches to resource management
-Assess how laws and institutional approaches inform effective policy making and implementation
-Evaluate environmental, economic, and social impacts of real-world projects

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

https://www.slu.edu/

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**John Woolschlager** Director Center for Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

Environmental Studies focuses on relationships between the natural environment and social, economic, political, legal, and humanistic aspects of society. As global population and consumption rises, understanding the interplay between environmental and social systems has become an increasingly important component of decision-making and planning. The program helps prepare students for careers that emphasize a dual awareness of scientific and social perspectives and their relationship to the natural environment.

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

https://www.slu.edu/

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

Environmental Sciences

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

The Environmental Science program focuses on developing a scientific understanding of Earth's natural systems and their interconnections with human society. The program represents a collaborative effort between several departments to provide a degree opportunity that bridges traditional academic boundaries. It is hosted by the Department of Earth and Atmospheric Sciences, which provides student advising and mentoring.

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

https://www.slu.edu/

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

Program in Conservation and Biodiversity

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

For students interested in careers in Conservation, Natural Resource Management, Environmental Science. Requirements: 21 credit hrs including: Ecology, Conservation Biology, Conservation Internship, Biology electives (5 hrs), Interdisciplinary courses (6 hrs)

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

https://www.slu.edu/

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

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

Yes

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

Minor in Enviornmental Science

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

Environmental science encompasses the study of Earth’s environment, which is comprised of the geosphere, hydrosphere, atmosphere and biosphere, with emphasis on human interactions with these spheres. Students will learn how these spheres interact with each other in the natural world, how human activities influence the environment and how people are affected by the ever-changing environment. Our environmental science program is designed so students first gain a thorough foundation of knowledge in all spheres and then focus more on one or more sub-disciplines, for example: soil, water, energy or climate change.

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

https://www.slu.edu/

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

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

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

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

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

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

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

Graduate Program

Score	Responsible Party
3.00 / 3.00	**John Woolschlager** Director Center for Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

MS in Sustainability

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

"The Master of Science (M.S.) in Sustainability from Saint Louis University's Center for Sustainability is an interdisciplinary program that prepares students to address the social, economic, and environmental issues stemming from the dynamic interactions between humans and their environment.

Core courses equip students with the variety of frameworks, theories, skills, and experiences they need to apply sustainability knowledge to real-world problems. They formulate research questions based on personal interests and professional ambitions and pursue them using various targeted research methods. Students' research generates usable knowledge that they-in collaboration with practitioners and policymakers-can apply to complex sustainability challenges."

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

https://www.slu.edu/

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

MA in Urban Planning and Development

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

"The Master of Arts (M.A.) in Urban Planning and Development (UPD) from Saint Louis University's Center for Sustainability provides students with in-depth knowledge of urban planning and development theory, research methods, policies, and practice. Students also learn about real estate development and land transactions, which is unique to this UPD program. Graduates are highly skilled and creative administrators who work in public, private, and nonprofit sectors.

This interdisciplinary program operates in conjunction with Saint Louis University's John Cook School of Business, School of Law, and School of Social Work to offer four areas of specialization: Real Estate Development, Community Development, Economic Development, and Environmental/Sustainability Planning. Intimate classes emphasize skill building, discussion, and debate. The curriculum's professional focus allows students to develop the knowledge and skills they need to become leaders in supporting urban growth and revitalization."

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

https://www.slu.edu/

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

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

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

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

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

Yes

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

Graduate Certificate in Advanced Remote Sensing and GIS

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

"The Center for Sustainability provides an integrated learning environment in which students use advanced remote sensing and GIS methods, technologies, and applications for spatial problem solving. The Graduate Certificate in Advanced Remote Sensing and

Geographic Information Systems (GIS) trains students to become expert geospatial science professionals with well-developed theoretical knowledge and advanced practical skills.

This graduate-level program addresses an increasing demand for professionals with geospatial science skills and offers a combination of GIS theory and practical training. It focuses on current issues, including environmental quality, climate change, sustainability of natural and nonrenewable resources, and the impact of human activities on the environment."

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

https://www.slu.edu/

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

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

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

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

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

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

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

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

  And/or

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

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

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

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

"The Master of Science (M.S.) in Sustainability from Saint Louis University's Center for Sustainability is an interdisciplinary program that prepares students to address the social, economic, and environmental issues stemming from the dynamic interactions between humans and their environment.

Core courses equip students with the variety of frameworks, theories, skills, and experiences they need to apply sustainability knowledge to real-world problems. They formulate research questions based on personal interests and professional ambitions and pursue them using various targeted research methods. Students' research generates usable knowledge that they-in collaboration with practitioners and policymakers-can apply to complex sustainability challenges."

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

https://www.slu.edu/

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

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

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

Yes

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

"The Center for Sustainability funded the development of all core courses and electives in its new Master of Sustainability graduate degree program, which launched in August of 2010. A multi-disciplinary task-force, including faculty members from Parks College of Aviation and Engineering, the School of Social Work, and John Cook School of Business, worked together to develop the unique, inter-disciplinary curriculum offered through the Center.

In 2012 the Center expanded its program offerings when it became the new home for SLU's Urban Planning and Real Estate Development (now just Urban Planning and Development) masters program and the University's graduate certificate program in Advanced Remote Sensing and Geographic Systems.

Beginning in 2013 the Center partnered with the Business School and the Law School to develop two new dual degree programs: (1) Master of Business Administration & Master of Science in Sustainability and (2) Juris Doctor and Master of Arts in Urban Planning and Development. Both programs went online in the Fall of 2014. The Center is currently working with the business school on plans for a dual degree in Sustainability and Supply Chain Management.

Expansion and enhancement of the Center's academic offerings have provided unique opportunities for interdisciplinary collaboration across the University. Center have faculty and staff have worked closely with colleagues in other schools to develop unique curricula that serve the various dual degree programs.

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

The core, interdisciplinary task force that developed the Center's initial curriculum received significant financial bonuses, outside of typical university pay grades, as an incentive to work outside of their primary schools to help launch the new degree program. The Center continues to offer competitive financial contracts to faculty members across the University who are interested and able to develop and teach courses for the Center.

Center faculty members also collaborate with faculty members in other departments and at other University's on research and interdisciplinary grant proposals.To solve complex sustainability problems, requires teams of experts both within the university, across disciplines, and outside of the university across sectors. For example, the collaborative research that Dr. Damon Hall is involved with integrates biophysical research with social science for the purposes of applying knowledge to decision making that fosters transitions towards sustainability. These efforts have united faculty from biology, earth and atmospheric sciences, sustainability, sociology, communication, ecology, geography, natural resources, forestry, anthropology, and information sciences departments around the country for the purpose of addressing society's most pressing problems. These problems include managing urban streams, urban sustainability design, crowd sourced hydrologic models for predictive decision making, floodplain management, drought impacts on water quality and its mitigation, and public-private partnerships for urban pollinator conservation throughout North America. The aim is collaborative contribution to methods that help shape transformational sustainability science.

The Center for Sustainability established a research innovation fund and community development fund to provide additional financial support to faculty members who pursue externally-funded, sustainability-related research and community development projects.

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

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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

Abby Kansal, Masters student in the Center for Sustainability and Graduate Assistant in the department of Sustainability & Benchmarking compiled a comprehensive report of the University's greenhouse gas inventory in the Fall of 2014. Her research and support by department staff enabled SLU's first inventory of its greenhouse gases, which was integral in developing a baseline for measurement purposes. Without the additional assistance by Abby, SLU would be without this baseline data.

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

1.) In the College of Engineering, Aviation and Technology three students in the Civil Engineering program are developing a capstone project on LEED-EB certification for Chaifetz Arena. This project is a comprehensive analysis of building operations with recommended solutions on increasing the efficiency of the building by walking through the LEED checklist.

2.) Caeden Sweet, Masters student in the Center for Sustainability and Graduate Assistant in the division of Facilities Services developed a capstone project entitled " Building for a Higher Purpose". His capstone was an evaluation of existing processes and practices at SLU with regard to green building and developed a framework and implementation plan for how sustainable design and construction could be better integrated so that SLU could fulfill its mission through the campus built environment.

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

"1.) Fresh Gatherings Café in Saint Louis University's Doisy College of Health Sciences is operated by the Department of Nutrition and Dietetics. Their mission is to be a leader in sustainable food service while providing exceptional education-based experiences. They are committed to supporting local farmers in the community who use sustainable farming practices. The menu explores new flavors and emphasizes local products sourced at the peak of freshness, serving them when they taste best. As part of Fresh Gatherings' commitment to sustainability, they operate an organic farm on campus with a comprehensive composting program. By integrating the Department of Nutrition and Dietetics undergraduate and graduate student practicum experiences and dietetic internship rotations in the café with chefs committed to sustainable food systems, they create an environment that fosters unique experiences for student development and professional growth.

2.) Campus Kitchen is an on-campus student service program that is a member of the nonprofit organization, The Campus Kitchens Project. At a Campus Kitchen, students use on-campus kitchen space and donated food from their cafeterias to prepare and deliver nourishing meals to their communities"

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

Sarah Burke, Masters student in the Center for Sustainability and Graduate Assistant in the department of Sustainability & Benchmarking, is part of the Facilities Services strategic action team, Energy and Utilities Strategies. This action team is focused on utility and water reduction strategies that are not only beneficial for the environment, but also provide payback opportunities for the University. Sarah has been instrumental in developing a methodology to normalize the University's energy data and assisted in the development of goals in water and energy reduction.

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

In 2014, the Department of Nutrition and Dietetics at Saint Louis University broke ground on the Garden to Table Teaching Orchard, located just west of the Garden to Table organic garden located at the intersection of S. Compton Ave and Rutger St.

The orchard will primarily be used for teaching with a focus on organic growing techniques while providing fresh, local fruit to Fresh Gatherings Café, the café operated by the Department on the lower level of the Allied Health Building. The fruit will also be provided to the surrounding community through Fresh Harvest, the Department's Community Supported Agriculture program. Finally, any excess fruit will be provided to Campus Kitchen, a community outreach program that coordinates food donations to use in meals delivered by various organizations, including the Salvation Army Family Haven, Blumeyer Community Center and the Ronald McDonald House.

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

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

1.) Students in the College of Engineering, Aviation and Technology developed a proposal entitled "Grand Boulevard Multi-Modal Transportation Improvement Plan" in April 2013. This plan focused on four intersections that run through the middle of the campus along Grand Blvd; Lindell, Laclede Ave, West Pine Pedestrian Crosswalk, and Forest Park Parkway. The proposal discussed safety, vehicle traffic, and traffic signaling.

2.) Amy Hargis, Masters student in the Center for Sustainability and Graduate Assistant in the department of Sustainability & Benchmarking developed, coordinated, and collected a comprehensive assessment of transportation patterns and alternative transportation needs of the SLU campus in the Fall of 2014. This transportation assessment survey that was developed was used in the greenhouse gas inventory, understanding commuter travel patterns, and will be used to develop an alternative transportation plan for the University.

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

1.) Abuduwasiti Wulamu, Ph.D., assistant professor in the Center for Sustainability received a $30,000 grant from the St. Louis-Jefferson Solid Waste Management District. His grant is titled "Campus Recycling Program Expansion: SLU Center for Sustainability/Chaifetz Arena."

To improve recycling availability and awareness on campus, Brandon Verhoff, Director of Sustainability and Benchmarking, assisted Wulamu with plans that introduced six Big Belly Solar recycling units to high traffic areas on campus, including Chaifetz Arena, to encourage recycling and to help divert recyclable materials from landfills. These units were proposed to increase recycling collection by 55 tons, decreasing emissions through reduced collection trips and diminished collection expenses.

The program could not have been completed without the partnership between the Center for Sustainability, Facilities Services, Business Services, Marketing and Communications, and Global Spectrum which have partnered to upgrade the recycling program at Chaifetz Arena. Located on SLU's campus, Chaifetz Arena is a large sized event space that hosts more than 365,000 people from the campus, district and region annually, with 45,000 from area schools' commencement ceremonies alone last year.

The grant's goal was to increase recycling efforts at Chaifetz Arena through the addition of single-stream recycling receptacles and event equipment, as well as through the introduction of educational signage for the promotion of single-stream recycling. By increasing recycling availability at the arena, location-specific waste diversion will increase, increasing the university's total recycling by 55 tons, while also educating and encouraging patrons from the campus, district and region to increase their recycling habits elsewhere.

2.) Doisy College of Health Sciences is pleased to announce that Mildred Mattfeldt-Beman, Ph.D., chair of the Department of Nutrition and Dietetics at Saint Louis University, has received a $35,000 grant from the St. Louis-Jefferson Solid Waste Management District. Dr. Mattfeldt-Beman's grant is titled Start to Actively Recycle Today III.

The primary goal of START III is to expand on SLU's Department of Nutrition and Dietetics' current composting operations to include the Food Innovation Center (FIC), with the goal of composting 21,590 pounds of solid food waste, paper, and landscaping waste using Earth Tubs, NatureMill composters, traditional composting, and vermiculture. START III will also explore mechanisms for breaking

down compostable dinnerware to increase composting potential. The total estimated impact on reducing the quantity of waste is approximately 10.8 tons. Cost savings for solid waste diversion is $324 the pilot year. The project also includes extensive training and education for both the university as well as the community.

3.) Tara Grant, a Behavior Analyst student in the College for Public Health and Social Justice performed a practicum on campus recycling behaviors and the use of the University's recycling program.

4.) Stephanie Simowski, graduate from the master's program in sustainability, conducted her capstone research

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

1.) Rainworks stormwater management garden, also known as BMP (Best Management Practice) garden, designed by four engineering students as part of the EPA's Campus RainWorks Challenge was installed in April 2014. The garden outside Busch Student Center in an area prone to erosion and flooding. The garden affected 5,800 square feet of impervious surface and is estimated to redirect 13,000 cubic feet of water from the combined sewer system. The BMP garden includes 3 rain barrels, 2 bioretention areas and a pervious path.

2.) Sarah Burke, Masters student in the Center for Sustainability and Graduate Assistant in the department of Sustainability & Benchmarking, is part of the Facilities Services strategic action team, Energy and Utilities Strategies. This action team is focused on utility and water reduction strategies that are not only beneficial for the environment, but also provide payback opportunities for the University. Sarah has been instrumental in developing a methodology to normalize the University's energy data and assisted in the development of goals in water and energy reduction.

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

1.) Kelley Krejnik, Masters student in the Center for Sustainability and Graduate Assistant in the department of Sustainability & Benchmarking, facilitated summer sessions on strategic planning for the Sustainability Advisory Council (SAC). Throughout the summer of 2013 a sub-committee of the SAC met and developed building blocks forming a baseline on sustainability strategic planning efforts with a definition/purpose for sustainability and vision elements.

2.) In MOS 506 Enviornmental Aspects,a core requirement in the M.S. in Sustainability, students apply classroom knowledge to develop a real-world, professional environmental assessment. The projects focus on sustainability assessments for campus as well as other organizations in the local community. At a minium the projects must (1) define a vision for sustainability that fits the organizational mission and context, (2) identify key sustainability issues for the organization in the areas of energy, water, waste, transportation, etc., and (3) develop a set of recommendations that that includes the basic steps of how sustainability should be implemented at the organization. The environmental assessment projects must also include a cost/benefit analysis of recommendations and any economic, social, and environmental metrics that can be used to evaluate goal achievement.

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

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

Saint Louis University partners with The Vitality Group to manage the wellness program. Vitality is a comprehensive, interactive and personalized wellness program that makes it easy for SLU employees to learn how to live a healthy lifestyle at work and beyond.

Employees receive discounts on their health insurance premiums for participating in the program and have access to a suite of online tools to manage their personal health and fitness goals. Sponsored programs and educational seminars are also provided to help employees manage diet, stress, and other demands of life/work.

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

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

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

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

Research

Points Claimed 6.67

Points Available 18.00

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

Credit	Points
Academic Research	3.67 / 12.00
Support for Research	3.00 / 4.00
Access to Research	0.00 / 2.00

Academic Research

Score	Responsible Party
3.67 / 12.00	**John Woolschlager** Director Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution’s faculty and/or staff engaged in sustainability research:

28

Total number of the institution’s faculty and/or staff engaged in research:

700

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

14

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

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

SLU Faculty Sustainability Research.pdf

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

"Bowen, J.D., Ph.D., Political Science
Cherry, Miriam, J.D., School of Law
Chin, Jae Teuk, Ph.D., Center for Sustainability
Coffin, Sarah, Ph.D., Center for Sustainability
Condoor, Sridhar, Ph.D., Aerospace and Mechanical Engineering
Crawford, Thomas, Ph.D., Center for Sustainability
Curley, Jami, Ph.D., Social Work
Emo, Brett, Ph.D., Environmental and Occupational Health
Fishman, Jack, Ph.D., Earth and Atmospheric Sciences
Gharabagi, Roobik, Ph.D., Electrical and Computer Engineering
Hall, Damon, Ph.D., Center for Sustainability
Knouft, Jason, Ph.D., Biology
LeRouge, Cynthia, Ph.D., Health Management and Policy
Mattfeldt-Beman, Mildred, Ph.D., Nutrition and Dietetics
Miller, Allison, Ph.D., Biology
Singh, Nitish, Ph.D., International Business
Stump, Donald, Ph.D., English
Trautwein, Tiffany, M.A., Center for Sustainability
Wagner, John, Ph.D., Public Policy
Webb, David, M.S., Center for Sustainability
Woolschlager, John, Ph.D., Center for Sustainability
Wulamu, Abuduwasiti, Ph.D., Center for Sustainability

Graduate Research Assistants, Center for Sustainability (x4)
Graduate Assistants, Facilities Services (x2)

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

A survey was sent to the chairperson of each academic department asking them to identify sustainability research activities within his or her department

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

Saint Louis University faculty members engaged in sustainability research also publish regularly. Below is an example of notable research being conducted by Center for Sustainability assistant professor, Dr. Damon Hall. For a list of recent publications and accomplishments of other Center faculty, please visit the profile pages on the Center for Sustainability Website:

https://www.slu.edu/

Center faculty members also collaborate with faculty members in other departments and at other University's on research and interdisciplinary grant proposals.To solve complex sustainability problems, requires teams of experts both within the university, across disciplines, and outside of the university across sectors. For example, the collaborative research that Dr. Damon Hall is involved with integrates biophysical research with social science for the purposes of applying knowledge to decision making that fosters transitions towards sustainability. These efforts have united faculty from biology, earth and atmospheric sciences, sustainability, sociology, communication, ecology, geography, natural resources, forestry, anthropology, and information sciences departments around the country for the purpose of addressing society's most pressing problems. These problems include managing urban streams, urban sustainability design, crowd sourced hydrologic models for predictive decision making, floodplain management, drought impacts on water quality and its mitigation, and public-private partnerships for urban pollinator conservation throughout North America. The aim is collaborative contribution to methods that help shape transformational sustainability science.

The website URL where information about sustainability research is available:

https://www.slu.edu/

Support for Research

Score	Responsible Party
3.00 / 4.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

Submission Note:

The URL links to a staff contact page where you will find Sustainability Research Librarian Rebecca Hyde's contact information. He can provide more details concerning the support services he provides for sustainability on behalf of the Pius XII Memorial Library.

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

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

Yes

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

"Graduate students in the Center for Sustainability re required to conduct research to complete their degrees. Students may choose a 3-credit hour capstone or 6-credit hour thesis option. The Center also employes, on average, four research assistants who work directly with faculty members. Funding is also availalbe to support student research.

Sustainability Research Assistantships:

s

Urban Planning Research Assistantships:

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

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

Yes

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

To further the mission of creating a more sustainable world through interdisciplinary education, research, and community engagement, the Center for Sustainability offers financial support to Saint Louis University faculty members for externally funded, sustainability-related research and community development projects.

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

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

No

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

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

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

Yes

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

The Center for Sustainability has secured the commitment of professional research librarian, Rebecca Hyde, in the Pius XII Memorial Library. Rebecca provides research support to Center for Sustainability students and faculty, including education, guidance, research assistance, and the ordering of sustainability titles/journals for the library's permanent collection or inter-library loan.

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

https://libraries.slu.edu

Access to Research

Score	Responsible Party
0.00 / 2.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

Engagement

Campus Engagement

Points Claimed 12.75

Points Available 20.00

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.

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

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score	Responsible Party
0.00 / 4.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

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

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

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

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

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

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

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

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

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

100

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

Sustainability training during new student/transfer orientation, SLU 101, began in Fall 2013. During orientation all new students receive a booklet that includes a handbill showcasing campus sustainability; which includes but is not limited to: recycling efforts, water bottle filling stations, energy conservation, and much more. They are also provided information about how to learn more and get involved. In addition, SLUstainability staffs a table during orientation, providing the opportunity for students to engage with department personnel.

Student Life

Score	Responsible Party
1.75 / 2.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

Submission Note:

"Events archive:
https://www.slu.edu/

Graduate Assistantships in Sustainability:
https://www.slu.edu

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

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

	Yes or No
Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	---
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No

Programs through which students can learn sustainable life skills	No
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	---
Other co-curricular sustainability programs and initiatives	---

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

Just Earth: An organization for students of Saint Louis University who are dedicated to increasing awareness of important issues related to the sustainability and health of our planet.

SLU Habitat for Humanity: A chartered student organization and offical Campus Chapter of Habitat for Humanity International that actively engages in social events, fundraisers, volunteer opportunities, and education & advocacy campaigns in order to futher the mission of Habitat - ending standardized housing worldwide.

Engineers without Borders-SLU: This organization uses engineering as a way to help improve people's lives around the world by helping them meet their basic needs through implementation trips locally, regionally, and globally.

SLU Global Brigades: This organization aims to empower volunteers to facilitate sustainable solutions in under resourced communities while fostering local culture.

The Environmental Law Society (ELS) is dedicated to addressing regional, national and international issues related to environmental law. ELS periodically sponsors speakers on a wide range of topics pertaining to environmental law, natural resources law, environmental

science and the environmental movement. (

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

Fresh Gatherings Cafe in the Doisy College of Health Sciences is operated by the Department of Nutrition and Dietetics. The goal is to run the cafe in an eco-friendly way, support local farmers, and provide the patrons with menu items using local products. As part of their commitment to sustainability, they operate an organic farm and orchard on campus with a comprehensive composting program. By integrating the Department of Nutrition and Dietetics undergraduate and graduate student practicum experiences and dietetic internship rotations in the café with chefs committed to sustainable food systems, they create an environment that fosters unique experiences for student development and professional growth. Along with being used as a teaching garden, the campus organic farm also provides a limited number of garden plots to the campus community to use to grow their own produce.

Fresh Gatherings also runs a CSA program, Fresh Gatherings Harvest, that partners with local farmers to supply quality, local produce to customers. In addition, the Cafe holds a Harvest Market that features local produce, milk, eggs, and bread harvested weekly by farmers within a 150 mile radius of campus and is grown in an environmentally friendly manner.

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

Campus Kitchens (first pilot campus at Saint Louis University in 2001)

Student volunteers develop partnerships, plan menus, run cooking shifts, organize drivers, garden, glean, and teach nutrition education to children and families. They keep track of all of the paperwork (so we know everything’s being done safely), organize fundraisers, develop curriculum, and recruit new students to get involved. They accomplish an incredible amount of work every day."

A brief description of the sustainable investment or finance initiatives:

Saint Louis University is currently in the process of developing a proposal to institute a Green Revolving Fund that would assist with financing energy and utility conservation projects on campus. Once the proposal is complete, it will be sent to the Sustainability Advisory Council for approval and implementation.

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

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

The Center for Sustainability develops and executes community engagement initiatives that steward the Earth’s resources and build external partnerships across businesses, governmental agencies, communities, and academic institutions. The Center establishes ongoing methods of communication that mobilize individuals and groups to take action that positively impact sustainability issues. Some of the many events sponsored, coordinated, and/ or executed by the Center for Sustainability include the St. Louis Green Confluence, Sustainability Matters Speaker Series, the first St. Patrick’s Day Recycle Drive, and Unite for Sight, Can-Can Educational Movie Series, the Sustainable Disaster Recovery Conference, and more. The Center for Sustainability also partners with other departments on campus to bring speakers to Saint Louis University. for example, in November of 2014 the Center collaborated with the department of Biology to bring Wes Jackson, President of the Land Institute, to campus to deliver a presentation on sustainable agriculture and to meet with faculty, students, and staff to discuss his work. The Center for Sustainability posts current events on its homepage and maintains an archive of past events, which is also accessible through the website.

The Department of Nutrition and Dietetics hosts the annual ""Gardens to Tables Food Day"" to promote sustainable, healty, and just agricultural practices, as well as to promote a healthier St. Louis community.

The John Cook School of Business hosts an annual Ameren Sustainable Business Speaker Series that aims to educate the community about the importance and future of sustainability in business.

The Conservation of Climate Change Speaker Series explores creative viewpoints and dimensions on climate change from academic disciplines varying from biology to theolgy to literature.

SLUstainability Week, sponsored by the Sustainability Advisory Council, is designed to raise awareness about sustainability and showcase all that the University is and could be doing to be stewards of the environment, advocates of social justice, and promoters of economic viability. Events during the week are designed to help the campus community learn about sustainability at SLU and how to incorporate sustainable practices into their daily campus life

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

In 2014 Saint Louis University's Center for Global Citizenship organized a partnership with the St. Louis International Film Festival to host a series of film screening on sustainability-related topics. The screenings are heavily oriented toward issues of social equity and diversity and coincide with International Education Week

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

Wilderness Adventure Club (WAC)
The Wilderness Adventure Club (WAC) organizes hiking, backpacking, rock climbing, mountain biking, and other outings. On their trips, the WAC emphasizes the “Leave No Trace” principle. In other words, every effort should be made to leave little to no mark on the natural environment. The WAC realizes that even a biodegradable or “natural” item left behind in the wilderness could pose a threat to the native ecosystem.
On backpacking trips the WAC carries all of trash for the duration of the outing. The only thing left behind is human waste (i.e., feces) for which the WAC uses a trowel to dig a minimum six-inch hole. Toilet paper is discarded and transported in the trash bags that WAC carries with them throughout the duration of the journey. Basically, WAC aims to leave visited areas as pristine (if not better) than the way they found it.

SLU also offers a student-led Kayak Club, which is a non-competitive club dedicated to the promotion of whitewater recreation.. In short, the club's goal is to share Missouri's sublime Saint Francis River with a wide range of students in collaboration with the Missouri Whitewater Association. Club members travel around the country to paddle some of the best whitewater rivers in America.

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

The University has sustainability-focused Graduate Assistant positions available in the Center for Sustainability and in the Department of Facilities Services. Graduate assistants serve as research assistants in the Center for Sustainability. In Facilities Services, graduate assistants engage in activities designed to promote and increase sustainability in campus operations (grounds, water, buildings, energy use, etc.). Graduate assistants receive a monthly stipend as well as tuition remission. Links to the graduate assistantship details are available in the public notes section of this report.
Through a partnership between the University's waste hauler, Waste Management, and Facilities Services, an internship opportunity was developed to help reach sustainability goals, particularly in the area of waste reduction and diversion. The paid internship, offered during the spring semester, provides experience in the growing field of sustainability by learning and applying principles of the field and participating in both in-depth analysis of current situations and developing sustainable solutions for campus operations.

At the start of the 2014-15 academic year, SLU's new food service vendor, Aramark, created a position focused on sustainable dining service. This position gives hiring preference to a master degree level student in sustainability

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

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

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

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

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	No
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	No
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

serves as a centralized sustainability hub for the campus community. The website features initiatives and programs implemented on campus along with events and news stories occurring in and around the campus. The website is regularly updated with new information and links to other departments and organizations on campus that focus on sustainability.

The Center for Sustainability (CFS) website features information about its Master's in Sustainability degree program as well as the Master's degree in Urban Planning and Development, which was added to the Center in July of 2012. The site is also a source for events, news feeds, and other items of interest relative to sustainability on campus and in the broader community.

A brief description of the sustainability newsletter:

Starting in 2014, the Green Billiken began releasing a monthly newsletter to subscribers, in order to centralize sustainability communication on-campus. The newsletter features events and activities that occurred over the last month and is a resource for individuals about upcoming events. In addition, the newsletter features tips about how to implement sustainability into individuals' daily lives.

Prior to the 2014-15 academic year, the sustainability committee of the Student Government Association (SGA), sent out a newsletter each months since Spring 2011. The SGA newsletter updated the student body on sustainability related activities and events going on at SLU and in the surrounding Saint Louis Area.

The website URL for the sustainability newsletter:

http://us9.campaign-archive1.com/home/?u=74adf539d41e32af7dde5d731&id=31491e85d1

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

The Green Billiken (Department of Sustainability and Benchmarking) utilizes Facebook and Twitter to engage students, faculty, and staff about activities and events occurring on campus. It is also utilized to publicize the sustainability efforts of other departments and organizations.

In addition, the Center for Sustainability also utilizes Facebook and Twitter to engage the campus community about the sustainability programs offered at SLU and to promote events occurring in and around campus.

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

In 2012, the Center for Sustainability launched the Sustainability Research Fund, which funds sustainability-focused research projects led by Saint Louis University Principal Investigators. The fund allows for and encourages the employment of student assistants. The Center for Sustainability will feature student research projects on the website and help them find and apply to conferences where they can present their research in poster sessions and/or presentations.

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

Facilities Services' Energy and Utilities Strategic Action Team is in the process of designing signage to highlight energy and utility strategies implemented in buildings around campus.

Currently, Facilities Planning & Construction includes sustainable features of projects online.ojects/center-for-global-citizenship

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

Fresh Gatherings Cafe on the Medical School campus provides information on the benefits of sustainable food systems. The cafe procures produce from local farmers year round. Names of the farms and the produce that they sell to the cafe are listed on the daily menu.

The Universities new dining vendor, DineSLU, offers students the ability to view online menus for vegan, vegetarian and other healthier options. In addition, the DineSLU nutritionist is available on campus to help verify information. DineSLU also provides information on their website about what they are doing on campus to make dining more sustainable..

Recently DineSLU announces the introduction of updated menu screens at some of the dining locations. These changes were made to increase the awareness about the menu options and clearly identify vegan, vegetarian and made without gluten items. These menu screens are a great visual representation of the menu options. For more specific nutrition information, go up to the station and look at the nutritional cards placed at each specific menu item. These cards provide more in-depth information on calories, fat, protein, sugar, sodium and more. For students following a gluten-free diet, look for the newly added Made-Without-Gluten station and little signs peppered throughout the other stations.

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

SLU maintains a green roof, a native garden, rain barrel sites, a teaching orchard, and community urban garden, and an ozone garden. All include signage labeling the site and providing additional information. In addition, the Department of Sustainability and Benchmarking is working with the Grounds Department to create signage to be placed on grounds when they are laying down the organic fertilizer from the University's on-campus composting site

A brief description of the sustainability walking map or tour:

In 2014, the Department of Sustainability and Benchmarking created a Campus Sustainability Map highlighting sustainability initiatives on campus. Some items included on the map are: Sustainability Offices, exterior recycling bins, water bottle filling stations, native gardens, shuttle stops, public transit stops, bike paths, and much more. The map, which includes all three Saint Louis campus locations, will be updated at least once a year to keep up to date with initiatives occurring on campus.ww.slu.edu/Documents/facilities/

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

Saint Louis University offers numerous options in traveling to and around campus.

A brief overview of transportation options available through SLU can be found on the alternative transportation website, including information about programs such as RideFinders, Metro, and TrailNet

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

The University provides a brochure on their alternative transportation website for students that provides information about bicycle/pedestrian safety provided by Bike St. Louis. In addition, the website provides a link to TrailNet which provides a resource for individuals to find the best routes in town as well as bicycle safety classes and resources.

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

While there is no official guide for green living for students living on campus, the University supplies tips for individuals about how to 'green' their daily lives

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

While there is not regular coverage of sustainability on campus, both the Department of Sustainability and Benchmarking and the Center for Sustainability actively submit news stories to Newslink, the daily newsletter emailed to the campus community, about sustainability initiatives, events, and other activities occuring in and around campus.

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:

https://www.slu.edu/news

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

Saint Louis University produces an annual Campus Sustainability report that highlights all the past year's sustainability efforts. Topics covered in the report include planning, academics, operations, engagement, and recognition. Written by the Department of Sustainability of Benchmarking, sustainability stories contributed to the report can be submitted by every department, student group, and/or individual to be included in the annual report.

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

https://www.slu.edu/facilities-services

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

Yes

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

The University has created outreach materials, digitally available, about the recycling programs available on campus. These programs include: single-stream recycling, electronics recycling, toner cartridge recycling, battery recycling, and much more. Some of the outreach materials created include: recycling brochures and handouts, promotional magnets placed in all on-campus apartments, and informational

door hangers for all campus residents.

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

https://www.slu.edu/facilities-services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

SLUstainability:

https://www.slu.edu

Electronics Recycling

https://www.slu.edu/

Midwest Recycling Center
1240 N Truman Blvd
Crystal City, MO 63019-1333
EPA Registry Id: 110038879489

Facility Registry System (FRS):

https://www.epa.gov/enviro/html/facility.html

https://www.epa.gov/enviro/html/fii/fii_query_java.html

Missouri Department of Natural Resources
Registered Electronics Recycling Businesses List:

Village Energy Efficiency Competition:

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Annual SLUstainability E-Waste Drive

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

In an effort to promote RecycleMania, the Departments of Athletics, Facilities Services, and Midwest Recycling Center have partnered to host an annual electronics and appliance recycling drive for the university community and the surrounding Saint Louis community. Midwest Recycling is a level 4 certified e-cycling business registered by the Missouri Department of Natural Resources. Comprehensive information regarding Midwest Recycling Center's facilities can be found in the U.S. EPA Facility Registry System (FRS), a central database that identifies facilities, sites, or places subject to environmental regulations.

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

In the four years that SLU has hosted the event over 190,000 lbs of electronic equipment has been kept from entering the landfill

The name of the campaign (2nd campaign):

Sustainable Disaster Recovery Conference

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

The Center for Sustainability holds at least one major conference every year in to bring sustainability education and resources to the broader community. In 2012 and 2013 the Center hosted the Sustainable Disaster Recovery Conference, which attracted international attention. In 2014 the Center hosted a speaker series called Conversations on Climate Change and began organizing regional conference called Linking Research and Practice: Equitable Economic Growth and Sustainable Development

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

Center events attract students from Saint Louis University and from throughout the region and nation who came to learn more about how sustainability and how it can be applied in their communities. The annual conferences serve as forums bringing sustainability leaders and resources together.

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

Battle for the Boot: Sponsored by the University's Staff Advisory Council, this annual event provides locations on campus for students, faculty, and staff to donate their unwanted shoes for Solea Water. Solea Water, formerly known as The Shoeman Water Projects, sells the donated shoes by the pound to distributors who then send them to developing countries like Kenya, Haiti, Panama, and Guatemala to sell affordable footwear. Solea Water uses the revenue from the shoe sales to drill for wells and install pumps and purifiers for clean drinking water.

Battle for the Boot is a competition between the Saint Louis area University's to see who can collect the most shoes for this cause. In the past 3 years that Saint Louis University has competed the University has been able to collect over 17,000 lbs of shoes for the Solea Water program.

)

Employee Educators Program

Score	Responsible Party
0.00 / 3.00	**David Webb** Program Manager Center for Sustainability

Criteria

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

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

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

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

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

Employee Orientation

Score	Responsible Party
1.00 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

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

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

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

100

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

The Department of Sustainability and Benchmarking presents sustainability topics during New Employee orientation. This focus is raising awareness with the new employees about what sustainability initiatives and activities have or are taking place on campus, including but not limited to: recycling, energy and utility conservation, events, water bottle filling stations, academics, engagement, and much more. The presentation also includes how to find out more information about sustainability on campus and how to contact the various departments on campus about sustainability.

Staff Professional Development

Score	Responsible Party
2.00 / 2.00	**Heather Thorton** Manager Learning and Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Skillsoft provides 46 courses and over 1,600 books on sustainability that are accessible to faculty and staff at the University. These courses and books are made available online through the myslu portal,on Skillsoft website 24 hours a day

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

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

https://www.slu.edu/human-resources

Public Engagement

Points Claimed 11.39

Points Available 21.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	0.00 / 5.00
Community Service	4.39 / 5.00
Community Stakeholder Engagement	0.00 / 2.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	2.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

Score	Responsible Party
3.00 / 3.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

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

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

Yes

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

The Center for Sustainability is an ongoing supporter (since 2010) of St. Louis Earth Day, a local organization cultivating environmental stewardship and engaging individuals, governments, businesses, schools and the non-profit sector in celebration, education and action to support a healthy and sustainable future. The Center is a financial sponsor and participant in the annual Earth Day Festival in Forest Park. Faculty and staff also participate in the planning and execution (and sometimes financial sponsorship) of St. Louis Earth Day's annual sustainability symposium, an annual educational and networking event for local government, students and planning professionals. It provides tools for implementing environmental initiatives in new projects throughout the St. Louis area.

Additionally, graduate students in the Sustainability and Urban Planning and Development programs engage with local community organizations each year to conduct capstone projects and internships. These applied projects advance sustainable development in the St. Louis region while satisfying the requirements for the respective graduate programs.

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

Yes

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

Saint Louis University has collaborated with the St. Louis Chamber annually since 2010 on the St. Louis Green Business Challenge. This is an effort to help "green" regional business through the sharing of best practices governed by a sustainability scorecard. Participating organizations use the scorecard to address sustainability metrics across multiple dimensions such as transportation, energy, waste, water, food, education, and community building. As a participant in the challenge, Saint Louis University supports the challenge financially and through regular attendance of meetings and award ceremonies where local organizations convene to support each other's sustainability endeavors and celebrate successes.

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

Yes

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

Saint Louis University has collaborated with the St. Louis Chamber annually since 2010 on the St. Louis Green Business Challenge. This is an effort to help "green" regional business through the sharing of best practices governed by a sustainability scorecard. Participating organizations use the scorecard to address sustainability metrics across multiple dimensions such as transportation, energy, waste, water, food, education, and community building. As a participant in the challenge, Saint Louis University supports the challenge financially and through regular attendance of meetings and award ceremonies where local organizations convene to support each other's sustainability endeavors and celebrate successes.

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Score	Responsible Party
2.00 / 2.00	**John Woolschlager** Director Center for Sustainability

Criteria

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

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

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

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

Yes

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

As a member of the St. Louis Regional Higher Education Sustainability Consortium, Saint Louis University collaborates with its fellow member schools as an active participant on committees. During the quarterly general assembly meetings, representative from the different institutions present their collective actions and progress toward the goal of effecting positive change for the schools in the region as a whole.

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

Saint Louis University is a co-founder of the St. Louis Regional Higher Education Sustainability Consortium. The mission of the HESC is to connect the strengths, resources, and knowledge of St. Louis area universities and colleges, to advance collective sustainable initiatives that cultivate innovation, to eliminate non-productive competition, and to create a network that is more than the sum of its parts.

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

As an example of the HESC's successfully collaboration efforts, the Consortium promoted the merits of all of having all member institutions participate in Recyclemania. Because of the encouragement and support of the collective body, the St. Louis Region recognized the greatest participation in the history of the program. Consequently as a region, St. Louis higher educational institutions were proud to announce that we diverted tons of waste from landfills.

Continuing Education

Score	Responsible Party
0.00 / 5.00	**John Woolschlager** Director Center for Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

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

Community Service

Score	Responsible Party
4.39 / 5.00	**John Woolschlager** Director Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Office of Institutional Research
The University Fact Book is the official source of a wide variety of descriptive and statistical information about the University.
See pg 23 for Student numbers""

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

Number of students engaged in community service:

10,752

Total number of students :

13,505

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

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

1,614,711

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

A brief description of the institution's employee community service initiatives:

Community Stakeholder Engagement

Score	Responsible Party
0.00 / 2.00	**David Webb** Program Manager Center for Sustainability

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Participation in Public Policy

Score	Responsible Party
0.00 / 2.00	**David Webb** Program Manager Center for Sustainability

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Trademark Licensing

Score	Responsible Party
2.00 / 2.00	**John Woolschlager** Director Center for Sustainability

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

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

Is the institution a member of the Worker Rights Consortium?:

Yes

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

Yes

Hospital Network

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

Institution’s affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called “university hospitals”). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

Points Claimed 3.37

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	2.87 / 10.00
Outdoor Air Quality	0.50 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
2.87 / 10.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

The first ever GHG emission inventory was conducted during the Fall 2014 semester. Conducting the inventory using a graduate assistant offered the benefit of utilizing the campus and its operations as a learning laboratory.

For Scope 3 GHG emissions from waste generated in operations, we were not able to report the -68.03 metric tons because STARS does not allow entry of a negative number. The -68.03 metric tons is a negative value because of the energy produced at the Waste Management Milam landfill facility from the waste hauled from campus. For more detail on the landfill, read this article:

http://investors.wm.com/phoenix.zhtml?c=119743&p=irol-recentnewsArticle&ID=1988960

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

Yes

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

This inaugural GHG emissions inventory was completed in-house by Facilities Services' Sustainability & Benchmarking department using CarbonMAP, a web-based college campus carbon calculator was used to complete a greenhouse gas inventory.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

We are in the beginning stages of setting up an emissions inventory management process, which will include an internal review and verification by a independent party.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	15,953.15 *Metric Tons of CO2 Equivalent*	15,953.15 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	838.38 *Metric Tons of CO2 Equivalent*	838.38 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	93,834.95 *Metric Tons of CO2 Equivalent*	93,834.95 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	4,724.94 *Metric Tons of CO2 Equivalent*	4,724.94 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the institution-catalyzed carbon offsets program:

n/a

A brief description of the carbon sequestration program and reporting protocol used:

n/a

A brief description of the composting and carbon storage program:

SLU composts all yard waste in an open compost pile; it is then spread to various campus garden locations as fertilizer. Some food waste is also composted from one restaurant location on campus. Fresh Gatherings is a restaurant which emphasizes locally-sourced food and composts food scraps which are used as compost fertilizer in a campus food garden.

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

n/a

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,868	3,868
Number of residential employees	20	20
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,919	11,919
Full-time equivalent of employees	5,292	5,292
Full-time equivalent of distance education students	1,282	1,282

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2013	June 30, 2014

A brief description of when and why the GHG emissions baseline was adopted:

The GHG emissions baseline is the same as the performance year. This was chosen to be the same year because we wanted to use most current information for our emissions. The currency of the baseline makes it most relevant to the present and future. We gathered only

information on one year because, as this is the first year Saint Louis University has conducted a GHG inventory, this is also acting as the precedent process and we wanted to do a simple first run of the inventory. This trial run not only provides useful information to the University, but also provides a systematic process for future GHG emission inventories at SLU.

Gross floor area of building space, performance year:

7,554,573 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	408,652 *Square Feet*
Healthcare space	65,299 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	125.45 *Metric Tons of CO2 Equivalent*
Commuting	30,746.20 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	513.70 *Metric Tons of CO2 Equivalent*

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

Office paper

A copy of the most recent GHG emissions inventory:

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Currently there are no GHG emissions reduction initiatives in place, but the creation of a GHG emissions inventory will kickstart the tracking capabilities of the University, which can support and influence the University in creating reduction goals.

Outdoor Air Quality

Score	Responsible Party
0.50 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

At this time Saint Louis University has not as an institution adopted a formal policy regarding outdoor air quality. However, in partnership with Clean Air St. Louis, Facilities Services has installed 14 "No Idling" signs on campus as part of an initiative to improve the air quality of the St. Louis area.

Additionally, Saint Louis University provides a number of alternative transportation options for campus users, including free shuttle and van rental services, access to public transportation (such as Metro Bus and Metro Link light rail services), and carpool matching through a partnership with RideFinders, the St. Louis regional rideshare program sponsored by Citizen's for Modern Transit (CMT). For more information, please visit:
https://www.slu.edu/facilities-services

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

No

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

This inaugural GHG emissions inventory was completed in-house by Facilities Services' Sustainability & Benchmarking department using CarbonMAP, a web-based college campus carbon calculator was used to complete a greenhouse gas inventory.

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	4.43 *Tons*
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

SLU does not have a formal policy in place regarding outdoor air quality (OAQ). However, the University continues to enforce the no idling policy, which is made known to campus users by the installation of 14 "No Idling" signs. The University continues to encourage and provide alternative transportation options to limit the amount of single car rides to and from campus.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is

available:

https://www.slu.edu/facilities-services

Buildings

Points Claimed	1.00
Points Available	8.00

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 / 4.00
Building Design and Construction	0.00 / 3.00
Indoor Air Quality	1.00 / 1.00

Building Operations and Maintenance

Score	Responsible Party
0.00 / 4.00	**Dan Goodman** Director Facilities Management

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

At this time no formal sustainable building operations and maintenance guidelines or policy documentation is available. However, Facilities Management provides stewardship of campus resources through an integrated approach to planning, thereby enhancing a physical environment that is sustainable and conducive to the diverse characteristics of the University's mission of teaching, research and community service. In providing this service, we balance all aspects of facilities services, including program fulfillment, efficient use of physical and financial resources, attention to long and short term maintenance and operational costs, quality of space and materials, compliance with life-safety codes, and adherence to established policies and guidelines.

Our goal is to provide an attractive and functional environment that will serve as a resource in attracting and retaining quality students, faculty and staff.

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

Building Design and Construction

Score	Responsible Party
0.00 / 3.00	**David Florek** Director Facilities Planning & Construction

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Submission Note:

Currently no formal green building guidelines or policy documentation is available. However, Facilities Planning & Construction is committed to creating a campus that maintains the historical integrity of campus buildings and work closely with University administration to ensure capital projects and departmental requests efficiently serve the University’s long-range goals.

The department aims to promote sustainability through conservation of resources, increased efficiency, and reduction of waste generated. To that end, an integrated design approach is utilized during the early stages of planning for cost avoidance. Some standards used in projects include: adaptive reuse of existing structures, provision of alternative transportation options, installation of cool roofs to reduce heat island effect, low flow plumbing fixtures, efficient lighting (LED and CFL fixtures), occupancy sensors and/or dimming systems, variable frequency drives (VFDs), window tinting, building management system (Johnson Controls Metasys), water line insulation, water bottle filling stations, C&D waste recycling, eco-friendly carpet tile, carbon dioxide sensors, and natural lighting techniques.

In addition, SLU's medical center campus does feature the Doisy Research Center, which was awarded LEED NC Final Certification in June 2007. It is a state-of-the-art research facility equipped with an energy-efficient heating and cooling system and furnished with

recycled steel, concrete, carpeting, and materials from rapidly renewable sources such as bamboo and cork. The facility also includes a green roof; bike racks, showers, and locker rooms for people who ride their bicycles to work.

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

Indoor Air Quality

Score	Responsible Party
1.00 / 1.00	**Dan Goodman** Director Facilities Management

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

Submission Note:

Facilities Management and the Office of Environmental Health & Safety work together to ensure that proper air quality is maintained in all campus buildings. Occupants may submit all indoor air quality concerns (IAQ) through our FAMIS service work order request system.

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

7,554,573 *Square Feet*

Gross floor area of building space:

7,554,573 *Square Feet*

A brief description of the institution's indoor air quality program(s):

SLU has recently documented process for handling indoor air quality (IAQ) concerns. Previously, IAQ issues were fielded collaboratively by Facilities Management (FM) and the Office of Environmental Health and Safety (EHS), with FM responsible for operational and maintenance issues and EHS responsible for chemical/ biological hazards. There is a guide online posted on the Facilities Services website which instructs campus users on what to do for IAQ concerns and which department to contact. Most non-immediate concerns will be entered into our FAMIS service work order request system. Instructions on how to use this are posted in the IAQ document. On the website, people can also find educational information about IAQ and causes/remediation of issues.

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

Dining Services

Points Claimed	1.33
Points Available	7.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

Credit	Points
Food and Beverage Purchasing	0.33 / 4.00
Low Impact Dining	1.00 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
0.33 / 4.00	**Evelyn Shields-Benford** Director of Business & Auxiliary Services Student Development

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

• Local and community-based

And/or

• Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

8.27

A copy of an inventory, list or sample of sustainable food and beverage purchases:

Stars Invoice 1.pdf

An inventory, list or sample of sustainable food and beverage purchases:

A sample of the types of items that Aramark purchases locally is attached.

Also, Fresh Gatherings Cafe sources the following locally sourced and/or sustainably produced items and all paper goods are compostable using the brand Greenware:
Plates, 6"
Plates, 9"
Soup cups, 8 oz
Soup cups, 16 oz
Soup lids, 8 oz
Soup lids, 16 oz
Clamshells, paper, small
Clamshells, paper, large
Cups, cold, parfait, 12 oz
Cups, cold, 14 oz
Cups, hot, 12 oz
Cups, hot, 16 oz
Lids, cold, w/ straw hole, 14 oz
Lids, cold, no straw hole, 12 oz
Lids, hot
Parfait inserts
Grab n' go 4-compartment containers
Lids, grab n' go 4-compartment containers
Forks, black
Knives, black
Spoons, black
Gloves, small
Gloves, medium
Gloves, large
Plastic wrap, 18"
Foil, extra heavy, 18"
Coffee filters
Coffee/tea wooden stirrers
Express napkins

Handy wacks, small
Parchment, full sheets
Sandwich bags w/ lip
Register tape, 3.1/8(80MM) 1part therm 200" 3/10
Brown bags, kraft #12
Baguette bags
Straws, jumbo
Onions, yellow
Onions, red
Potatoes, Russet
Carrots
Apples
Salad greens
Tomatoes
Cucumbers
Bell peppers
Eggs, whole, fresh
Milk, skim
Milk, 2%
Milk, whole
Cream, heavy
Turkey, deli
Ham, deli
Roast beef, deli
Bacon
Summer sausage
Rice, brown
Rice, white
Almonds, sliced
Pecans, whole
Walnuts, whole
Peanut butter
Honey
Whole wheat, sliced
White, sliced
Rye, sliced

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions

food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

Fresh Gatherings sources from the following farmers, vendors, and/or local businesses:
3 Girls and a Tractor
Bellows Creek
Benne's
Berger Bluff
Braeutigan Orchards
Billy Goat
Blue Heron Orchard
Buttonwood
Double Star
Edgar Farms Premium Beef
Elixer
Fox River Dairy
Garden Basket (Trout)
G&W Sausage
Glazer's
Hosco
Kern
Kruse Gardens
Lee Farms
Martin Rice
Mast Produce and Bakery
Missouri Honey
Missouri Legacy Beef
Mound city
Mueller farm
Ozark Forest Mushroom
Ozark Mountain Creamery
Schuberts
St. Isidore
Thies
Todd Geisert farms
Companion Bakery
Blueprint Coffee
Mississippi Mud Coffee
Bru Tea

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

Aramark makes buying locally-grown and third-party certified foods a high priority. Current goals include working to ensure that as much local, seasonal produce as possible given economic feasibility and abundance is captured. Milk is purchased from local farms

year-round. Aramark serves cage-free shell eggs in catering, residential, and retail locations, and coffee served in residential and retail dining locations are from local companies.

Fresh Gatherings Café in Saint Louis University's Doisy College of Health Sciences is operated by the Department of Nutrition and Dietetics.

Our mission is to be a leader in sustainable food service while providing exceptional education-based experiences. We are committed to supporting local farmers in our community who use sustainable farming practices. Our menu explores new flavors and emphasizes local products sourced at the peak of freshness, serving them when they taste best. As part of our commitment to sustainability, we operate an organic farm on campus with a comprehensive composting program. By integrating the Department of Nutrition and Dietetics undergraduate and graduate student practicum experiences and dietetic internship rotations in the café with chefs committed to sustainable food systems, we create an environment that fosters unique experiences for student development and professional growth.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Velocity reports from Aramark's Dining Services' internal accounting system as well as reports from vendors are used to determine sustainable food and beverage purchases. Fresh Gatherings currently utilizes internal tracking to determine sustainable food and beverage purchases.

Total annual food and beverage expenditures:

2,232,066.60 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	Yes
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

Low Impact Dining

Score	Responsible Party
1.00 / 3.00	**Evelyn Shields-Benford** Director of Business & Auxiliary Services Student Development

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

  Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

  And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

Source for students to view menu utilizing Just4U® signage to see vegetarian/vegan options:

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

35.40

A brief description of the methodology used to track/inventory expenditures on animal products:

Velocity reports from Aramark's Dining Services' internal accounting system as well as reports from vendors are used to determine sustainable food and beverage purchases.

Fresh Gatherings Cafe uses an informal internal tracking system through invoices.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

At Fresh Gatherings, vegan and vegetarian options and gluten-free alternatives are available during every meal. The entire menu is designed to feature local and sustainable foods and vegetarian foods receive equal billing. There are 52 weekly menus designed to reflect seasonal availability; each menu features meat and meat free choices in entrees, soups and side dishes equally. All soup and salad bar options are coded to indicate whether they are Vegetarian (V), Locally Sourced (L) and/or Gluten-Free (GF). We market our daily menu options via an email to the Doisy College of Health Sciences community, by posting it on the Fresh Gatherings Facebook page, and by writing it on our chalkboard menu.

Aramark locations: Vegan and vegetarian options are available throughout the all-you-care to eat dining hall facilities, with a designated station highlighting the option(s) at lunch and dinner. These options are distinguished using Just4U(R) nutrition highlight message leafs signage.

A salad bar, which including fresh fruit, is also provided at lunch and dinner. "Greens to Go" propriety brand promotes salads as a healthy lunch alternative. At P.O.D market locations throughout the campus, students can also use Flex dollars to purchase soy milk, fresh produce, and a variety of other Grab n' Go, a local vendor, vegan, vegetarian, and other healthy meal/snacking options. Flex dollars can also be spent at national chain brands locations that offer vegan/vegetarian options (e.g. Panera, Einstein Bagels). Students may also view online menus for vegan, vegetarian and other healthier options. Campus dining program (DineSLU) nutritionist is available on campus to help verify information.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

One of the dining venues on campus, Fresh Gatherings Cafe, offers fresh and seasonal produce as well as a meat and meatless alternative entree at each breakfast and lunch service. Other venues on campus where meal swipes or flex dollars are accepted offer at least one meatless alternative meal option at serviced meal times. In addition, as of the 2014-2015 school year, Fresh Gatherings began a deli program to produce our own smoked turkey and roast beef in-house.

Annual dining services expenditures on food:

1,111,022.29 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

504,025.59 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

24,303.12 *US/Canadian $*

Energy

Points Claimed 1.77

Points Available 10.00

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

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

Credit	Points
Building Energy Consumption	1.77 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	Responsible Party
1.77 / 6.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

For v1.0, we reported the total GSF that Facilities manages but have since realized that we should have reported the utility GSF, which is the more detailed metric. For v1.2, we have updated the baseline to reflect the utility GSF total.

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

Total building energy consumption, all sources:

	Performance Year	Baseline Year
Total building energy consumption	766,262 *MMBtu*	712,415 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	401,548 *MMBtu*	386,628 *MMBtu*
District steam/hot water	64,749 *MMBtu*	61,203 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	7,554,573 *Gross Square Feet*	7,651,755 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	408,652 *Square Feet*
Healthcare space	65,299 *Square Feet*
Other energy intensive space	

Degree days, performance year::

	Degree Days
Heating degree days	4,944
Cooling degree days	1,920

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

A brief description of when and why the building energy consumption baseline was adopted:

A 2013 baseline was established based on goals set forth by the University to reduce energy consumption consumption (BTU/GSF) by 20% by 2020 over the 2013 baseline year. Therefore, data and knowledge about initiatives occurring between these time periods can be reported, which may influence fluctuations in energy consumption.

A brief description of any building temperature standards employed by the institution:

Saint Louis University has a standard temperature set point of 72°F all year.

The University uses Metasys, a Johnson Controls system, for building automation and control. The system is configured to enable night setbacks as well as unoccupied and local operation of remote buildings. Based on scheduling needs for a particular building or zone, this system turns air handlers and pumps on and off. Building occupancy needs are determined by academic, event, research, and administrative users for each building or zone.

A brief description of any light emitting diode (LED) lighting employed by the institution:

Large multipurpose banquet rooms and common areas are the primary target for LED retrofits.

LED lighting is being to being installed in many of the following areas: wall mounted exterior lights, chandeliers, private offices, banquet rooms, track lighting, exit signs, and parking lots.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Dual technology lighting sensors using infrared and ultrasonic detection have been installed and are used to control lighting in most classrooms, conference rooms, and restrooms.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

The Nutrition & Dietetic garden utilizes ground-source heat to provide the warmth needed throughout the winter season, extending the growing season and learning opportunities through the garden to tables program.

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

Retro-commissioning has been performed on several buildings in the past years including but not limited to the Allied Health Building and Morrissey Hall.

A strategic action team, under the Division of Facilities Services, Energy & Utilities Strategies, has recommended three buildings for retro-commissioning for the 2014-2015 fiscal year.

A brief description of any energy metering and management systems employed by the institution:

Building sub-metering is an ongoing pursuit on campus, SLU utilizes the emon-dmon sub-metering technology to monitor ongoing building energy consumption.

Facilities Services is in the process of implementing the FAMIS Utilities module which will allow for a more complete and concise collection of SLU's utility data. This will provide Facilities Services a better opportunity to analyze the utility data and make more effective energy-related decisions.

Saint Louis University uses Metasys for building automation and control. The system has been configured to enable night setbacks as well as unoccupied and centralized operation of remote buildings. This Johnson Controls system is used to turn air handlers and pumps on and off according to the scheduling needs for a particular building or zone within a building. Building occupancy needs are determined by academic, event, research, and administrative users for each building or zone. The equipment schedules are optimized to prevent unnecessary run-time.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

Facilities Management is committed to replacing all appliances with Energy Star rated equipment.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

As part of the construction of SLU’s Doisy Research Center in 2008, approximately 7,200 square feet of vegetative roof was installed on the 212,000 square foot building. The roof is an extensive system (4”) and is planted with five (5) varieties of sedum. These varieties were chosen based on their survival capacity and adaptability to a vegetative roof environment in the Midwest (Missouri) climate. This installation helps reduce the effects of heat islands.

For all new flat roofs on campus, the University uses white roofing materials. Experiments are being conducted to evaluate what materials are the best for the application and cost effective.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

In 2010, Vending Miser equipment was installed on vending machines to manage lighting and compressor cooling cycles. The local electric utility supplier, Ameren MO, awarded SLU with an incentive rebate of $10,500 for the purchase and installation 105 units installed on refrigerated soda vending machines. This installation is estimated to save $10,229 annually by reducing energy usage by 157,000 kWh each year.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

In 2014, Facilities Services' Energy and Utilities Strategies Action Team established an energy reduction goal for the University that was endorsed by SLU's Sustainability Advisory Council. The established goal is to reduce the University's Energy Intensity (BTU/GSF) by 20% by 2020, over the 2013 baseline year.

In addition, the University signed 25x20 Energy Benchmarking Pledge launched by the High Performance Building Initiative, which is coordinated by the St. Louis Regional Chamber and U.S. Green Building Council - Missouri Gateway Chapter. This pledge aligns with the University's goal for energy reduction, as well as, the City of St. Louis' goal to reduce greenhouse gas emissions by 25% by 2020

Clean and Renewable Energy

Score	Responsible Party
0.00 / 4.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

Submission Note:

SLU finalized a leasing option to strategically place solar powered panels on 6 designated buildings around campus through an Ameren rebate incentive program The University plans to have panels installed at the approved locations prior to February 27, 2015.

SLU is investigating a leasing option to strategically place solar panels on additional designated buildings around campus, optimizing the ability to utilize state-rebates. Facilities Services submitted a thirteen applications this past year to secure the approvals necessary for placing solar powered panels on buildings around campus through an Ameren rebate incentive program. The University plans to have the approved locations installed during the 2014-2015 fiscal year.

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

Grounds

Points Claimed	1.00
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
Landscape Management	1.00 / 2.00
Biodiversity	0.00 / 1.00 This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following: • Legally protected areas (e.g. IUCN Category I-VI) • Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) • Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) • Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study. Close

Landscape Management

Score	Responsible Party
1.00 / 2.00	**Jeff Macko** Director Grounds

Criteria

Institution’s grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	271 *Acres*
Footprint of the institution's buildings	40.23 *Acres*
Area of undeveloped land, excluding any protected areas	175.77 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	55 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

IMP 2014.pdf

The IPM plan :

The IPM plan will utilize all methods of pest control, which may include modifying cultural practices, monitoring for pest populations, mechanical and biological control, and the judicious use of pesticides.

The IPM plan is intended to cover all developed turf, landscaping, and ornamental areas of the St. Louis physical campus. This plan excludes all vacant properties, teaching gardens/orchards, and sports field turf areas.

A brief summary of the institution's approach to sustainable landscape management:

Saint Louis University Grounds Department utilizes on-site yard waste compost, organic fertilizers and automated irrigation to maintain the beauty of the urban campus that we are recognized for having. Extreme care is taken to meet the expectations of the campus community to live, work and play in this urban oasis.

Saint Louis University's Grounds department implemented an IPM plan that covers 55 acres of the campus landscape. The plan covers all methods of pest control and specifies that the preferable methods, when needed, should be the least toxic and damaging to the grounds.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Saint Louis University has a social obligation to preserve and conserve our valuable natural landscape resources. We believe a beautiful campus environment assists in the overall experience for our students, faculty, and staff. This keen awareness of our impact on the campus community helps define our sustainability practices. Consequently, the Grounds department emphasizes native plant installation on all new projects. This practice was implemented on July 1, 2010. The target goal for native plant material on each new project is 50%.

Perennial flower beds on campus feature a variety of native plants that include: Purple Coneflower, Carex, Heliopsis, Blazing Star, Bee Balm, Turtlehead and Rudbeckia. Other types of native plants used on campus include: Blue Wild Indigo, Aster, Coreopsis, Purple Coneflower, Rattlesnake Master, Wild Bergamot, Yellow Gray Coneflower, Goldenrod and Golden Alexander.

In accordance with the IPM plan, visual monthly inspections for Chinch bug, sod webworm, billbug and/or other destructive turf pests will be conducted. Application of insecticides to turf areas will be limited in an effort to preserve populations of beneficial insects and nematodes. Widespread application of broadleaf herbicides will not be performed unless weed species have invaded greater than 10% of the entire turf area. Spot application may be done on small areas on a needed basis. Pesticides for turf disease will only be performed if evidence of disease has been found and significant areas (10-15% of the total turf area) of permanent damage are found. To preserve beneficial & predatory insects, pesticides will be applied only on an as needed basis, meaning more than 10% damage or defoliation to ornamental plants. Priority will be given to those pesticides having the lowest toxicity and whenever possible, biological pest control – predatory insects, beneficial nematodes, and microbial pesticides - will be used. Insect and disease resistant plant varieties will be selected for planting in any flowerbed and/or formal landscaping areas.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

Beginning on July 1, 2010 the Saint Louis University Grounds department implemented a composting and mulching practice which includes all landscaping waste including but not limited to grass, leaves, and other landscape related debris. This practice has led to an 85% reduction in disposal and landfill fees over previous fiscal years. In FY14, approximately 188 tons of yard waste was composted on site.

Difficult to compost items, such as tree stumps, are transported by Waste Management to the Milam landfill. There the yard waste is put through a composting process that allows them to use it for an additive to the soil cover. It helps prevent erosion and is great for growing grass in sandy soils at the site. In FY14, approximately 21 tons of yard waste was hauled away for composting.

A brief description of the institution's organic soils management practices:

Organic fertilizers are used in flower beds and athletic fields. We make four applications of fertilizer a year, of which 3 are organic.

In accordance with the IPM plan, soil samples will be collected prior to application of any fertilizer or pesticides. Annual soil samples will also be taken to assess soil fertility & pH. Proper soil pH & fertility will help to prevent many turf-grass diseases & promote plant vigor, thereby reducing the occurrence of insect and weed invasions. Amendments will be made to the soil as recommended by the soil analysis reports.

When practical, organic fertilizers will be used, otherwise, fertilizer with 50% slow release nitrogen shall be used. Grass clippings will remain on turf wherever possible and allowed to degrade to help increase soil organic matter and promote beneficial earthworm activity.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

SLU's Grounds department makes use of the on-site yard waste compost to fertilize campus grounds in a closed loop fashion, using approximately 188 tons this past year.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

n/a

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Saint Louis University recognizes the impact of snow and ice removal on the grounds and therefore follows a detailed policy for snow and ice removal operations. This policy includes designated areas for snow storage to minimize salt runoff, information on acceptable de-icing materials to be used on campus and detailed breakdown of snow removal routes that minimize fuel consumption. Additionally, calcium applications are applied in early winter and late spring along all turf and landscape areas to help remove salt from the soil profile.

A brief description of any certified and/or protected areas:

The campus at Saint Louis University is located in the middle of a metropolitan city. Due to the nature of campus being urban, there are no available sites such as national parks, wilderness areas, community conserved areas, and nature reserves.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

Yes

Biodiversity

Score	Responsible Party
0.00 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.

Close

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

  And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

Submission Note:

Currently no formal assessments or policies related to biodiversity are available. However, Saint Louis University offers a number of degree programs in conservation, biology, biodiversity, environmental science, sustainability, etc., with which the opportunities for

campus projects are immense. This is an area that will be fruitful in planning for the future.

However, in November 2014, Saint Louis University planted approximately 300 sq. ft. of flower beds for the initiative broken into 3 beds. Two flower beds are located in front of Shannon Hall and one is just west of Macelwane Hall. All gardens are located in the Koenig Plaza area on campus. Plants installed included: 15 Purple Coneflowers, 15 Orange Coneflowers, 15 Goldenrods, 15 Bee Balm/Bergamots, 15 Asters, and 15 Whorled Milkweed, Common Milkweed, Swamp/Marsh Milkweed, and Butterfly Weed. All plants installed were part of the approved monarch mix plant list provided by the City of Saint Louis.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

No

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

No

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

No

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

A brief description of identified species, habitats and/or environmentally sensitive areas:

In St. Louis, on Earth Day 2014, Mayor Slay launched a program of the City's Urban Vitality & Ecology Initiative, designed to foster the connection between people and natural resources. Milkweeds for Monarchs: The St. Louis Butterfly Project is an effort that will advance elements of the City of St. Louis Sustainability Plan and a priority in the Mayor's Sustainability Action Agenda by helping connect people to urban nature. Mayor Slay pledged that the City would plant 50 monarch gardens, and challenged the community to plant an additional 200 monarch gardens to celebrate our 250th birthday.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

In November 2014, Saint Louis University planted approximately 300 sq. ft. of flower beds for the initiative broken into 3 beds. Two flower beds are located in front of Shannon Hall and one is just west of Macelwane Hall. All gardens are located in the Koenig Plaza area on campus. Plants installed included: 15 Purple Coneflowers, 15 Orange Coneflowers, 15 Goldenrods, 15 Bee Balm/Bergamots, 15 Asters, and 15 Whorled Milkweed, Common Milkweed, Swamp/Marsh Milkweed, and Butterfly Weed. All plants installed were part of the approved monarch mix plant list provided by the City of Saint Louis

Purchasing

Points Claimed	1.94
Points Available	6.00

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
Electronics Purchasing	0.90 / 1.00
Cleaning Products Purchasing	0.67 / 1.00
Office Paper Purchasing	0.12 / 1.00
Inclusive and Local Purchasing	0.25 / 1.00
Life Cycle Cost Analysis	0.00 / 1.00
Guidelines for Business Partners	0.00 / 1.00

Electronics Purchasing

Score	Responsible Party
0.90 / 1.00	**Jake Prange** Contract Management Specialist Business Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

This data is for FY14 (July 1, 2013 - June 30, 2014).

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

SLU works in collaboration with CDWG to select standards for our technology environment that helps to ensure that all computers and monitors are EPEAT Gold or Silver certified.

The Electronic Product Environmental Assessment Tool, or EPEAT, is an on-line tool designed to help institutional purchasers select and compare computer desktops, laptops and monitors based on their environmental attributes.

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

Technology purchases are routed to Information Technology Services to confirm standards prior to purchasing technology equipment in order to ensure that SLU and EPEAT standards are observed.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	809,467.47 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

928,381.18 *US/Canadian $*

Cleaning Products Purchasing

Score	Responsible Party
0.67 / 1.00	**Jeff Macko** Director Grounds

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

Attached

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

A very limited number of SLU staff members are authorized to purchase cleaning chemicals and these individuals are aware of the University's preference for green chemicals. Our contract specifies green chemicals and associated pricing. These chemicals were selected based on efficacy and our goal to be as green as possible. Custodial Services is actively involved in using Green Seal certified products, with the aim of increasing the amount of certified products over time.

The following is a list of green cleaning product vendors used on campus: Claire Manufacturing, Diversey, GOJO industries, PITT Plastics, SCA, and GP.

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

266,986.76 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

472,725.04 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological (“green”) cleaning program?:

Yes

A brief description of the institution’s low-impact, ecological cleaning program:

Custodial Services has partnered with Diversey/Sealed Air to implement the Healthy High Performance Cleaning program (products, tools and procedures). Because of this program,10 buildings on campus have received GreenGuard Certification (Montelone Hall, Learning Resource Center, Schwitalla Hall, Pius XII Memorial Library, Busch Student Center, DuBourg Hall, McDonnell Douglas Hall, Wool Center). The GreenGuard program, overseen by the GreenGuard Environmental Institute, is an indoor air quality certification that incorporates the Standard for Cleaning Products and Systems. Certification can only be obtained if the cleaning products used in the building have met the strict criteria for chemical emissions limits. Building audits are done to ensure that the cleaning products, training and systems are being utilized appropriately and effectively.

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

Green Cleaning Submitted to STARS.pdf

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

Section 6.1 specifies using cleaning products that meet Green Seal standard GS-37 or products with low-volatile organic compounds (VOC) whenever applicable

Office Paper Purchasing

Score	Responsible Party
0.12 / 1.00	**Jake Prange** Contract Management Specialist Business Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

No formal paper purchasing policy, directive, or guidelines is currently available; however, SLU is working integrating sustainable practices in this area. We support the use of environmentally and socially preferable products wherever possible through the balance of economic feasibility and environmental responsibility. We recommend using services and companies with strong commitments to sustainability. Additionally, we communicate our purchasing recommendations online (example: "Printer and copier paper that's 30-100% recycled content")

https://www.slu.edu/facilities-services

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

No

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

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 Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	12,057.17 *US/Canadian $*
50-69 percent	1,586.25 *US/Canadian $*
70-89 percent (or FSC Mix label)	33,630.04 *US/Canadian $*
90-100 percent (or FSC Recycled label)	5,671.10 *US/Canadian $*

Total expenditures on office paper :

248,131.81 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

https://www.slu.edu/facilities-services

Inclusive and Local Purchasing

Score	Responsible Party
0.25 / 1.00	**Jake Prange** Contract Management Specialist Business Services

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

All Requests for Proposal at SLU encourage disadvantaged vendors to bid and encourage bidders to use disadvantaged subcontractors. Saint Louis University is a member of the St. Louis Minority Business Council and strives to include disadvantaged vendors on preferred vendor lists.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

Life Cycle Cost Analysis

Score	Responsible Party
0.00 / 1.00	**Jake Prange** Contract Management Specialist Business Services

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Submission Note:

At this time no formal documentation is available with regard to the use of LCCA in purchasing evaluation. However, one of Business Services primary responsibilities is to apply principles of value analysis to the purchasing process in order to obtain the best quality for the price and delivery within the desired time frame. They continue to work closely with various schools and departments to proactively negotiate new contracts that have generated substantial cost savings across the University. Initiatives to achieve cost effectiveness and provide tactical price structures with strategic vendor partners have succeeded and have been realized campus-wide. New initiatives and further cost-reduction opportunities will continue to be examined to effectively address the University's growing needs.

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

Guidelines for Business Partners

Score	Responsible Party
0.00 / 1.00	**Jake Prange** Contract Management Specialist Business Services

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

Submission Note:

Currently there is no formal policy or guideline documentation available with regard to the business partners. However, the goal of Purchasing is to ensure that reliable, qualified, ethical and financially sound vendors are utilized for all purchases and services. We support efforts to maintain a mutually beneficial and open working relationship with suppliers and contractors.

When considering new vendors, a rigorous research effort is undertaken to make sure the company is reputable and will serve in the best interest of the institution. An ongoing analysis of existing vendors is also performed to ensure Saint Louis University is continually receiving the utmost customer service levels and pricing benefits.

We include language in our RFPs that states the University will consider the ability, capacity, and skill of bidder to provide the services required; as well as the bidder's:

Character
Integrity
Reputation
Judgment
Experience

When business is sent out to bid we evaluate how competitors stack up against each other in terms of social and environmental responsibility. We meet with preferred vendors regularly to evaluate performance, communicate expectations and foster continuous improvement.

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

Transportation

Points Claimed	3.22
Points Available	7.00

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	0.01 / 1.00
Student Commute Modal Split	1.16 / 2.00
Employee Commute Modal Split	0.42 / 2.00
Support for Sustainable Transportation	1.63 / 2.00

Campus Fleet

Score	Responsible Party
0.01 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

Submission Note:

No formal policy is currently in place with regards to alternative fuel and power technology in SLU's motorized fleet. Fleet vehicle management and purchasing at the University is decentralized. In 2014, Facilities Services began including formal verbiage for alternative fuel/"green" options in the request for proposal process which is a standard part of the vehicle procurement process. These options are now formally considered in the fleet vehicle rotation that occurs annually.

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

Total number of vehicles in the institution’s fleet :

71

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The University evaluates all vehicles and ensures the utmost efficiency is selected when purchasing new vehicles.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Score	Responsible Party
1.16 / 2.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

58

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	42
Walk, bicycle, or use other non-motorized means	46.50
Vanpool or carpool	6.60
Take a campus shuttle or public transportation	4.70
Use a motorcycle, scooter or moped	0.20

A brief description of the method(s) used to gather data about student commuting:

An Alternative Transportation Committee was created out of the Sustainability Advisory Council and assisted with the development of questions for a transportation survey. The survey was created by the Department of Sustainability and Benchmarking (S&B) and released for a two week period beginning mid-November 2014. The survey was divided by on and off campus residents to gauge commuting modes and then further divided by student, faculty, or staff. The survey was advertised through social media, campus NewsLink articles

and website posting, email, and signage around campus. Data was analyzed by the Department of S&B.

Employee Commute Modal Split

Score	Responsible Party
0.42 / 2.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

2.7% of employees telecommute for 50% or more of their regular work hours based results: 20 of 744 who responded to telecommute question (Q31) on transportation survey

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

Total percentage of the institution's employees that use more sustainable commuting options:

20.80

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	79.20
Walk, bicycle, or use other non-motorized means	4.80
Vanpool or carpool	8.30
Take a campus shuttle or public transportation	7.20

Use a motorcycle, scooter or moped	0.50
Telecommute for 50 percent or more of their regular work hours	2.70

A brief description of the method(s) used to gather data about employee commuting:

An Alternative Transportation Committee was created out of the Sustainability Advisory Council and assisted with the development of questions for a transportation survey. The survey was created by the Department of Sustainability and Benchmarking (S&B) and released for a two week period beginning mid-November 2014. The survey was divided by on and off campus residents to gauge commuting modes and then further divided by student, faculty, or staff. The survey was advertised through social media, campus NewsLink articles and website posting, email, and signage around campus. Data was analyzed by the Department of S&B.

Support for Sustainable Transportation

Score	Responsible Party
1.63 / 2.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

  And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The Doisy Research Center is just one facility that offers bike racks, showers and locker rooms for people who ride their bicycles to work. In addition, the shower facilities can be utilized by bicycle commuters at both the Simon Recreation Center and the Salus Fitness Center

Secure bike racks are located in both parking garages, Olive and Laclede on the Frost Campus.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

All residence halls have short-term bicycle racks located outside each building. Many other buildings on campus also have bicycle racks available for use. More location on campus are added each year due to increases in bike usage. Long term bike storage is not available on SLU's campus.

At the downtown campus, a bike storage program is available to those that purchase a subscription. Big Shark offers day-use passes, bicycle valet, lock rentals for bicycles and lockers, and bicycle storage.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Although SLU does not have a bike accommodation policy, SLU has made every effort to connect students and create a unified campus that is a more pedestrian friendly campus. This can be seen through consolidating parcels and vacating streets, adding dedicated bike lanes on Grand Ave, etc. Streets formerly owned and operated by the City of St. Louis are now maintained and used as walkways for

students.

The new grand bridge connects the Frost and Medical Center via larger walkways, dedicated bike lanes traveling north and south and a new updated MetroLink station. The MetroLink station connects SLU students via light rail or bus transportation.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Students are currently working on a Billikens on Bikes program to supply free bike sharing to SLU students, which is projected to begin Spring 2015.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Although we are not certified as a Bike Friendly University, the University makes strides annually to increase the bike friendliness of campus. In the Summer of 2013, the City of St. Louis and SLU partnered to create dedicated bike lanes in both directions via Grand Blvd. These dedicated lanes created a continuous connection between the Frost and Medical Center campuses.

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The Department of Transportation Services is responsible for coordinating and overseeing the SLU Van Service, the Billiken Shuttle Service, and the Parks CAS shuttle. The university also provides a weekend shuttle service that supports those students who would like to visit other parts of St. Louis with stops at local grocery stores, the mall, and other shopping venues and attractions.

Metro Passes are sold to students, faculty, and staff on campus. Full-time employees can purchase the passes on a pre-tax basis through payroll deduction through Metro's "Partial Expense Reduction for Commuters Transit Benefit Program," or PERC. Students may also purchase passes at a discounted student rate through Parking and Card Services.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

The University partners with organizations in the community that offer GRT, like RideFinders and CMT. Both organizations offer GRT to those that sign up through their service. SLU manages and promotes the use of the GRT program through new employee and student orientations.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Saint Louis University partners with RideFinders, the St. Louis regional rideshare program sponsored by Citizen's for Modern Transit (CMT). The organization provides people with the resources and connections for carpooling. Faculty, students, and staff can register through the SLU online partner program site to either find a new match or add members to an existing carpool.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

Transportation Services has researched many different car sharing programs administered by commercial car sharing companies, i.e. Zip Car or Enterprise. Multiple questions were included in the transportation survey to gauge the interest of a car sharing program for SLU. The Alternative Transportation Committee will be exploring survey responses and will begin developing a plan for moving forward on transportation options of most interest to the campus community. In the mean time, Transportation Services offers a van sharing rental program. Transportation Services coordinates the rental of University vans to assist the transportation needs of faculty, staff, students and University sanctioned organizations conducting official University business.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Vehicle recharging stations are currently unavailable to the SLU community on campus, but we continue to monitor the applicability and interest in this service. A question about the interest in electric car charging stations was asked in the transportation survey and will receive additional consideration as responses are analyzed and discussed.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?: Yes

A brief description of the telecommuting program:

Telecommuting is an option available to employees. It is contingent upon the employee's job requirements and governed at the department level.

Billiken Secure Connect is a Virtual Private Network (VPN) service that provides users secure remote access to network resources on SLU Net. The service is available to all faculty and staff.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

While most campuses and departments have established standard business hours, these schedules vary throughout the University, depending upon the services provided. Many are finding that flexible work schedules help them provide better service to their clients without incurring the expense of overtime. More employees can be scheduled to work during peak activity periods while fewer employees are scheduled for non-peak hours. This scheduling process is workable for routine weekly operations or seasonal operational requirements.

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

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

In an effort to contribute to the revitalization of the immediate University neighborhood and assist its employees in the pursuit of home ownership, Saint Louis University seeks to provide a housing benefit to its employees through the Hometown SLU program. The goal of the Hometown SLU is to provide three benefits for University employees: home ownership education, special lender offers, and a forgivable loan program. The close proximity of these homes to campus makes it easy for employees to walk or bike to work.

Hometown SLU provides up to $5,000 in assistance that can be used for the down payment and/or approved closing costs to qualified Saint Louis University employees. Employees need not be a first-time home buyer. Eligible properties are all close to campus.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Saint Louis University offers numerous options in traveling to and around campus. SLU options range from the Billiken Shuttle Service, dedicated bike lanes, and the SLU Ride Program. SLU also has partnered with a number of organizations to provide transportation services to the SLU community including; RideFinders, Trailnet, Citizens for Modern Transit (CMT), and Metro.

Waste

Points Claimed	3.95
Points Available	10.00

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 Minimization	1.28 / 5.00
Waste Diversion	0.87 / 3.00
Construction and Demolition Waste Diversion	0.80 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score	Responsible Party
1.28 / 5.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	511 *Tons*	408 *Tons*
Materials composted	215 *Tons*	203 *Tons*
Materials reused, donated or re-sold	196 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	2,265 *Tons*	2,520 *Tons*

Figures needed to determine "Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	3,868	3,517
Number of residential employees	20	21
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,919	10,992
Full-time equivalent of employees	5,292	5,083
Full-time equivalent of distance education students	1,282	416

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2008	June 30, 2009

A brief description of when and why the waste generation baseline was adopted:

The baseline was established due to the implementation of single-stream recycling on campus. FY09 was the year prior to implementation of the program, therefore that year was adopted as the University's baseline. Some user facts could not be located, so a 0 was placed in that field (even though the value may not be a 0, the data was unavailable to report).

A brief description of any (non-food) waste audits employed by the institution:

Waste audits have been occurring more frequently due to a graduate student practicum project. This practicum is focused on the behavioral analysis of recycling behavior and why the SLU community recycles and landfills certain items. Regular audits are performed in landfill and recycling bins on campus. A program called Adopt-A-Spot was also employed during the 2014 RecycleMania competition to audit and award areas on campus that have excelled in the clean collection of single-stream recycling materials.

A brief description of any institutional procurement policies designed to prevent waste:

Although Saint Louis University does not have a policy regarding waste prevention, efforts are made to reduce the amount of waste on campus. The University has signed a contract with Xerox for managed print solutions in order to reduce the amount of paper and reduce energy demand by centralizing printing and removing individual desk-side printers. Other waste reduction activities included in this initiative include, but not limited to default settings of double sided printing, reduction in paper usage and reduction in toner waste.

Custodial Services purchases bulk products through our supplier for cleaning chemicals and paper products. Concentrated chemicals are ordered in bulk and distributed through a process of refilling bottles when empty in lieu of purchasing bottles and disposing of them when empty.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Distribution Services serves as the primary receiving center and distributes parcels to all University departments. This department coordinates the re-use of University furniture. Any surplus of furniture on campus can be stored at Earhart Hall. Departments on SLU's campus can tour the storage facility and select from furniture available on site for a reduced rate.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Saint Louis University ceased printing both undergraduate and graduate course catalogs. Both are now available online as searchable PDF files. The last printed Undergraduate Catalog was the 2005-2007 Undergraduate Catalog. Saint Louis University utilizes Banner Self-Service to publish our catalog of courses, provide access to additional course information and to register online.

The University also utilizes Google apps to share documents between colleagues in order to promote dialogue, collaboration, and reduce printing.

A brief description of any limits on paper and ink consumption employed by the institution:

Saint Louis University limits printing by requiring students to use "Billiken Bucks" to pay for all copy and print jobs at a cost of 10 cents per page). This applies to documents printed from shared workstations in computer labs as well as from students' personal computers to one of the networked printers on campus. In order to be able to print from their personal computers, students must install the printer drivers and Pharos print management software.

The University has signed a contract with Xerox for managed print solutions in order to reduce the amount of paper and reduce energy demand by centralizing printing and removing individual desk-side printers. Other waste reduction activities in this initiative include, but not limited to default settings of double sided printing, reduction in paper usage and reduction in toner waste.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

In support of Saint Louis University's commitment to sustainability and the environment, the Center for Service and Community Engagement along with Facilities Services and Housing and Residence Life conducts the Trash To Treasure campaign.

At the end of each semester, donation tents are set-up outside of residence halls, where students can donate gently used furniture, clothing, electronics or appliances that they do not wish to bring home. New food and toiletry donations are also accepted.

Instead of being thrown out, all goods and materials are donated to community organizations such as Salvation Army, Campus Kitchen, the Dream Center, and other non-profits who then distribute them to those in need.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Saint Louis University is active in trying to limit the total number of disposable water bottles used on campus. Many campus facilities have water bottle filling stations, encouraging the campus community in the use of reusable water bottles.

The University also employs many strategies in order to minimize the amount of toner cartridges directed towards the landfill. Facilities Services partners with the CFK (Cartridges for Kids) program to collect student’s printer cartridges and small electronic devices. CFK boxes are stationed in all residence halls on campus. Offices are encouraged to utilize their vendor’s toner recycling process, including SLU’s new contractor for printing services, Xerox.

e-reduction/ink-and-toner-cartridges

A brief description of any food waste audits employed by the institution:

DineSLU Sustainability hosted "Weigh the Waste" food audits throughout the fall semester in various dining service locations. Food left on plates, which are normally thrown away, is collected and weighed to raise awareness surrounding consumer level food waste.

Fun games and prizes were available. Amelia Fisher, DineSLU Sustainability coordinator, was present to answer questions about the steps that students, faculty, and staff could take to reduce the amount of food that they waste.

Each semester, at least one food waste audit is conducted in the residential dining halls. During these "Weigh the Waste" events, all plates are scraped and the food waste is weighed and recorded at 15 minute intervals. The information is then posted so students can learn more about food waste. There is also a game that students can participate in during the event, where they estimate how much post-consumer food waste is generated during the lunch period. Information and facts about food waste are also distributed to generate awareness.The most recent Weigh the Waste event took place during lunch on November 21st, and there will be more Weigh the Waste events in February, March, and April during the Spring semester. These audits are a chance to identify source reduction strategies, identify waste stream contamination reduction opportunities, lower costs and develop educational programming.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Aramark has implemented trayless dining in the resident dining halls on SLU’s campus. Eliminating trays is in line with Aramark’s overall Corporate Social Responsibility strategy, and it is what our customers have come to expect. The benefits of going trayless are not only environmental, but economic and humanitarian as well. Going trayless enables us to better allocate our resources while helping the environment and addressing the current food crisis. Aramark also trains employees to prepare food in ways that reduce food waste, and this practice is monitored through the Food Management Program. Preconsumer waste is collected in buckets and analyzed with staff to ensure proper trimming, thus reducing unnecessary waste.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

During the Waste Audits, post-consumer food waste is tracked using a poster, which remains in the residential dining hall locations so that students will be prompted to think about waste during their meal. Weigh the Waste aims to raise awareness of post-consumer food waste for students and to track a downward trend in post-consumer food waste from event to event and semester to semester. The frequency of the waste audits are increased in the spring semester to gather more data and to reach more students. Marketing materials are being developed that translate the food waste into facts and figures that students can better understand. For example, during November Weigh the Waste, each person generated 0.2 lbs of post-consumer food waste, which equals 20 lbs of food waste per person per month. 20 lbs of food waste equates to the weight of a car tire. The amount wasted could feed 5 people for a day. All of this information will be distributed to students through marketing and social media. Hydration stations are offered in residential dining locations across the Saint Louis University campus. In addition to the traditional filtered water station, residential dining will also offer infused water stations, with water flavored by produce such as cucumbers and oranges, etc. on a daily basis.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

In an effort to reduce disposable packaging at its source, Aramark commits to implementing a reusuables program whenever possible. Reusable to go containers, cups,and mugs offer customers a hands-on opportunity to lighten their personal footprint and make a positive impact on their environment. Aramark's reusable water bottles have been very popular on campus. In an effort to reduce impact on the environment, Aramark offers reusable ecoClamshell containers to encourage patrons to forgo disposable containers. The sustainable ecoClamshell program allows students to purchase a reusable container for a one-time fee of $5 at either Griesdieck or Reinert Dining Hall. Participants may use the container to take their meals to go, and exchange their used container for a clean one at the next meal.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Aramark provides reusable service ware, including plates, cups and silverware, for all "dine in" cafeterias. Napkins are made of 100% recycled content. To-go containers are compostable and recyclable. Fresh Gatherings purchases napkins made of 100%, non-bleached recycled content. Used napkins are incorporated into the compost operation. All food at Fresh Gatherings is served on fully compostable plates, cups, bowls, etc. Beverage cups are compostable (both hot and cold). The garden program utilizes seven compost tumblers, one large industrial sized tumbler and a vermiculture system for management of both pre- and post-consumer food waste.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Starting in January, there will be a 30 cent discount on refills on reusable drink containers. Aramark already offers a reusable water bottle, and now will be offering a hot liquid mug and cold liquid mug in several locations across campus.

Fresh Gatherings has a reusable insulated mug for sale at cost. Customer can fill at the "refill" price, which is $0.99 for any size reusable mug up to 32oz.

A brief description of other dining services waste minimization programs and initiatives:

Aramark implements educational programming in the area of waste stream management to further draw attention to waste diversion and the potential impact of taking small steps on campus. Programming and collaboration with Saint Louis University will and has included events for Sustainability Week, Earth Week, RecycleMania and America Recycles Day. Aramark also partners with Campus Kitchen, a food recovery organization, in Reinert Dining Hall.

Waste Diversion

Score	Responsible Party
0.87 / 3.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The beginning of 2015 marked the 5th year of participation in RecycleMania for Saint Louis University. Increased efforts were made to communicate recycling initiatives to the campus community. Usage of banners, digital media, internal contests, etc were employed.

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

Materials diverted from the solid waste landfill or incinerator:

922 *Tons*

Materials disposed in a solid waste landfill or incinerator :

2,265 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Saint Louis University is devoted to diverting waste from landfills. SLU introduced single-stream recycling in the Fall of 2009, and since then has seen a steady increase in recycling on campus. However, as Saint Louis University progresses in the pursuit of creating a more sustainable campus environment, the need to develop a fresh comprehensive recycling plan became evident. To help make access to recycling easier and universal, Facilities obtained recycling receptacles for exterior use and placed them in strategic locations throughout campus during the fall of 2012. In addition, Facilities developed numerous educational tools for single-stream recycling such as

brochures, presentations, signage, and magnets. The division is currently working on updating the signage and placement of bins inside campus buildings to help enhance the program and provide consistency in signage. Ultimately, these improvements should help SLU to achieve a recycling rate of 30%.

By the end of 2012, both SLU campuses received an upgrade through the installation of blue exterior single-stream recycling bins. These new blue exterior recycling bins have been paired with the existing black "landfill" cans along walkways and near buildings all over campus. This infrastructure upgrade offers many more opportunities to the campus community to increase their recycling efforts.

Additionally, presentations covering SLU's refreshed recycling program has reached over 2,000 staff, faculty and student groups in order to increase awareness. Not to mention, annual training is performed to reeducated custodial staff and grounds workers on SLU's recycling program. Custodial staff now use blue recycling liners to differentiate recycling from trash, demonstrating visibly their actions to the campus community wile instilling confidence in the program and reducing confusion and contamination rates.

A brief description of any food donation programs employed by the institution:

The Campus Kitchens Project is a student-run service organization that turns unused food from campus cafeterias into nourishing meals for underserved members of the community. Each year Saint Louis University delivers thousands of meals and snacks to organizations such as the Salvation Army Family Haven, Blumeyer Community Center, the Ronald McDonald House, Council Tower, and other organizations identified by the St. Louis Food Bank and other referring agencies. Saint Louis University is listed as a member school on the Campus Kitchens Project website with the following description:

"SLU takes excess food from campus dining facilities (e.g. Fresh Gatherings), grocery stores, catering companies, and other organizations and turns it into healthy meals for hungry individuals in the community immediately surrounding the University campus. SLU creates and delivers over 500 meals a week for 300 clients. In addition to providing food, Campus Kitchen volunteers use the food deliveries as an opportunity to offer fellowship to our clients, many of whom are homebound and do not have much contact with the outside world. The kitchen also runs several educational programs, including nutritional education and employment training classes for those hoping to break into the culinary field."

A brief description of any pre-consumer food waste composting program employed by the institution:

Food waste at Fresh Gatherings is collected pre- and post- consumer which is used and composted on site. The compost is used in the garden ran by the Nutrition & Dietetics program on the Medical Center.

A brief description of any post-consumer food waste composting program employed by the institution:

All food at Fresh Gatherings is served on fully compostable plates, cups, bowls, etc. Beverage cups are compostable (both hot and cold). The garden program utilizes seven compost tumblers, one large industrial sized tumbler, and a vermiculture system for management of both pre- and post-consumer food waste.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No

Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	---
Tires	---

Other materials that the institution includes in its waste diversion efforts:

Books, Shoes

Construction and Demolition Waste Diversion

Score	Responsible Party
0.80 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

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*

Construction and demolition materials recycled, donated, or otherwise recovered:

616.86 *Tons*

Construction and demolition materials landfilled or incinerated :

155.41 *Tons*

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

The Division of Facilities Services has made a concentrated effort this past year to measure and track construction and demolition materials. In each new project that is managed by the Facilities Planning & Construction and Construction Services departments, waste streams are carefully considered in order to maximize the opportunity to divert materials from the landfill. Waste Management's DART tool assists the University in tracking this information.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	**Renee Knoll** Chemical Hygiene Officer Environmental Health and Safety

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

"Recommendations and options to minimize initial generation of hazardous waste are noted in section 14 of the University Chemical Hygiene Plan and are reviewed as needed during training sessions and routine laboratory inspections.

Facilities Services has a partnership with a nationally certified electronics recycling vendor to provide as needed removal of electronic waste and conducts at least one annual recycling drive on campus. The electronic waste information is posted on the Facilities Services website.

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

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

Yes

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

Saint Louis University Office of Environmental Health and Safety has taken steps to reduce hazardous waste in research and teaching laboratories. Some xylene and ethanol liquid wastes are currently being recycled and reused in the cytology and dermatology laboratories. The Environmental Health and Safety website provides users of ethidium bromide various options to neutralize and/or filter ethidium bromide for drain disposal. The chemistry teaching laboratories continue to work towards micro scale use of chemicals versus the previous macro scale use and working to reduce the use of mercury thermometers on campus.

The Saint Louis University Facilities Management Department has switched all fluorescent lighting ballast to electronic ballast. We use digital electronic thermostats instead of mercury containing thermostats. SLU uses rechargeable batteries when ever possible and have replaced old EXIT light luminaries with LED units with compact battery units as opposed to lead acid units. The Facilities Management Department has increased the use of LED, fluorescent and compact fluorescent lamps all over campus to reduce the number of lamps going to universal waste each year.

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

Saint Louis University Office of Environmental Health and Safety collects and packages hazardous and non-hazardous chemical waste from research and teaching laboratories for proper disposal per EPA and Missouri DNR regulations. This chemical waste is transported to and disposed of by licensed chemical waste treatment and disposal facilities.

Universal waste generated by the Saint Louis University Facilities Management Department is collected, handled, stored and shipped in accordance with EPA guidelines. Waste Management-Lamp Tracker is our preferred vendor for handling of all Universal waste generated by Facilities Management.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No significant hazardous material releases or incidents have occurred in the previous three years. Only small, controlled incidental spills requiring minimal clean-up have occurred within laboratory spaces.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The University operates a small chemical redistribution program to reduce chemical waste on campus. The surplus consists of any unwanted, but usable chemicals that can be redistributed to other research, teaching and clinical laboratories.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Saint Louis University is dedicated to keeping hazardous materials from entering landfills. To do so, Facilities Services has developed a partnership with Midwest Recycling Center (MRC), a nationally certified electronics recycling hauler. Collections occur year round in order to efficiently collect and dispose of e-waste materials. A space is provided at Earhart Hall for the storage of larger recyclable items. In addition, Facilities Services offers an "anything with a cord" annual recycling drive that is open to the entire campus and St. Louis community to dispose of broken/unwanted electronics, appliances, etc. in a more environmentally friendly manner.

MRC provides Saint Louis University with a Certificate of Proper Recycling, which documents what materials transferred ownership at each pickup.

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

Saint Louis University has partnered with Midwest Recycling Center, an R2 nationally certified recycling hauler, to manage recycling of appliances and bulk electronics for the campus community.

For institutional equipment, Clarity Micro picks up e-waste at various campus locations. Equipment that cannot be resold goes directly to the Dcal facility in St. Louis. Dcal is a computer-recycling center that is registered with both the EPA and the State of Missouri Department of Natural Resources and meets all their respective requirements.

Dcal's St. Louis location has a 57,000 square foot facility which features a large shredder for computer, hard drives, and other electronic components. They also disassemble CRT and Computer monitors and the leaded glass is sent to a smelter for proper disposal.

Water

Points Claimed 4.04

Points Available 5.00

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

<table>
<tr><th>Credit</th><th>Points</th></tr>
<tr><td>Water Use</td><td>3.04 / 2.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:
<table>
<tr><th>Physical Risk QUANTITY</th><th>Points Available For Each Part</th><th>Total Available Points For This Credit</th></tr>
<tr><td>Low Risk</td><td>■</td><td>2</td></tr>
<tr><td>Low to Medium Risk</td><td>1</td><td>3</td></tr>
<tr><td>Medium to High Risk</td><td>1■</td><td>4</td></tr>
<tr><td>High Risk</td><td>1■</td><td>5</td></tr>
<tr><td>Extremely High Risk</td><td>2</td><td>6</td></tr>
</table>
Close</td></tr>
<tr><td>Rainwater Management</td><td>1.00 / 2.00</td></tr>
<tr><td>Wastewater Management</td><td>0.00 / 1.00</td></tr>
</table>

Water Use

Score

3.04 / 2.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Close

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:

Unfortunately, the data entered for STARS v1.0 1,923,241 gallons water consumption was reported in error. Water consumption for FY10 was 2,598,649 gallons.

Our reporting has gotten much more detailed and increased in accuracy over the past few years, especially as it pertains to data surrounding sustainability.

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

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	293,037,976 *Gallons*	348,066,092 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	293,037,976 *Gallons*	348,066,092 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,868	3,843
Number of residential employees	20	17
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,919	12,222
Full-time equivalent of employees	5,292	5,217
Full-time equivalent of distance education students	1,282	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	5,902,428 *Square Feet*	5,559,419 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	267 *Acres*	265 *Acres*

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

A brief description of when and why the water use baseline was adopted:

A 2013 baseline was established based on goals set forth by the University to reduce water consumption (gallons/campus acre) by 20% by 2020 over the 2013 baseline year. Therefore, data and knowledge about initiatives occurring between these time periods can be reported which may influence fluctuations in water consumption.

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Rainworks stormwater management garden, also known as Best Management Practices (BMP) garden installed in 2014, contains three 50 gallon rain barrels with an overflow option. These are used for drip irrigation to water the surrounding plants.

A brief description of any water metering and management systems employed by the institution:

Facilities Services tracks and records consumption data across individual building and groups of buildings.

Individual metered building data is provided by the local utility provider. Saint Louis University is in the process of sub-metering more individual buildings in order to collect and analyze data on building clusters. For example, some individually metered buildings include Doisy Research Center, Il Monastero Banquette Center, Litteken Hall (office building), and Beracha Hall (a classroom facility).

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Use of auto-flow/auto-flush valves are determined on a project-by-project basis.

Low flow plumbing fixtures, low flow valves or aerators are installed on existing fixtures whenever possible.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Facilities Planning & Construction standard for manual bathroom faucets meet EPA WaterSense criteria and the automatic faucets meet CALGreen (California Green Building Code) criteria.

Standard washers on campus have a 3.6 Water Factor based on EPA Energy Star. The lower the Water Factor the more efficient the washer.

Standard dishwashers available in some student housing are 19% better than US Federal Standards (5 gallons/cycle). This model uses 4.07 gallons/cycle.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Rainworks stormwater management garden, also known as BMP (Best Management Practice) garden, was installed in April 2014 outside Busch Student Center in an area prone to erosion and flooding. The garden affected 5,800 square feet of impervious surface and is estimated to redirect 13,000 cubic feet of water from the combined sewer system. The BMP garden includes 3 rain barrels, 2 biorentention areas and a pervious path.

As part of the construction of SLU's Doisy Research Center in 2008, approximately 7,200 square feet of vegetative roof was installed on the 212,000 square foot building. The roof is an extensive system (4") and is planted with five (5) varieties of sedum. These varieties were chosen based on their survival capacity and adaptability to a vegetative roof environment in the Midwest (Missouri) climate.

In addition, Grounds Services uses more sustainable grasses, like Fescue, in new installations. Fescue grasses are drought tolerant, require less fertilizer, develop a deep root system and are more heat resistant. This type of grass also requires less chemical application to treat and maintain. New Installations include: Medical Center Recreation Stadium, Chaifetz Arena, Education Union, & Doisy Research Center.

A brief description of any weather-informed irrigation technologies employed by the institution:

All irrigation systems separate turf zones from shrub and perennial zones to eliminate unnecessary and wasteful watering. SLU also utilizes a central control irrigation management system to help reduce water usage.

SLU utilizes RainBird's Maxicom2 Multi-Site Central Controls Systems on campus. This system monitors local weather data including evapotranspiration rates to determine if irrigation is required. The Maxicom2 system also employs four rain cans to monitor daily rainfall and suspend or cancel irrigation based on predetermined thresholds.

A brief description of other water conservation and efficiency strategies employed by the institution:

Facilities Services has been investigating partnership with Parks College of Aviation and Engineering to evaluate the possibilities of water conservation. One particular project under investigation is the collection of rainwater runoff from one of the University's parking garages which could be used to fill the nearby man-made ponds located on campus.

The University also utilizes the installation of water saving technologies; low-flow faucets, shower heads, urinals and toilets.

Rainwater Management

Score	Responsible Party
1.00 / 2.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

Submission Note:

Rainwater management is an aspect that is a work in progress for us and we will continue to increase implementation of best practices in this area going forward. No formal policy or standard is currently available.

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Practices present on campus include: native landscaping and native plantings in new construction areas, rain barrel collection, permeable pavers and pervious paths, extensive green roof, bio-retention areas and rain gardens.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

None currently available

A brief description of any rainwater harvesting employed by the institution:

The Rainworks Stormwater garden (BPM) installed in 2014 contains three 50 gallon rain barrels with an overflow option. These are used for drip irrigation to water the surrounding plants.

We do not currently have meters attached to the rain barrels at the BPM garden to collect this data, but it is estimated to divert 7,473 cubic feet of water from this project from the storm drains.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Rainworks stormwater management garden (BPM), installed in April 2014, was designed with two biorentention areas surrounding two inlets to the combined sewer system for the area with underdrains installed. The areas were designed to capture water with a maximum ponding depth of 10 inches with a filter bed to attenuate, filter, and infiltrate water.

A brief description of any living or vegetated roofs on campus:

As part of the construction of SLU's Doisy Research Center, approximately 7,200 square feet of vegetation was installed on the building. This "green roof" is an extensive system (4") and is planted with five (5) varieties of sedum. These varieties were chosen based on their survivability in a vegetative roof environment.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Honeycomb grass paver systems, installed at both the Medical Center Recreation Complex and the Doisy Research Center, services parking for emergency and service vehicles.

Rainworks stormwater management garden (BPM), installed in 2014, utilized flagstone to create a pervious path in the high traffic location covering a total area of 250 square feet.

A brief description of any downspout disconnection employed by the institution:

Rainworks Stormwater Management Garden (BPM), installed in April 2014, employs the use of rain barrels attached to three downspouts of the covered walkway in the area. Prior to implementation, 4 downspouts existed that extended to just off the ground. It was determined that one of the downspouts could be closed off and the other three were connected to rain barrels that have an overflow option. In the winter, the rain barrels are removed and the downspouts are extended so that the water is released, splashes onto the concrete pads and the overflow pipe is capped.

A brief description of any rain gardens on campus:

Rainworks stormwater management garden (BPM), installed in April 2014, utilizes 3 rain barrels, 2 biorentional areas, and a pervious path in an area of campus that has been prone to flooding and erosion. The entire area affected by the garden is 2,585 square feet and it is estimated to divert 7,473 cubic feet of water from the combined sewer system. Native plants that were known to aid in stormwater management were utilized in the project.

A native wildflower garden was also planted between Beracha and Fusz Halls which utilizes pervious stone pavers for walking paths, creating a method of diverting water from an over saturated location of campus.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Rainworks stormwater management garden (BPM), installed in April 2014, was designed with two biorentention areas surrounding two inlets to the combined sewer system for the area with underdrains installed. The areas were designed to capture water with a maximum ponding depth of 10 inches with a filter bed (75 square feet) to attenuate, filter, and infiltrate water. Each area has a total storage of 350 cubic feet of water.

A brief description of any bioswales on campus (vegetated, compost or stone):

N/A

A brief description of any other rainwater management technologies or strategies employed by the institution:

Wastewater Management

Score	Responsible Party
0.00 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

Submission Note:

Although Saint Louis University does not have a plan developed regarding wastewater, the University focuses on the ability to reduce the amount of water consumption through other water reduction initiatives.

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

Planning & Administration

Coordination, Planning & Governance

Points Claimed	7.00
Points Available	8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The University formed a Sustainability Advisory Council (SAC) in the summer of 2011. The committee is co-chaired by the Vice President of Facilities Services and the Director of the Center for Sustainability. The University also employs a department of Sustainability & Benchmarking primarily focused on operational programs and initiatives which includes a Director, Project Analyst, & 2 Graduate Assistant - Sustainability Coordinators. The department not only focuses on sustainability aspects for the Division of Facilities Services, but also coordinates benchmarking activities for the division.

Does the institution have at least one sustainability committee?:

Yes

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

The SLU Sustainability Advisory Council, reporting to senior administration, serves as a resource and advisory capacity to SLU campus units as sustainability is more fully integrated into academic, administrative and operational practices. The Council is charged with supporting the Center for Sustainability in the development and implementation of a comprehensive strategic plan for sustainability at

Saint Louis University in accordance with the University's Strategic Plan.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Vice President Facilities Services (FS) (Co-Chair) – Kathleen Brady, Chief Sustainability Officer
Director – Center for Sustainability (Co-Chair) – John Woolschlager
Vice President ITS – David Hakanson
Vice President Mission & Ministry – Fr. Paul Stark
Associate VP Graduate Education – Diana Carlin
Associate VP Academic Planning & Budgeting – Stacey Harrington
Associate VP Service Operations (FS) – Chris Regan
Director Financial Planning & Budget – Brianne Burcke
Manager of Business Services – Jennelle James
Associate VP Community Relations – Peg Weathers
Associate VP – Events Services – Ed Kidd
Assistant VP Marketing/Communications – Clayton Berry
Assistant VP Development – Sheila Manion
Campus Dining – Aramark: Jeffery Marshall, Mark Cromley
Student Development – Mona Hicks
Director Sustainability & Benchmarking (FS) – Brandon Verhoff
Project Analysts FS - Caeden Sweet
Student Government Association (SGA): Mary Murphy, Kat Carroll
Graduate Student-Sustainability – Sarah Burke, Amy Hargis
Staff Advisory Council (SAC): Jeanne Young (Med. Campus), Cyn Wise (Frost Campus)
Faculty Senate: Lynda Morrison (Med. Campus), Doug Williams (Frost Campus)

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Center for Sustainability is the academic, research, and community engagement institute for sustainability at Saint Louis University. It employees four full-time staff members and four full-time faculty members.

Service Operations is a functional/business unit in the Facilities Services division that oversees the operational, financial and administrative services of seven departments, including Sustainability & Benchmarking. Service Operations also provides oversight and

direction regarding strategic planning for the division, including a concentrated area of sustainability. It employs a one full-time director, one full-time project analyst, & 2 Graduate Assistant - Sustainability Coordinators.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

6.30

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Brandon Verhoff, Director of Sustainability & Benchmarking and John Woolschlager, Director of the Center for Sustainability

A brief description of each sustainability officer position:

Brandon Verhoff serves are the inaugural Director of Sustainability & Benchmarking. Brandon manages the process of identifying, prioritizing and tracking the Division of Facilities Services' sustainability related initiatives which may include, but are not limited to SLU’s recycling program, waste reduction efforts, alternative transportation, and energy/water initiatives. Brandon also directs the department on assessment and communication tools to report and inform on operational effectiveness, which includes the division of Facilities Services quarterly dashboard report, Sightlines report, AASHE STARS reporting tool and year end reports on campus sustainability and Facilities Services.

The Director of the Center for Sustainability is responsible for the academic, research, and community engagement functions of sustainability. The Center also employs two graduate assistants to aid them in their efforts.

The Sustainability Advisory Council currently assists both of these divisions.

Sustainability Planning

Score	Responsible Party
3.00 / 4.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	No	No
Buildings	No	No
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	No	No
Purchasing	No	No
Transportation	No	No
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	No	No
Investment	No	No

Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

The Center for Sustainability develops and executes graduate-level academic programs focused on sustainability. The faculty assembly meets monthly to review curriculum and propose changes. Additionally, in 2014 the Center established an official advisory board with sub-committees focused on sustainability, urban planning and development, and geographic information systems (the three core graduate programs housed in the Center). Center faculty and staff meet with advisory board members three times per year to discuss strategic academic and administrative initiatives, including curriculum development. We solicit input from our advisory board members to help develop a sustainability curriculum that prepares students to address "real world" sustainability-related challenges across multiple disciplines and industries.

Specific plans for advancing sustainability curriculum in academic year 2015-2016 include:

- Launch the Master of Science in Geographic Information Science
- Launch the PhD in Integrated and Applied Sciences (IAS) with a a concentration in Sustainability
- Conduct a comprehensive review of the Urban Planning and Development and propose updates in preparation for possible accreditation

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

MS in GIS/ARS
- Obtain approval from the Graduate Academic Affairs Committee (GAAC) - completed November 2014
- Obtain approval from the Council of Academic Deans and Directors (CADD) - targeted for February 2015
- Obtain final Academic VP approvals - targeted for February 2015
- Obtain approval from the Board of Trustees (if needed) - targeted for February 2015
- Launch program web pages - targeted for February 2015
- Promote program through website, direct marketing campaigns, and events from February 2015 onward
- Enroll first class in August 2015
- Metrics: Enrollment numbers and revenue, student survey ratings, faculty evaluation ratings, job placement numbers

PhD in Integrated and Applied Sciences (IAS) with a a concentration in Sustainability
- The Center has altered its original plan to develop its own Ph.D. program in Sustainability. In order to streamline the development and approval process, the Center is working to develop a sustainability concentration (track) in the existing Integrated and Applied Sciences (IAS) doctoral program. The timeframes for approval are to be determined. The anticipated launch date for the Ph.D. in IAS with Sustainability is Fall 2015
- Metrics: - Metrics: Enrollment numbers and revenue, student survey ratings, faculty evaluation ratings, job placement numbers

Accountable parties, offices or departments for the Curriculum plan(s):

Department: Center for Sustainability
Director: John Woolschlager
Endowed Chair: Thomas Crawford

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

To further the mission of creating a more sustainable world through interdisciplinary education, research, and community engagement, the Center for Sustainability offers financial support to Saint Louis University faculty members for externally funded, sustainability-related research and community development projects.

The Center for Sustainability hired Thomas Crawford as the Banpu Endowed Chair in July 2014 who is focusing on GIS-focused research and leading the Center's new masters degree in GIS slated to start in Fall 2015

The Center will continue to offer the Research Innovation Fund to support faculty members' externally funded, sustainability-focused research.

New in 2015 the Center will offer a Community Development Fund to support Saint Loius University faculty members' community engagement efforts

The measurable objectives, strategies and timeframes included in the Research plan(s):

Endowed Chair was hired in July of 2014

Endowed Chair's Metrics for Success

- Increase in research grant funding for Sustainability research
- Increase in donations for scholarship funds and student support
- Increase in number of students and faculty involved in sustainability research
- Develop the Master of Science program in Geographic Information Systems along with associated research opportunities in GIS and Advanced Remote Sensing

Sustainability Research and Community Development Fund Objectives:
- Number of research grants awarded
- Total amount of internal awards
- Total amount of external funding attracted through internal grants

Accountable parties, offices or departments for the Research plan(s):

Department: Center for Sustainability
Director: John Woolschlager
Endowed Chair: Thomas Crawford
Grants Administrator: Robert McNair

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Center for Sustainability was founded to advance academic programming, research, and engagement in sustainability. Engagement efforts focus on the university community and beyond. The Center and the department of Sustainability & Benchmarking will continue to participate in existing programs while looking for opportunities to expand. Campus engagement activities supported by these units

include: Recyclemania, Trash to Treasure Move Out Program, Center for Sustainability Speaker Series, Ameren Sustainability Speaker Series in Partnership with the John Cook School of Business, the Service Leadership Program and Sustainability Business Certificate, Five Rights FC Local Sustainable Soccer, and Annual National Sustainability Conference. The necessity of increasing communication to promote these activities to the campus community through internal media and advertising channels is of high priority.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

- Percent of people involved in sustainability initiatives on and off campus
- Percent increase in enrollment attributable to internal/external communication campaign
- Growth in the number of partnerships with on campus organizations as well as academic partnerships (research, curriculum expansion)
- Creation and dissemination of monthly e-newsletter
- Percent increase of students active on Center social media networks (Facebook, LinkedIn, Twitter, Blog) and who subscribe to monthly e-newsletter
- Hiring of a full-time technology marketing coordinator

Accountable parties, offices or departments for the Campus Engagement plan(s):

Department: Center for Sustainability
Director: John Woolschlager, Ph.D.
Assistant Director: David Webb

Department: Sustainability & Benchmarking
Director: Brandon Verhoff, MBA

A brief description of the plan(s) to advance Public Engagement around sustainability:

Beyond campus, SLU has been active participants and supporters of numerous community organizations and initiatives. Examples include the St. Louis Chamber's Green Business Challenge, the St. Louis Earth Day Sustainability Symposium and Festival, St. Louis Business Expo, EarthDance Farms Internship Program, as well as numerous speaking engagements to educate community groups and businesses on sustainability. SLU continues to participate in these activities while looking for additional opportunities as we grow. As with the on-campus initiatives, focus on an integrated marketing strategy to increase awareness of these initiatives and opportunities throughout the region is of high priority.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

-Percent increase in community partners (individuals and organizations) involved in sustainability-related events sponsored by the Center/University
-Percent increase in enrollment in sustainability-focused academic programs attributable external communication campaigns
-Creation and dissemination of monthly e-newsletter
-Percent increase in social media traffic (Facebook, LinkedIn, Twitter, Blog) from external sources (non SLU user IDs), including subscriptions to monthly newsletter

Accountable parties, offices or departments for the Public Engagement plan(s):

Department: Center for Sustainability
Director: John Woolschlager
Assistant Director: David Webb

A brief description of the plan(s) to advance sustainability in Air and Climate:

N/A

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

N/A

Accountable parties, offices or departments for the Air and Climate plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Buildings:

N/A

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

N/A

Accountable parties, offices or departments for the Buildings plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Aramark has already achieved the goal of having cage-free shell eggs by 2014 and is diverting 100 percent of their fryer oil waste. Aramark has pledged to increase the level of sustainable food offerings, increase local food by 5% annually, purchase solely from sustainable seafood sources by 2018 and will eliminate purchasing pork bred using gestation crates by 2017.
Aramark currently has a partnership with Monterey Bay Aquarium Seafood Watch.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Aramark has already achieved the goal of having cage-free shell eggs by 2014. Aramark is diverting 100 percent of our fryer oil waste. Aramark will increase the level of sustainable food offerings and has set a goal of increasing local food by 5% annually. Other goals include purchasing solely from sustainable seafood sources by 2018 and pork raised without the use of gestation crates by 2017.
Aramark has pledged to increasing their level of sustainable food offerings. Aramark has converted to cage-free shell eggs. By the end of 2017, Aramark will eliminate purchasing pork bred using gestation crates. Already, Aramark has a partnership with Monterey Bay

Aquarium Seafood Watch.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Evelyn Shields
Director of Business Administration for Student Development

Jeff Marshall
General Manager for Aramark at Saint Louis University

A brief description of the plan(s) to advance sustainability in Energy:

SLU is committed to reducing its energy and water consumption on campus. Facilities Services has a strategic initiative aimed at Environmental Resource Optimization. Described as "We will maintain and conserve natural resources, protect our environment and do so in a sustainable manner through actions that will enhance environmental quality." Facilities Services' Energy and Utilities Strategies Action Team devoted to the planning and implementing strategies finalized reduction goals for energy and water consumption on campus which was endorsed by SLU's Sustainability Advisory Council.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

An aggressive goal of a 20% reduction in energy intensity (BTU per gross square feet) by 2020 over a 2013 baseline equal to a reduction of over 25,000 BTUs per gross square feet.

Accountable parties, offices or departments for the Energy plan(s):

Facilities Services
Brandon Verhoff
Director of Sustainability & Benchmarking

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

We intend to start including language in the RFP documentation referencing the university's sustainability initiatives. There is also additional information that is disseminated out to the university community through the sustainability department in order to increase awareness.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

N/A

Accountable parties, offices or departments for the Purchasing plan(s):

Jacob Prange
Contract Management Specialist
Business Services

A brief description of the plan(s) to advance sustainability in Transportation:

N/A

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

N/A

Accountable parties, offices or departments for the Transportation plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Waste:

Facilities Services has a strategic initiative aimed at Environmental Resource Optimization. Described as "We will maintain and conserve natural resources, protect our environment and do so in a sustainable manner through actions that will enhance environmental quality."

The measurable objectives, strategies and timeframes included in the Waste plan(s):

To achieve a 30% waste diversion rate, according to the STARS definition by June 30, 2014

Accountable parties, offices or departments for the Waste plan(s):

Facilities Services
Jeff Macko
Director of Grounds & Custodial Services

A brief description of the plan(s) to advance sustainability in Water:

SLU is committed to reducing its energy and water consumption on campus. Facilities Services has a strategic initiative aimed at Environmental Resource Optimization. Described as "We will maintain and conserve natural resources, protect our environment and do so in a sustainable manner through actions that will enhance environmental quality." Facilities Services' Energy and Utilities Strategies Action Team devoted to the planning and implementing strategies finalized reduction goals for energy and water consumption on campus which was endorsed by SLU's Sustainability Advisory Council.

The measurable objectives, strategies and timeframes included in the Water plan(s):

A goal of a 20% reduction in potable water consumption (gallons per campus acre) by 2020 over a 2013 baseline equating to a reduction of over 250,000 gallons per campus acre.

Accountable parties, offices or departments for the Water plan(s):

Facilities Services
Brandon Verhoff
Director of Sustainability & Benchmarking

A brief description of the plan(s) to advance Diversity and Affordability:

The 2013-15 Saint Louis University Enrollment Diversity Plan addresses the necessity for sustained initiatives in order to create a more diverse student body and is intended to emphasize the importance of documenting planning initiatives, targeted communication and outreach, benchmarking, assessment and professional development for staff and faculty as SLU strives to achieve its established student population targets. The plan describes the strategies and measures that will be taken, and success will be evidenced in the inquiries, applications, enrollments and retention and graduation rates of our undergraduate students.
As part of the University's overall planning and effectiveness effort, the University embraced the creation of a Strategic Enrollment Management (SEM) Plan to bring together campus resources that focus on enrollment and student success. SLU's SEM plan is intended to provide a more comprehensive approach to integrating all of the University's programs, practices, policies and planning related to achieving the optimal recruitment, retention and graduation of our students. Specifically, the SEM plan was designed to help develop and implement strategies that will support enrollment plans such as diversity in order to increase interest and applications among first generation, international, low-income military and veteran students, out-of-state students and underrepresented minority (URM) students. Using the University's overarching SEM plan as its underpinning, the Enrollment Diversity Plan aims to create a diverse student body that more richly enhances the educational experience of students at Saint Louis University.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

The 2013-15 Saint Louis University Enrollment Diversity Plan addresses the implementation of new initiatives and supports existing activities focused around inclusion, supporting the recruitment and retention efforts of underserved and unrepresented students and building partnerships with stakeholders within and outside the University who have made diversity a priority. Measurable objectives include expanding geographic reach, balancing the distribution of academic majors to optimize current service and teaching capacities, increasing the number of graduates with global experience, improve participation in study/travel abroad and visiting student programs, expanding transfer student programs and building a representative socio-economic/ethnic/racial student population and achieve enrollments similar to the college-bound population in primary student markets.

Strategies to achieve these objectives include increasing undergraduate and graduate recruitment activities; enhancing need-based student financial aid for veteran and low income students; increasing financial aid literacy and outreach activities, creating targeted communication to generate interest from first-generation, military and veteran and underrepresented minority students and to build awareness of, and affinity for, Saint Louis University through campus-based K-12 outreach, college readiness and enrichment programs. As outlined in Saint Louis University's SEM Plan, it is the institution's goal to achieve these objectives in the 2018-19 academic year to coincide with the University's bicentennial year.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The Division of Enrollment and Retention Management and the President's Diversity Council

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

N/A

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

N/A

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources
Elisabeth King
Benefits Manager

A brief description of the plan(s) to advance sustainability in Investment:

N/A

The measurable objectives, strategies and timeframes included in the Investment plan(s):

N/A

Accountable parties, offices or departments for the Investment plan(s):

Business & Finance
Gary Whitworth
Chief Investment Officer

A brief description of the plan(s) to advance sustainability in other areas:

N/A

The measurable objectives, strategies and timeframes included in the other plan(s):

N/A

Accountable parties, offices or departments for the other plan(s):

N/A

The institution’s definition of sustainability:

Sustainability Advisory Council's Statement of Purpose (approved Summer 2013): SLUstainablity complements the Mission of Saint Louis University by promoting a campus community that engages in decision making based on the dimensions of social justice, environmental stewardship, and economic accountability. SLUstainability supports, values, and practices these dimensions to ensure that current and future generations have the opportunity to thrive.
Vision Elements established include: innovation, engagement, solidarity, conservation, and efficiency.

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:

N/A

Governance

Score	Responsible Party
3.00 / 3.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

By election or appointment to the appropriate role in Student Government Association, Student Bar Association, Graduate Student Association, Residence Hall Association, Commuter Student Association and others.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The election process occurs in the spring semester with appointment of unfilled seats in the fall. The Senate was restructured last year to create a more inclusive body that includes representatives from our Diversity Leadership Cabinet. More information can be found at

sga.slu.edu

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Student Government Association is the liaison organization between administration and students. SGA members serve on different University committees and other SGA representatives sit on many of the Board of Trustees committees, are part of the budget process, and all search committees for new personnel. The President of SGA also sits on the President's Coordinating Council and provides necessary input when needed to voice student concerns, so that students are a part of the decisions making process.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff members who are not part of a bargaining unit are eligible to become members of the Staff Advisory Committee, SAC,

. These members are free to participate at monthly SAC meetings. All interested staff members are free to fill out a membership application to join SAC. Annual spring elections are held to elect the executive committee of SAC. The Chair of SAC sits on the President's Coordinating Council, as well as the University's Strategic Planning Advisory Committee.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Our current executive board contains 3 supervisor staff reps and 3 non supervisor reps. All elected by the membership. Membership is open to all staff- managers, supervisors, directors, secretaries, lab assistants, and so forth. All interested staff members are free to fill out a membership application to join SAC. Annual spring elections are held to elect the executive committee of SAC.

Staff representatives are on the Board of Trustees Sub-Committees

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Our current executive board contains 3 supervisor staff reps and 3 non supervisor reps. All elected by the membership. Membership is open to all staff- managers, supervisors, directors, secretaries, lab assistants, and so forth. All interested staff members are free to fill out a membership application to join SAC. Annual spring elections are held to elect the executive committee of SAC.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Members of the Faculty may participate in the Faculty Senate, which consist of representatives of the full-time Faculty as defined in the current edition of the Faculty Manual. The representatives shall be elected by the respective faculties of the individual schools and colleges, and the university libraries, in accordance with the Bylaws of the Faculty and Faculty Senate. Faculty may also serve on University committees.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Faculty representatives are on the following Board of Trustees and other University Committees: Academic Affairs, Buildings and Grounds, Clinical Affairs, Development and Marketing, Finance, Human Resources, Investment, Mission and Ministry, Strategic Planning, Student Development, Sustainability Advisory Council, Communications, Undergraduate and Graduate Academic Affairs, and University Recognition. Representatives on most committees are elected annually and serve three year terms; appointments are staggered.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The Faculty has primary responsibility for such fundamental areas as curriculum, subject
matter and methods of instruction, research, service, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision is lodged at the Board of Trustees level or delegated by it to the President of the University. This power should only be exercised adversely in exceptional circumstances, and for reasons communicated in written form to the Faculty.

In the context of shared governance, it is desirable that the Faculty have the opportunity for further consideration and transmittal of its views to the President and/or the Board. Budgets, manpower limitations, time element, and policies of other groups, bodies and agencies having jurisdiction over the institution may set limits to acceptance and implementation of faculty advice.

Over the past year, the faculty have been involved in many interest areas of the University including representatives present at University budget meetings and the planning for the climate survey. The executive committee of the Senate also meets monthly with the provost.

Diversity & Affordability

Points Claimed 6.64

Points Available 10.00

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

Credit	Points
Diversity and Equity Coordination	1.25 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	0.00 / 1.00
Affordability and Access	2.39 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.25 / 2.00	**Michelle Lewis** Director Institutional Equity and Diversity

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Launched in 2009, the PRESIDENT'S DIVERSITY COUNCIL (PDC) serves as an institutional council charged by the President with advancing the university's mission by facilitating the creation of an inclusive environment for living, learning, and working that embraces the diversity of its students, faculty and staff. Comprised of several constituents throughout the university community, including Enrollment and Retention Management, Human Resources, International Services, Student Development, Community Relations, Mission and Ministry, the Faculty Senate and the Student Government Association just to name a few, the PDC's primary objective is to recommend and promote policies, practices and programs that foster effective participation in a diverse and inclusive community. Recognizing that the cultivation of a diverse and inclusive environment speaks to the fundamental core of our Catholic, Jesuit identity, the Council's current strategic plan includes the development and implementation of several mission-centered initiatives that address: 1) Campus Climate and Institutional Viability; 2) Access and Success for Students, Faculty and Staff; 3) Education and Scholarship; 4) Community and Alumni Engagement. The Director of Institutional Equity and Diversity and the Assistant Dean of Diversity and Inclusion for the College of Arts and Sciences jointly chair the President's Diversity Council.

The full-time equivalent of people employed in the diversity and equity office:

4

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

For students, the University has a course offering entitled INTERGROUP DIALOGUE (IGD). IGD is a collaborative and cross-division initiative involving stakeholders from the Division of Student Development and the College of Arts and Sciences. IGD utilizes undergraduate students who are trained as peer facilitators to lead weekly discussions over the course of a semester around issues of race, gender, and other social identities (e.g., religion, class, physical ability, age, etc.). The goals of the dialogues are to improve skills in communicating across different social identities, enhance conflict management skills, and create opportunities to learn more about other cultures by engaging in structured dialogue in a safe environment.

Assessing Diversity and Equity

Score	Responsible Party
1.00 / 1.00	**Steve Sanchez** Assistant Vice President Academic Affairs

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

Submission Note:

The University is currently seeking to hire a Special Assistant to the President on Diversity and Community Engagement.

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

On April 15 - 30, 2014, the University administered a climate survey to assess the perceptions that faculty and staff have about SLU. The survey covered topics such as: Diversity; Empowerment; Career Development; Civility; Communication; Pay and Rewards; Morale; Shared Governance; Image; and Sustainable Engagement, just to name a few.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

As a Jesuit institution grounded in a commitment to advancing social justice, and as an urban institution intentionally situated in the heart of an area challenged by economic, social, and educational inequities, SLU works intentionally and regularly to ensure that efforts to assess the quality, impact, and accessibility of our educational and support programs address issues of student diversity and educational equity as a fundamental component.

Related data is collected via the administration of nationally-normed instruments (including NSSE, the Campus Religious & Spiritual Climate Survey), national comparative databases (IPEDS), and institutionally-developed databases and surveys (such as satisfaction and climate surveys). Research and analysis utilizing this data regularly informs institutional policy and practice concerning:

*Financial aid and scholarships
*recruitment
*retention support
*curricular and co-curricular programming
*alumni support
*fundraising

For example, related assessment efforts have resulted in changes to increase the number of Pell Grant-eligible students, increase student racial/ethnic diversity, increase retention and graduation rates of minority students, and increase minority enrollment in programs in which minority populations have been traditionally underrepresented.

As an institution committed to the strengthening the communities we serve, we also assess the impact of our service-learning and community outreach programming. Recent results have informed the development of new SLU-community partnerships with social service and educational organizations. A strengthening and expansion of SLU's MLK Scholarships is another result of these assessment efforts.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

As a federal contractor, the University has a mandate to take affirmative action to recruit and advance qualified minorities, women, persons with disabilities, and protected veterans. A written affirmative action plan is updated annually and kept on file in the Office of Institutional Equity and Diversity.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

SLU works intentionally and regularly to assess diversity and equity in shared institutional governance and community outreach. In the last three years we have conducted two Campus Climate surveys, each designed to extend the University community's shared understanding of our strengths and challenges in ensuring transparency and full participation in governance. For example, our formal governance structure ensures that representatives of the University's staff, faculty, and students serve on our highest-level policy

committee, the President's Coordinating Council. Assessment results have indicated that more representation of those constituencies -- on our Board of Trustees, on ad hoc committees -- is desired, and our new President has embraced these calls by expanding involvement, including on the 2014-2015 strategic planning committees.

Diversity amongst the faculty and staff garners regular attention and focused initiatives. In the past several years, institution-wide compensation studies for faculty and staff have focused on identifying and offering solutions to any existing inequities in compensation between genders, and across racial/ethnic constituencies. SLU is also stepping up efforts to recruit traditionally underrepresented faculty and staff, as we seek to develop an employee base that models diversity for a diverse student population.

In the wake of events in nearby Ferguson, MO and throughout the St. Louis area in Fall 2014, our President developed and has begun implementation of an aggressive and far-ranging plan to extend an already expansive portfolio of community development initiatives, each designed to strengthen core educational, social, and healthcare structures that underlie system injustice in our urban setting. Initiatives driven by SLU's renown Center for Service and Community Engagement, as well as by other University offices, have resulted in SLU's recent national recognition by the Carnegie Foundation

Support for Underrepresented Groups

Score	Responsible Party
2.00 / 2.00	**Michelle Lewis** Director Institutional Equity and Diversity

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

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

The IDENTITY AWARENESS & MULTICULTURALISM ("I AM") monthly workshop series are constructed to facilitate new levels of consciousness regarding concepts of social identity, privilege, multiculturalism, diversity, and social justice. The workshops move beyond the "celebration" of diversity approach to one grounded in empowering participants to become aware and knowledgeable change agents by providing interactive, engaging, and dynamic experiences. The mission of the AFRICAN-AMERICAN MALE SCHOLARS Initiative (AAMS) is to provide programs, services, and experiences that will connect African American male students to University, social, and community resources that will facilitate their academic and personal success. Through peer education and mentoring, transition and leadership workshops, advocacy, support, and referrals to campus and community resources, our goal is to aid in the retention and graduation of our students at SLU. The SAFE ZONE program explores Lesbian, Gay, Bisexual, Transgender, Questioning and Intersex (LGBTQI) issues at the University while providing a support system for the LGBTQI community and its allies. It also explores the concept of an ally and the commitment an ally makes. Through education, advocacy and awareness of LGBTQI issues, the program contributes to an open campus climate that is safe and accepting for all members of the University community. The University also supports the following student organizations: Asian American Association (AAA); Black Student Alliance (BSA); Filipino Student Association (FSA); Hindu Student Community (HSC); Hispanic-American Leadership Organization (HALO); Indian Student Association (ISA); International Student Federation (ISF); Irish Student Guild (ISG); Korean Student Association (KSA); Muslim Students'

Association (MSA); Rainbow Alliance; SLU Chapter of the National Association for the Advancement of Colored People (SLU NAACP); Taiwanese Student Association (TSA); UNA, the Feminist Voice of SLU.

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The University's BIAS INCIDENT RESPONSE TEAM (B.I.R.T.) is comprised of a diverse group of individuals from within the SLU community, who, in response to a bias incident report, will coordinate an appropriate institutional response. B.I.R.T. will assess any threat to parties involved and recommend appropriate actions to protect the safety of the impacted individual(s) or group. All reports of hate crimes and bias-related incidents are documented and tracked via an Incident Report Log. The log contains relevant information related to each report (within the limitations of privacy laws). The log is posted online and available to members of the University community.

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Score	Responsible Party
0.00 / 1.00	**Will Perkins** Director Data source Pre-College and TRIO Programs

Criteria

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

Such programs could take any of the following forms:

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

Submission Note:

Unfortunately, the McNair Scholars program grant was not renewed, which did provide for financial assistance to eligible students

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

Affordability and Access

Score	Responsible Party
2.39 / 4.00	**Will Perkins** Director Data source Pre-College and TRIO Programs

Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

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

No

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Unfortunately, the McNair Scholars program grant was not renewed, which did provide for financial assistance to eligible students

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

N/A

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Pre-College and Access Program develops, supports and oversees a wide range of outreach activities designed to increase college awareness and readiness skills, such as K-12 academies, camps and enrichment programs in a variety of academic disciplines, each aimed at assisting young students to prepare for college while experiencing life at Saint Louis University. Student Educational Services (SES) fosters academic excellence for SLU students and the surrounding community by hosting key resources and programs, including those for the U.S. Department of Education's TRiO programs. SES supports first-generation college students and those from modest incomes. (The TRiO-Student Success Services [SSS] Programs are educational opportunity programs that motivate and serve low-income, first-generation college students and students with disabilities as they progress through the academic pipeline from middle school to graduate school.) Also, SLU School of Medicine's Office of Multicultural Affairs offers a three-week Summer Scholars Program for sophomore, junior, and senior high school students designed to motivate them to pursue a career in medicine. Activities include participation at the Practical Anatomy Workshop, preparing for college, a group research project, and more.

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

The Jesuit Catholic Community has instituted a $1 million dollar scholarship to high achieving students that matriculate from Catholic high schools and are in need of financial assistance at Saint Louis University.The Jesuit Community Scholarship is given to one student from each of the 28 Catholic high schools in the Archdiocese of St. Louis as well as four Catholic high schools in the Metro East.

The Martin Luther King Jr. Scholarship is granted to students who are committed to the promotion of diversity in our society and who demonstrate leadership in the classroom, on campus and in the greater community.

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

While not specifically geared toward parents of low-income students but rather ALL parents of SLU students, the goal of the Billiken Parent Association includes creating, implementing and sponsoring programs and services that provide an opportunity to learn more about the organization and policies of the University and fulfill the needs of SLU families, in addition to encouraging and supporting parent and family involvement and providing a network through which families may focus their efforts to support their students and their SLU experience.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A campus wide Strategic Enrollment Diversity Plan has been adopted. This plan, which is designed to help develop and implement strategies that will increase interest and applications among first generation, low-income, and under-represented minority students, was developed by the Division of Enrollment and Retention Management.

A brief description of other admissions policies or programs to make the institution accessible and affordable to

low-income students:

N/A

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

N/A

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

SLU's Student Educational Services also offers a Pre-Collegiate TRiO Program entitled, "Talent Search" that serves 501 students in grades 6 through 12 in the Saint Louis City Public Schools. In addition to counseling, participants receive information about college admissions requirements, scholarships and financial aid programs. This early intervention program helps young people from families of modest means to better prepare for higher education. In addition to that, simply by being part of the TRiO-SSS Program, there are certain resources and services that SSS students are able to take advantage of that other SLU students cannot. These services include: standing tutoring appointments, early registration, free printing, financial literacy education, and writing fellows just to name a few. Additionally, the Division of Student Development's "First Billikens Project" offers a support system for first-generation college students.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

There is a wide array of scholarships available for part-time students at various programs throughout the University (for instance, School for Professional Studies, Law, Nursing, and Business just to name a few). Additional information is available on the respective departmental websites.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The "Students for Life at Saint Louis University" has the Virginia D. Murphy Endowment Fund to provide assistance for pregnant and parenting students at SLU so they can stay on track toward earning a degree. Assistance funds are available to full- and part-time students at Saint Louis University, and are dispersed on the basis of need at any time during the school year. They can be used to offset costs associated with books, tuition, room and board, child care or pre-natal care.

A brief description of other policies and programs to support non-traditional students:

The School for Professional Studies (SPS) offers degree completion options, continuing education and personal growth, and flexible and affordable Bachelor's, Master's and certificate programs designed for working adults.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	17
The graduation/success rate for low-income students	59.80
The percentage of student financial need met, on average	73
The percentage of students graduating with no interest-bearing student loan debt	39

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

40.30

Health, Wellbeing & Work

Points Claimed	4.93
Points Available	7.00

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

Credit	Points
Employee Compensation	3.00 / 3.00
Assessing Employee Satisfaction	0.45 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.48 / 2.00

Employee Compensation

Score	Responsible Party
3.00 / 3.00	**Kristy Runge** HRIS Manager Human Resources Information Systems

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

Number of employees of contractors working on campus is marked as 1 because this value is unknown. We don't have an accurate count at this time because we don't store contractor information in our HRIS/Payroll system. Approximately 1000 Guest Accounts provided by ITS for contractors

The University does not have an on-site child care facility; however, the University offers employees discounts to preferred child care providers in the St. Louis area.

Employees are eligible to begin contribution to the University 403b plan immediately, however, after 1 year of service the University matches employee contribution with a 2:1 ratio up to 10%. If an employee contributes 5%, the University will contribute 10%.

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

Number of employees:

6,209

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

6,209

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

1

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Saint Louis University is committed to a compensation administration philosophy which, consistent with its mission as a Catholic Jesuit institution, will provide fairness, internal equity and competitive pay rates for the purposes of attracting, retaining, and motivating employees.
To accomplish these goals, the compensation plan:
*Should be structured to help attract and retain the numbers and kinds of employees required to operate the University.
*Must be reasonably competitive with pay levels and practices that prevail in the various labor markets in which the institution competes.
*Should help to maintain the University in a reasonably competitive position in its product market. The resulting level of compensation

must not place the University in a non-competitive cost situation in which the overall compensation results in tuition, fees, and other charges being too high.
*Should be designed in such a way that the associated administrative time costs will be reasonable and in proportion to the other priorities and time demands on the University's financial resources and available management time.
*Must gain employee acceptance. This does not necessarily mean that employees must "approve" pay actions, or that compensation policies and practices are somehow subject to popular vote. It does mean that employees must understand the policies and practices and accept both their concepts and specific actions as being reasonable and impartially administered.
*Must play a positive role in motivating employees to perform their duties to the best of their abilities and in a manner which supports the achievement of institutional goals.
*Must gain acceptance by the institution's "public," which includes, but is not limited to, the Board of Trustees, the government and, to some extent, the general public.
*Must provide opportunity for employees at every level to achieve their reasonable aspirations in a framework of equity, impartiality, and reasonableness.
Annually, University administration will review recommendations, taking into consideration competitiveness of the current labor market, availability of labor (especially in critical-skill occupations), turnover data, and "replacement cost" data, and set the institutional pay policy for the coming fiscal year. The pay policy will reflect the market position at which the University wishes to recruit and pay employees based upon organizational objectives and philosophy.
This philosophy is carried out through compensation policies which have been approved by the President's Coordinating Council.
The lowest hourly rate the University pays to staff is $10.01/hour; minimum wage for the state is $7.50/hour

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

6,209

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

The University uses national, regional and city market comparisons for compensation. This includes survey data from purchased third party administrators that include all national industries with specific data on higher education, healthcare, and information technology.

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:

The lowest hourly paid staff employee is $10.01/per hour. Employees making less than $33,000 are eligible for University subsidized medical coverage

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

The lowest hourly paid temporary staff position is paid $10.01/per hour

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The lowest hourly paid temporary staff position is paid $10.01/per hour.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

not available at this time

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The lowest paid student worker is paid minimum wage, $7.50/hour.

The local legal minimum hourly wage for regular employees:

7.50 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

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

Yes

Assessing Employee Satisfaction

Score	Responsible Party
0.45 / 1.00	**Kristy Runge** HRIS Manager Human Resources Information Systems

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

45

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

The methodology for the University climate survey was based on recommendation from a third party professional organizational and effectiveness consultant.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The results of the Climate Survey was shared with the University in several campus open forums which were facilitated by the third party consulting agency. Following the open forums, the climate assessment taskforce facilitated focus groups to dig deeper into the areas for improvement. Each Vice President is working with the taskforce to develop action plans to address concerns or opportunities in their division.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

Wellness Program

Score	Responsible Party
1.00 / 1.00	**Kristy Runge** HRIS Manager Human Resources Information Systems

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

EAP: Saint Louis University is concerned with the well-being of its staff and faculty members and their families and is aware that personal problems can influence job performance. Staff and faculty members, their family members, or any member of the staff/faculty member's household are encouraged to contact the Employee Assistance Program (EAP). The EAP provides employees and their families' access to professional licensed counselors on a confidential and cost-free basis.

Confidential professional counseling is provided through ComPsych at no personal cost for staff and their families who are coping with a personal or family crisis.

WELLNESS: Saint Louis University partners with The Vitality Group to manage our wellness program. Vitality is an interactive and personalized wellness program that makes it easy for you to live your healthiest life and is trusted by millions of members around the world.

Students have access to a Student Health Clinic on campus that provides counseling services to students only.

Workplace Health and Safety

Score	Responsible Party
0.48 / 2.00	**Michael Lucido** Executive Director Risk Management

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	208	275
Full-time equivalent of employees	5,292	5,154

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	July 1, 2009	June 20, 2010

A brief description of when and why the workplace health and safety baseline was adopted:

Used 2010 based on data readily available.

A brief description of the institution's workplace health and safety initiatives:

Investment

Points Claimed	0.00
Points Available	7.00

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
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	**Gary Whitworth** Treasurer and CIO Treasury and Investments

Criteria

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

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

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

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

Submission Note:

At this time no formal policy or guidelines are available with regard to sustainable investment practices. However, Saint Louis University does believe in socially responsible investing. Because of this belief, the Board of Directors may elect to exclude certain securities that it determines are incompatible with the basic values of the University, and will strive to exercise its shareholders' rights in voting proxies in a socially responsible manner. (information based on internal documentation, not publicly available)

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

Sustainable Investment

Score	Responsible Party
0.00 / 4.00	**Gary Whitworth** Treasurer and CIO Treasury and Investments

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses *selected for* exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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Submission Note:

At this time no formal policy or guidelines are available with regard to sustainable investment practices. However, Saint Louis University does believe in socially responsible investing. Because of this belief, the Board of Directors may elect to exclude certain securities that it determines are incompatible with the basic values of the University, and will strive to exercise its shareholders' rights in voting proxies in a socially responsible manner. (information based on internal documentation, not publicly available)

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

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Gary Whitworth** Treasurer and CIO Treasury and Investments

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

Currently no snapshot of institutional investment holdings is publicly available. However, Saint Louis University does informally practice socially responsible investing based on the basic values of the University. The treasury and investment office is responsible for managing University investments (endowment and operating cash), negotiating and placing all debt, cash management, commercial banking relationships and merchant card administration.

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

Innovation

Innovation

Points Claimed	4.00
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	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

Innovation 1

Score	Responsible Party
1.00 / 1.00	**Jennelle James** Manager Business Services

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

MPS Blue Prints Program

A brief description of the innovative policy, practice, program, or outcome :

Business Services, in collaboration with Information Technology Services, is implementing the Blue Prints Managed Print Service (MPS) program from Xerox. The MPS program will decrease printing costs, as well as, reduce the University's impact on the environment for several reasons.
First, once fully implemented, redundant photocopiers and printers will be removed with only energy efficient devices in operation. This change will reduce the amount of energy needed to operate those devices, as well as, reduce the amount of energy vampires, machines that still use energy in stand-by or sleep-mode, on campus. The printing devices that are removed are also diverted from the landfill. Saint Louis University's electronic waste recycler, MRC, is picking up all devices and safely disposing of the units or repurposing them.
Second, the MPS program will centralize all printing processes and proactively order toner and ink, eliminating the stockpiling of consumables. After the toner is empty, the cartridges are safely disposed using Xerox's recycling program.
Finally, paper consumption will be reduced through actively promoting efficient use of paper. The Blue Prints program has set the default settings to all printable devices to double-sided printing, which will result in reduced paper usage.
Upon successful full implementation of the program, the University anticipates a reduction of its printing carbon footprint by up to 20% annually. Not only will there be an environmental benefit, but savings will be realized through reduction of energy and printer leases estimated at $300,000 in savings. Employees will also benefit from a wellness activity in getting up from their desks to gather their printing materials, creating physical activity and preventing sitting in one location for an extended period of time.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A reduction of SLU's printing carbon footprint by up to 20% annually and estimated savings of $300,000

A letter of affirmation from an individual with relevant expertise:

IN-1.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No

Air & Climate	No
Buildings	No
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	Yes
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.slu.edu/x91298.xml

Innovation 2

Score	Responsible Party
1.00 / 1.00	**Brandon Verhoff** Director Sustainability & Benchmarking

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Student Led Initiative -Disposable Water Bottle Reduction Plan

A brief description of the innovative policy, practice, program, or outcome:

Over the summer of 2014, the Student Government Association (SGA) Wellness Committee submitted a proposal to reduce the total number of disposable water bottles purchased on campus by 50%. The proposal included a plan to install 31 new water bottle filling stations across campus along with an engagement program.
The use of plastic water bottles has been a growing concern raised by students and student organizations across the Saint Louis University campus. This practice has proven to have large environmental risks and concerns both in production and waste. For instance, it has been reported that 86% of all plastic water bottles, or around 30 billion, end up in a landfill every year in the U.S. The production of plastic water bottles also has social justice implications. Often times, the privatization of water results in a net loss of resources for the surrounding communities in part of the world where local residence cannot afford the price of bottled water. In order to address these concerns the SGA Wellness Committee created “The Water Fountain Initiative”.
In order to significantly decrease bottle waste campus wide, the SGA Wellness Committee deemed it necessary to fund infrastructure needs to encourage the use of tap water. This infrastructure improvement added 31 new filling stations in various locations at a cost of $70,000. The locations were strategically selected by the SGA Wellness Committee based on convenience, accessibility to current water bottle fillers, and other high traffic areas.
During the fall 2014 semester, reusable water bottles were purchased to provide students with the accessibility and promotion of the new water bottle filling stations scattered throughout campus. Campus engagement activities occurred during Fall Welcome, new student orientation, and other campus activities.
In support of this initiative the University has added water bottle filling stations as a standard in all new building projects.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

As of December 2014 a total number of 384,494 disposable water bottles have been saved due to the installation of these new water bottle filling stations.

A letter of affirmation from an individual with relevant expertise:

IN-2.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes

Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

Innovation 3

Score	Responsible Party
1.00 / 1.00	**Chris Regan** Associate Vice President Service Operations

Criteria

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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

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Title or keywords related to the innovative policy, practice, program, or outcome:

Strategic Planning and Culture Change Practice

A brief description of the innovative policy, practice, program, or outcome:

"As a functional division, Facilities Services (FS) confronts numerous roadblocks when directing time and effort toward developing strategic and innovative practices. Typical for many Facilities divisions are the expectations that day-to-day functions are to be carried-out in a cost-effective manner while reserving capacity to react to unanticipated needs. The Facilities' culture at Saint Louis University was one of being proud to be "behind the scenes" and "quietly effective". Considering the lack of a University strategic plan and sustainability planning not even on the horizon, Facilities Services' implementation of this initiative was especially transformative.

In 2010 we recognized that higher education will be addressing major trends requiring our division to be a proactive partner at our University. To this end, we instituted a strategic plan and culture change practice to reposition Facilities Services to be operationally excellent and strategically capable of contributing to the long term direction of the University. Facilities Services has worked diligently to develop the capability of staff to be strategic, building a culture of involvement, and executing towards measurable outcomes. The division created five strategic initiatives to advance these efforts: strategic and operational effectiveness, stakeholder recognition, excellence in people, environmental resource optimization, and partnering.

Each new fiscal year brings continued improvement, with Facilities Services strategic action teams taking ownership and advancing the division's strategic initiatives. Notable improvement can be seen over the past five years primarily in the initiative, Environmental Resource Optimization. Two action teams that developed out of this initiative have been focused directly on campus sustainability: "Waste Minimization" and "Energy and Utility Strategies". It is through these action teams that many of the campus sustainability initiatives have come to fruition through Facilities Services involvement with campus engagement, planning and coordination, recycling and waste reduction, energy and water reduction goals and improved measurement and performance. Although the University has not identified sustainability as a strategic initiative, the Facilities Services Division has identified this as an important piece to advance the University and Division's mission.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

APPA, the Association for Leadership in Educational Facilities, selected Saint Louis University's Division of Facilities Services (FS) as a recipient of the 2014 Effective & Innovative Practices Award for their entry: Strategic Planning and Culture Change Practice.

APPA's Effective & Innovative Practices Award recognizes programs and processes that enhance service delivery, lower costs, increase productivity, improve customer service, generate revenue, or otherwise benefit the educational institution.

A letter of affirmation from an individual with relevant expertise:

IN_3.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No

Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Innovation 4

Score	Responsible Party
1.00 / 1.00	**Yvonne McCool** Grant Development Specialist School of Nursing

Criteria

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8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

http://www.soleawater.org/

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Battle for the Boot

A brief description of the innovative policy, practice, program, or outcome:

The Battle for the Boot is a friendly shoe collection challenge amongst colleges and universities in the St. Louis area, in which Saint Louis University (SLU) founded through its Staff Advisory Committee, with the help of Shoeman Water Projects (now Solea Water). The Battle for the Boot has been a friendly competition; SLU has participating in for the past three years, all of which SLU has won. This year, we are taking it to the next level, the St. Louis Higher Education Sustainability Consortium is coordinating the battle amongst a total five higher education institutions across the St. Louis region.

All shoes collected support Solea Water; a locally owned nonprofit institution. Solea Water sells the donated shoes to a distributor who ships them to developing countries enabling people who might not be able to afford new shoes to buy shoes at a reduced price. The funds received from the shoes help Solea Water bring clean drinking water to developing countries, and their focus currently includes Haiti, Panama and Guatemala. This donation program touches each dimension of sustainability by diverting our shoes from the landfill, helping to financially support the infrastructure of water purification processes and creating better lives for people living in countries like Haiti, Panama and Guatemala.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Since the challenge has begun, the St. Louis Higher Education Institutions have donated 33,000 lbs of shoes (Saint Louis University with 17,617 lbs). This means over 30,000 people would have received shoes who could otherwise not afford shoes. In 2012 and 2013, funds raised helped purchase 2 tanks and 2 purifiers for Haiti.

A letter of affirmation from an individual with relevant expertise:

IN-4.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes

Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No

Other topic(s) that the innovation relates to that are not listed above: