University of Louisville

The following information was submitted through the STARS Reporting Tool.

Date Submitted:	March 20, 2015
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

University of Louisville Hospital is a separate entity, not managed by the University of Louisville.

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

This assessment covers all buildings and grounds University of Louisville directly controls on all three of its campuses (Belknap, Health Sciences Center, and Shelby). Properties leased by or affiliated with the University of Louisville are excluded from this assessment, though the UofL students and employees who use these facilities are not.

Operational Characteristics

Criteria

n/a

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

Endowment size:

757,300,000 *US/Canadian $*

Total campus area:

660 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

8,081,064 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

289,962 *Square Feet*

Floor area of healthcare space:

798,423 *Square Feet*

Floor area of other energy intensive space:

462,384 *Square Feet*

Floor area of residential space:

817,872 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0
Coal	97.50
Geothermal	0
Hydro	2
Natural gas	0
Nuclear	0
Solar photovoltaic	0.50
Wind	0
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	0
Coal	0
Electricity	0
Fuel oil	0
Geothermal	1
Natural gas	99
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

12

Number of academic departments (or the equivalent):

72

Full-time equivalent enrollment:

18,719

Full-time equivalent of employees:

6,342

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

16,151

Total number of graduate students:

5,620

Number of degree-seeking students:

21,548

Number of non-credit students:

134

Number of employees:

6,737

Number of residential students:

5,224

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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*.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,526	1,881
Number of sustainability courses offered	69	37
Number of courses offered that include sustainability	226	39

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

19

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

72

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):

UofL Sustainability Courses 2012.pdf

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

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

http://louisville.edu/sustainability/education-research/academic-programs.html

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

In 2011, UofL updated its electronic system for listing new courses and revising existing courses (the Course Inventory File) to include codes for sustainability-focused or -related courses. Until now, the data has primarily been used for internal administrative purposes, but we are working toward making this information easily available to students who will be able to use these criteria in searching the catalog. Prior to 2011, UofL's sustainability course inventory was manually conducted through an evaluation of: course catalog, course descriptions, and/or faculty surveys on the courses being taught.

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

Each offering or section of a course was counted as an individual course

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	Yes
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis/dissertation	Yes
Clinical	Yes
Physical education	Yes
Performance arts	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

Learning Outcomes

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.

"---" *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:
253

Total number of graduates from degree programs:
2,475

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:
UofL Sustainability Courses offered 2009.pdf

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

All seven B.S. degree-granting programs in the J.B. Speed School of Engineering have a learning outcome that encompasses sustainability. Each engineering department has its learning outcomes posted on its website. The degree programs include:

Bioengineering

Chemical Engineering

Civil and Environmental Engineering

Computer Engineering & Computer Science

Electrical and Computer Engineering

Industrial Engineering

Mechanical Engineering

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

Bioengineering

https://louisville.edu/speed/bioengineering/mission-peo.html

- An understanding of professional and ethical responsibility.
- The broad education necessary to understand the impact of bioengineering solutions in a global, economic, environmental, and societal context.

Chemical Engineering

https://louisville.edu/speed/chemical/abet-inc/program-outcomes

- The broad education, and knowledge of contemporary issues, necessary to understand the professional and ethical responsibilities of chemical engineers in a global and societal context.

Civil and Environmental Engineering

https://louisville.edu/speed/civil/

- Instill in students an understanding of professional and ethical responsibilities, both in education and in practice.
- Provide a breadth of course work and perspectives that create an understanding of the impact of engineering in society, both local and global

Computer Engineering & Computer Science

http://louisville.edu/speed/computer/about/bs-program-outcomes.html

- The broad education necessary to understand the impact of computer engineering and computer science in a global and societal context.

Electrical and Computer Engineering

https://louisville.edu/speed/electrical/information/about

- An understanding of professional and ethical responsibilities.
- Attainment of the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Industrial Engineering

http://louisville.edu/speed/industrial/accreditation

- An understanding of professional and ethical responsibility.
- The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Mechanical Engineering

https://louisville.edu/speed/mechanical/academics/programs-of-study/deg_bsc.htm

- A solid understanding of professional and ethical responsibility in the field of Mechanical Engineering, as well as a record of adherence to those standards during academic coursework and cooperative education internships.
- An understanding of the impact of Mechanical Engineering solutions in a global and societal context.

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

http://louisville.edu/speed

Undergraduate Program

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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*.

Submission Note:

In 2011-12, the Department of Urban and Public Affairs formally proposed a new undergraduate degree program in Sustainability. The program received academic approval, but is on hold until funding can be identified.

Currently, through the Liberal Studies Program, undergraduates interested in crafting a coherent, interdisciplinary course of study can major in topics such as Eco Literarcy and Sustainability, Green Studies and Earth Ethics, Environmental Studies and Activism, Environmental Change, Peace Studies, Pre-Environmental Law, and many more.
http://louisville.edu/liberalstudies/

We also currently offer a Bachelor of Science in Applied Geography with concentration in Environmental Analysis:
https://louisville.edu/undergraduatecatalog/degrees/bs/applied-geography-with-concentration-in-environmental-analysis-bs.html

"---" *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?:
No

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

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

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

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

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

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

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

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

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

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?:

No

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

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

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

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

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Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

The Sustainability Council is currently developing a formal proposal for a new interdisciplinary masters' degree program in Sustainability to be run through UofL's School of Interdisciplinary and Graduate Studies. A reliable source of funding for the program has yet to be identified.

Currently, graduate students at UofL have the following options to pursue sustainability-related degrees:

1. Dual master's degree in Urban Planning and Public Health
An innovative new dual degree program that gives students the opportunity to explore the connection between the health and the built environment (i.e., streets, parks, homes, buildings, shopping centers and public spaces.) Participants study how healthy places can be built and unhealthy neighborhoods can be reformed to improve the health of their residents. Graduates of the program receive two degrees: Master of Urban Planning (MUP) and Master of Public Health (MPH). The MUP-MPH program prepares students for careers in urban design and health, urban public health planning and development, urban sustainability and health planning and policy. The dual degree, which was created in 2011 as part of a Louisville Putting Prevention to Work grant from the Centers for Disease Control, requires a total of 95 hours study. Complete information is available here:
http://sharepoint.louisville.edu/sites/sphis/do/aa/apc/pubs/MUP-MPH%20program.pdf

2. Masters Degree in Curriculum and Instruction with an Emphasis in Environmental Education
This degree is offered through the College of Education & Human Development to those individuals who hold a current teaching license. An Environmental Education Endorsement Program is also coming soon. The following courses below can be applied to either of these options, and to the Rank 1 requirements for area of emphasis credits:
EDAP 673-75: Introduction of Environmental Education (3 credits)
EDAP 604-96: Environmental Education Teaching Methods (3 credits)
More details at

3. Graduate Certificate in Environmental Engineering
Details at
http://louisville.edu/graduatecatalog/programs/cert/environmental-engineering-certificate/

4. Through the School of Interdisciplinary and Graduate Studies, students interested in exploring advanced studies in a field like sustainability which transcends established academic/institutional boundaries may design a graduate program of study in consultation with faculty and the Assistant Dean for Interdisciplinary Studies. A program for this degree must involve at least two academic departments/units and it must cross traditional disciplinary organizational structures and programmatic lines of study. Details at
http://louisville.edu/graduate/is-program/interdisciplinary-graduate-programs.html

"---" 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?:
No

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

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

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

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

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

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

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?:

No

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

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

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

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

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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 University Honors Program sponsors Woodcock Society National Seminars and Overseers International Seminars focused on topics of national and global relevance each year. Sustainability has been a central focus of Honors programs in recent years, including:
• Fall 2011: Smart Solutions for a Sustainable Society
• Summer 2011: Global Issues and Sustainability: Focusing on Biodiversity, Water Quality and Energy (trip to Taiwan)
• Spring 2011: Designing Greener; Smart Solutions For A Sustainable Society
• Fall 2010: Environmental Communications; Following The Fork

Through the intensive travel seminars, Honors students get the opportunity to explore North America and the world. Students have the chance to travel after a semester of in-depth study, with much of their expenses subsidized by UofL. Students, faculty, and Honors staff members travel, as a group, for one to two weeks to a national or international destination related to the seminar topic.

"Urban Waters" is a Woodcock Society National Seminar in which students explore sustainability considerations around water resources and urban demands on those resources throughout the semester and then travel to the Florida Everglades for an immersive experience canoeing through threatened ecosystems.

The Overseers International Seminars provide Honors students with the opportunity to travel abroad for up to two weeks as part of an international field experience. Students have traveled to the townships of South Africa, the sanctuaries of the Galapagos Islands, and explored international environmental issues in China and Taiwan.

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

http://louisville.edu/honors/current-students/honors-courses/woodcock-society-national-seminars
-overseers.html

Sustainability Literacy Assessment

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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:

Since 2009, the Sustainability Council's Education & Research Committee has offered a curriculum development workshop series for tenured and tenure-track faculty from all disciplines at UofL called "Green Threads: Sustainability across the Curriculum." The program is designed to expose faculty to sustainability issues and help them weave sustainability themes into existing courses or to create new courses focused on sustainability.

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

Participants receive an honorarium of $500, a series of workshops and tours with local food meals, and resource materials on sustainability.

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

http://louisville.edu/sustainability/education-research/green-threads.html

Campus as a Living Laboratory

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.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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.

Submission Note:

Unfortunately, our inventory is not a complete accounting of all sustainability-related research at UofL. Rather, it represents our best available data, from an inventory of research grants and publications over the years 2009-2011. We do not have an efficient system for tracking unpublished and non-grant-supported research, but we know many faculty are engaged in such research related to sustainability and we value their many contributions.

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

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

101

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

1,099

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

46

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

72

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

UofL Sustainability Research Inventory 2009-11.xlsx

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

Ahuja,M. K. Computer Engineering & Computer Science
Alphenaar,Bruce William Electrical and Computer Engineering
Antle,Becky F. Sociology
Ardasheva,Yulia Education & Human Development
Arnold,Craig A. Law
Barber,Gerard M. Social Work
Barnett,Russell Adrian Kentucky Institute for the Environment & Sustainable Development
Baumgartner,Kathy B. Epidemiology
Baumgartner,Richard N. Epidemiology
Bays,C. Nursing
Berson,Robert E. Chemical Engineering
Brown,Elizabeth Todd Teaching and Learning
Carreiro,Margaret Mary Biology
Carreon,Moises A. Chemical Engineering
Carrico,Ruth Lynne Infectious Diseases
Christensen,Dana N. Sociology
Clark,Barbara Johnson Biochemistry
Cohn,Louis F. Civil and Environmental Engineering
Cohn,Robert W. Electrical and Computer Engineering
Collins,Wanda Lott Social Work; Sociology
Conklin,Daniel Cardiology
Coomes,Paul A. Business
Coopman,Ted M. Communication
Crain,Mark M. Bioengineering
Croasdaile,Michael Civil and Environmental Engineering
Cunningham,Anita B. Oncology
Davis,D. W. Pediatrics
Emery,Sarah M. Biology
Esterhay JR,Robert J. Health Management
Ewald,P. W. Biology
Ewald,Paul William Biology
Gobin,Andre Mathura Engineering
Gobin,Andrea Samantha Bioengineering

Goetzke,Frank Urban & Public Affairs

Harnett,Cindy Kathleen Computer Engineering & Computer Science

Hart,Joy Communication

Haws,Jonathan A. Anthropology

Head,Barbara A. Nursing

Heberle,Lauren Sociology

Hein,David W. Pharmacology

Howell,Penny B. Education & Human Development

Hurst,Harrell E. Pharmacology

Imbroscio,David Political Science; Urban & Public Affairs

Jin,Hwa Seong Biology

Karam,Eli A. Sociology

Keeling,Deborah Griffith Justice Administration

Keynton,Robert S. Bioengineering

King,Kristi Health and Sport Sciences

Klinge,Carolyn Muriel Biochemistry

Kong,Maiying Bioinformatics

Lake,Joseph Henry Nanoengineering

Lingo,Amy Education & Human Development

Logsdon,M. Cynthia Nursing

Mayfield,Theresa Gale Dentistry

McClave,Stephen A. Medicine

McKinney,William Paul Public Health & Information Sciences

McNamara,Shamus Engineering

Mendes,Sergio B. Physics

Merry,M. K. Political Science

Metaxas,John Michael Kentucky Institute for the Environment & Sustainable Development

Metcalf,Cam Kentucky Pollution Prevention Center

Metcalf,Judith Lynn Arts & Sciences

Meyer,P. B. Economics

Michalczyk,Lawrence Social Work

Molfese,Dennis Lee Neural Psychology

Molfese,Victoria Child Psychology

Najdek,Charles J. Education & Human Development

Norton,Carol Sociology

Parker,Tommy S. Biology

Parola,Arthur C. Civil and Environmental Engineering

Prabhu,Sumanth D. Medicine

Prough,Russell A. Biochemistry

Ramirez,Julio A. Medicine

Ramos,Kenneth S. Genetics

Ramsey,James Richard Economics

Ratansamy,Paul Conn Center for Renewable Energy Research

Reed,D. H. Biology

Rieger,J. H. Sociology

Rockaway,Thomas Doan Civil and Environmental Engineering

Roussel,Thomas Bioengineering

Rypkema,Heather A. Chemistry

Sar,Bibhuti K. Social Work

Savitch,Hank Urban & Public Affairs

Schreck,Melissa Ann Public Health & Information Sciences

Sethu,Palaniappan Bioengineering

Shain,Cynthia Collins Justice Administration

Simpson,David M. Urban & Public Affairs

Srivastava,Sanjay Cardiology

Stone,James Education & Human Development

Sumanasekera,Gamini U. Physics

Sun,Zhihui Civil and Environmental Engineering

Sunkara,Mahendra K. Chemical Engineering

Thatcher,Sherry Malie Bushnell Management

Thomas,Shelly Education & Human Development

Van Zyl,Michiel Adriaan Social Work

Vesely,William Scott Civil and Environmental Engineering

Wallen,Dustin School of Interdisciplinary & Graduate Studies

Walsh,Kevin M. Electrical and Computer Engineering

Weiland,I. Education & Human Development

Williams,Bronwyn English

Willing,Gerold A Chemical Engineering

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

Chad Frederick, a PhD student in Urban & Public Affairs with an interest in pedagogical approaches to sustainability, developed and implemented the methodology to conduct our most recent inventory of sustainability-related research at UofL, covering the years 2009-2011. We developed the list by searching our databases of research grants and publications for a variety of keywords (listed below), and then paring down the results to only those fitting our definition of sustainability research. We do not have an efficient system for tracking unpublished and non-grant-supported research, but we know many faculty are engaged in such research related to sustainability and we value their many contributions.

Keyword Search Terms Employed:
adaptive cycle
adaptive reuse
architecture - environmental aspects
authenticity
bicycle transit
bioregionalism
building materials
carbon emissions
carbon footprint
city planning
community development
community gardens
community partners
complete streets
disturbance
eco-agriculture

ecological

ecological footprint

ecology

economic development

ecosystem

ecotourism

edible landscapes

education

energy conservation

energy consumption

environmental

environmental change

environmental education

environmental law

gentrification

government policy

green energy

green movement

green purchasing

green rooftops

green-washing

interdisciplinary

landscape architecture

landscape urbanism

laws and regulations

LEED

low-impact development

mass transit

multidisciplinary

neighborhood

networks

new urbanism

panarchy

place making

pollution

recycle

recycling

regional development

renewable energy

resilience

rural development

sense of place

social change

social justice

social responsibility

social-ecological system

source reduction

spiral dynamics

sustainability

sustainable agriculture

sustainable architecture

sustainable design

sustainable development

sustainable energy

sustainable living

transdisciplinary

transportation

triple bottom line

urban

urban agriculture

urban canopy

urban ecology

urban forest

urban renewal

urban soils

urbanism

urbanization

vulnerability

walkability

walking city

waste management

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

• Conn Center technology aids jet biofuel development (December 2011)

http://louisville.edu/uofltoday/campus-news/uofl-conn-center-technology-aids-jet-biofuel-develo

pment

• Speed lab builds solar energy test building (August 2011)

http://louisville.edu/uofltoday/campus-news/speed-labl-builds-solar-energy-test-building

• Research Minute: Invasive species at Cherokee Park (July 2011)

http://www.youtube.com/watch?v=17FCqWyIDDM

• Studying Urban Wildlife: UofL biologist specializes in 'synurbization' (September 2010)

http://louisville.edu/uofltoday/campus-news/studying-urban-wildlife-uofl-biologist-specializes-

in-synurbization

The website URL where information about sustainability research is available:

http://louisville.edu/sustainability/education-research/research.html

Support for Research

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

Criteria

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

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

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

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

Yes

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

• Conn Center Fellows: The Leigh Ann Conn Fellows Program funds grads & undergrads planning to conduct renewable energy-related research. Areas include Solar Decathlon, Solar Manufacturing R&D, Biofuels/Biomass R&D, and Materials Discovery/Manufacturing.

• Students interested in social sustainability are encouraged seek funding through the Anne Braden Institute's Social Justice Research Awards. Graduate and undergraduate students from any discipline are asked to engage one or more social justice topics, with a preference given to papers engaging race, class, gender, sexuality, religion, ethnicity, environmentalism, disability, and/or age. The best two undergraduate applications receive $100 each, while the best graduate application receives $300.

• The Ali Scholars Program, offered by the Muhammad Ali Institute for Peace and Justice to full-time undergraduate UofL students, is a unique 2-year experience combining training, research and service in the areas of violence prevention and peace building in an urban living context. A special emphasis is placed on understanding and addressing the social conditions that impact those issues. Scholars will receive a $500 scholarship each semester, for a total program scholarship of $2,000.

• Students interested in researching sustainability are encouraged to apply for UofL's Intramural Research Incentive Grants:

o Vice President for Research Undergraduate Research Scholar Grant (URS): The primary purpose of a URS is to enrich the research, scholarship and creative arts experience of the undergraduate student by involving the student in research collaboration with a faculty member. The student is expected to become intellectually involved in design and execution of the research project, not just serve as "another pair of hands." The undergraduate student writes the URS proposal after he or she has identified a faculty mentor who is interested in serving as the mentor. The faculty mentor is expected to make arrangements for the student to receive up to three hours of course credit for the research or creative activity and provide a grade for the work completed by the student. Students are encouraged to present a poster, or an equivalent demonstration of the research, on the Undergraduate Research Day. The student may request up to $300 (dry lab/creative activity) or $500 (wet lab) for supplies and expenses required for conducting the research or creative activity. URS proposals may be submitted at any time.

o Undergraduate Research Grants (URG): The primary purpose of a URG is to enhance the research environment of a unit by involving undergraduate students in research in collaboration with a faculty mentor. Special consideration will be given to projects in which the student is intellectually involved in design and execution of the research. Students will be expected to provide a written report on their project participation and have it evaluated by faculty. Students are encouraged to co-author scholarly research papers with their mentors. Priority will be given to projects involving UofL undergraduates and no awards will be made to projects in which students provide just "another pair of hands." URG funds may be used for undergraduate student stipends and supplies. They may range from a 10-week summer project to a full year. Grants up to $3,000 are provided.

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

http://louisville.edu/sustainability/education-research/research.html#section-1

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

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

• The Office of Community Engagement Faculty Grants Program fosters UofL faculty and staff projects within the west Louisville community and Jefferson County. This is a great opportunity for those interested in weaving community-based sustainability issues into courses and research! The grant focuses on infrastructure development, research and non-research projects which hold a community participatory action perspective.

• The Anne Braden Institute for Social Justice Research Faculty Research Fund helps sponsor, stimulate and disseminate research relevant to the Louisville community and the U.S. South on social movements, citizen participation, and public policy reforms around racial and social justice. Proposals that engage one or more social justice topics (historical or contemporary) such as race, class, gender, sexuality, religion, ethnicity, environmentalism, disability, and/or age will be given preference. Any faculty member in the College of Arts & Sciences is eligible to apply for a grant of up to $1,000 during a period not to exceed 12 months (this includes term and part-time faculty). Proposals that represent faculty/community or faculty/student collaborations are especially encouraged.

• KREC Competitive Grants Program (FY2008-2011)
The Kentucky Renewable Energy Consortium (KREC), administered by the Kentucky Pollution Prevention Center (KPPC) at UofL's J.B. Speed School of Engineering, encouraged faculty research through the Competitive Grants Program. KREC advanced and funded innovative research on renewable energy and energy efficiency that focuses on developing resource-responsible technologies and practices for the energy sector. A total of $864,000 was awarded to seven recipients in the latest round of grants. Though grant funding

has expired, you can still join KREC on Facebook to share information, discuss ideas, ask questions or post items of interest to the renewable energy community and help get the word out about what's happening in renewable energy and energy efficiency in Kentucky!

• Faculty interested in researching sustainability are encouraged to apply for UofL's Intramural Research Incentive Grants:

o Multidisciplinary Research Grant (MRG): The goal of the MRG program is to identify new areas of promising multidisciplinary research in the university that will lead to improvements in federally-funded research competitiveness. The focus is to seed innovative research activities that have potential for competing in multidisciplinary extramurally funded grants programs. NSF's Crosscutting/Interdisciplinary programs and NIH's programs in Biomedical Engineering are two specific examples, but other federal funding agencies support multidisciplinary research programs in specific high priority areas as well. Applicants are required to be full-time faculty members. Awards will be made up to $10,000 for one year.

o Project Completion Grant (PCG): The primary purpose of a PCG is to assist faculty who are nearing the end of a scholarly project and need some ancillary support to bring it to completion. PCG funds may be used to cover the costs of travel required to complete the project, manuscript preparation, library computer searches, release from teaching duties, or other reasonable and appropriate research expenses. Grants up to $4,000 are provided.

o Research Initiation Grant (RIG): The primary purpose of a RIG is to assist faculty in the initiation of new research projects. Funds may be used for equipment, expendable supplies, travel necessary for the conduct of the research, student wages, release from teaching duties, or other reasonable and appropriate research expenses. In general, priority is given to new faculty, those entering new areas of research and scholarship and others who have not previously received an RIG. Grants up to $5,000 are provided.

o Research On Women Grant (ROW): This grant is available to full- and part-time faculty. The primary purpose of an ROW grant is to provide support to stimulate scholarship on women and encourage research on women's issues. Funds may be used for equipment, expendable supplies, travel necessary for the conduct of the research, student wages, release from teaching duties, or other reasonable and appropriate research expenses. Grants are provided up to $4,000.

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

http://louisville.edu/sustainability/education-research/research.html#section-1

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

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

Research, Scholarship and Creative Activity

UofL will be recognized among the nation's foremost public metropolitan research universities with a faculty of distinction who have outstanding national and international reputations in areas of research and other scholarly activities. These scholars will serve as outstanding mentors for undergraduate, graduate and professional students as well as postdoctoral scholars. UofL will achieve and maintain excellence in selected disciplines and will develop novel niche and interdisciplinary research foci that will rapidly gain national prominence.

Interdisciplinary and collaborative research will draw on and support the scholarship of many disciplines, including the arts, humanities, social sciences and others without traditional access to extensive research funding. These disciplines will be recognized as critical components of success in discovery research and civic engagement. UofL will have a national reputation for translational and applied research that both stimulates the educational experience and provides rapid delivery of the benefits of discovery and creativity to the

public. Excellence in research will be translated to solutions for problems and to meet community needs.

Discoveries of UofL scholars will generate intellectual property, and UofL will assist such scholars in bringing ideas to the marketplace for the benefit of the public, the inventor and the university. The research enterprise of the university will be funded from financial rewards from these activities as well as from strong support from government and foundation granting agencies and creative development strategies will fund the research enterprise of the university.

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

http://louisville.edu/provost/redbook/

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

No

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

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

Access to Research

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

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
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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*.

Submission Note:

UofL's Sustainability Council launched its new peer-to-peer Eco-Reps program for all employees and students in the fall 2012 semester. Student enrollment numbers are from the fall 2013 semester, as reported here:
http://louisville.edu/institutionalresearch/institutional-research-planning/Just%20the%20Facts%202014-final-WEB.pdf

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

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

Number of degree-seeking students enrolled at the institution:
21,548

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

Eco-Reps

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

21,548

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

Eco-Reps is a new, ongoing peer-to-peer sustainability outreach and education program for all students, faculty, and staff at UofL. At the core of the program is an online training series focused on topics in sustainability, particularly as they apply at UofL.

Once you become an Eco-Rep, you're expected to serve as a resource person for sustainability in your sub-community at UofL, whether it's your immediate peers and colleagues, your department, your building, your club, your residence hall, or any other realm where you live, work, and play. We encourage Eco-Reps to become conscious of the specific physical and social systems in their own departments or residence halls, and to help their peers understand the options and advantages of more sustainable solutions during planning meetings or when designing systems.

Eco-Reps stand for sustainable action, so we also encourage you to actively demonstrate your personal commitment in those places where you can have the most impact. Eco-Reps are not "green police." Eco-Reps are educators and mentors. As an Eco-Rep, you should feel free to politely observe and make note of problem behaviors or unsustainable systems, but you should always be courteous, respectful and supportive rather than punitive. It's important to remain sensitive to the university's policies and structure. Eco-Reps should also be a voice for sound practices regarding our campus environment, its inhabitants, and the planet at large. Eco-Reps should always strive to "practice what they preach" and to lead by example.

Eco-Reps are expected to attend three meetings per semester to discuss your own sustainability activities in a public forum (with food!), and at least once per year, each Eco-Rep will report on your activities and ideas about sustainable practices to UofL's Sustainability Council. We also expect you to submit a brief monthly report designed to help everyone brainstorm and document more effective strategies for Eco-Reps representation across campus.

Eco-Reps also engage in an annual project to be decided by the current Eco-Reps at the beginning of each fall semester. The projects should engage the community around UofL in some highly visible and meaningful efforts. Eco-Reps are encouraged to partner with RSOs, Residence Life, the Student, Staff, and Faculty Senates, and other campus organizations to spread the word about sustainability on campus, and to help identify opportunities to engage with sustainability.

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

EcoReps are recruited at campus events, through presentations to sustainability-related classes, existing sustainability-related clubs and organizations on campus, and campus-wide media such as the student news feed. Participants are encouraged to register for the written examination for Eco-Reps Basic certification. Certified Eco-Reps then educate peers at UofL, lead workshops, and offer their expertise to community projects both on and off campus.

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

At the core of the program is an online training series focused on topics in sustainability, particularly as they apply at UofL. The series is not intended to be exhaustive concerning sustainability as a whole, nor any individual topic, but the intent is to empower and educate our students, staff, and faculty about the different ways UofL is addressing sustainability and what the UofL community must do in order to

help move forward.

There are two tiers of training for Eco-Reps at the University of Louisville - both a Basic and an Advanced program. The Basic training includes a series of videos and accompanying supplementary materials available online. Participants are encouraged to register for the written examination for Eco-Reps Basic certification. Certified Eco-Reps then educate peers at UofL, lead workshops, and offer their expertise to community projects both on and off campus.

Those interested in going deeper can also become certified in Advanced Sustainability Topics through the Eco-Reps Advanced certification program. The Advanced program offers serious sustainability advocates the opportunity to work with a UofL mentor in a particular sustainability area to develop a focused project that addresses the needs of the university or wider community. The Advanced program begins with video training about a particular topic, such as bicycling for transportation, making solar panels, or vermiculture. You'll then explore a set of supplemental materials on the topic and develop a proposal for a community project. Proposals will be reviewed by the Sustainability Council and the Eco-Reps mentor. If approved, the project will be conducted under the supervision of an Eco-Reps mentor. After successful implementation, you'll receive an Eco-Reps Advanced certification in the special topic and will be listed on UofL's Sustainability website as being among UofL's advanced community mentors available for consultation.

The Eco-Reps training program at UofL relies upon a video series and supplementary materials to create an action-oriented educational experience for anyone interested in sustainability initiatives at UofL. Taken together, the series is intended to prepare you for becoming certified in sustainability practices at UofL. There is one examination for the entire Basic Eco-Reps training series.

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

The Eco-Reps program is run by UofL's Sustainability Council and funded through our Climate Action Plan which pays one part-time faculty member to develop and staff the program as director year-round. The Assistant to the Provost for Sustainability Initiatives also devotes staff time to develop and support the program. A volunteer EcoReps coordinator position also exists.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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:

New student orientation is an extended, multi-phase process at UofL. Beginning in 2010, the Sustainability Council has worked closely each year with Admissions and the Office of First-Year Initiatives to integrate sustainability into the orientation process with the following elements:

Sustainability in Summer Orientation (two-day, mandatory session offered ten different times):
• In-person training is provided by UofL's sustainability coordinator for all Student Orientation Staff (SOSers) on the principles of sustainability, UofL's commitment to sustainability, and ways students can contribute and engage.
• Orientation staff receive a one-page hand-out covering 10 key points about UofL sustainability, and a list of campus groups involved, as well as details about our new alternative transportation programs.
• Themes of campus sustainability are integrated into evening "Real World" skits.

• Reusable UofL Sustainability/Office of Health Promotion water bottles (made in USA of 100% recycled materials) are provided for new students, with water filling stations in the Student Activity Center, Strickler Lobby, Bigelow Hall, and Unitas lobby.

• Two Sustainability Council ads are printed in the Summer Orientation Guide magazine that all participants receive. One includes the Cards Go Green! pledge and the other features the top five reasons you won't need to bring a car to campus.

• Campus sustainability clue(s) are included in the mandatory "Cardinal Challenge" text message scavenger hunt.

• Green campus post(s) are included in Admissions blog at

http://uoflblog.com/uncategorized/uofls-green-committment/

• Sustainability slides are included in the slideshow loops on monitors in SAC, Strickler, etc. and in the pre-show slideshow during gathering.

• UofL Sustainability buttons are provided for all Orientation staff (made in the USA of recycled materials).

• Bike maps have been included in orientation packets for international students.

• A reusable shoulder bag made with recycled material content is provided to all families and they are encouraged to bring reusable water bottles.

• Attention is given to adequate provision and placement of recycling and composting bins and student volunteers staff waste stations at meal times to help orient new students to the single-stream recycling and composting systems on campus.

• All new students must spend a night in Unitas Hall, featuring our new Building Dashboard system that provides real-time feedback about energy use in the dorm.

• The student environmental group, GRASS, and the EcoReps Program recruit members at the Cards Expo during lunches.

• UofL Sustainability Council representatives are present for all Family Orientation Receptions to inform about more sustainable choices and transportation alternatives.

• In partnership with the University Admissions office and Louisville Farm to Table, UofL Dining Service has increased the amount of local ingredients included in the 8000 meals served to parents and new students during Orientation. Commensurate marketing materials accompany this meal service, including menu identification of local foods and a leaflet stating "U of L Likes Local" with five reasons why the university supports the use of local food and a list of campus sustainability efforts.

• The UofL Sustainability banner & Tree Campus USA flag is in the Student Activities Center.

• Large photos of campus sustainability activities have been hung in the main auditorium at Strickler Hall.

Sustainability in Welcome Week:

• Morning Walk: Discover Old Louisville! Highlighting local businesses and healthy local food options!

• Car-Free Lunch Trip to Gray St. Farmers' Market. Cyclists gather in front of the Red Barn. Bus riders meet at the TARC Route #18 stop across from the the Belknap Bus Station. Both groups meet up at UofL's farmers' market ant learn about local food and how to traverse the city without a car on this trip from Belknap campus to UofL's Health Sciences Center. All attendees receive a reusable UofL Sustainability shopping bag made in the USA of 100% recycled materials!

• Health Promotion's Cardinal Quest Treasure Hunt features UofL Sustainability initiatives!

• UofL's Sustainability Council has teamed up with Breaking New Grounds to co-host a Student Outreach Uniting Louisville (SOUL) volunteer project focused on sustainable urban agriculture.

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

http://louisville.edu/sustainability/past-events.html

Student Life

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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.

"---" *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	No
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	No
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
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	Yes
Other co-curricular sustainability programs and initiatives	Yes

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

UofL has several student groups focused on various aspects of sustainability.

1. Group Recycling and Sustainable Solutions (GRASS) was first recognized as a registered student organization (RSO) in February of 2009. GRASS has the goal of bringing issues of sustainability to public awareness and of enlarging the environmental movement by working with other groups. The members of GRASS participate in many events throughout the year that bring awareness to the community. Past activities included "dumpster dives," an environmental film series, and several volunteer opportunities throughout the community to provide students with both hands-on experience and a forum for discussion regarding sustainability. GRASS has a representative on UofL's Sustainability Council. More info:

http://www.facebook.com/groups/25273129997/?bookmark_t=group

2. The Housing Green Committee engages residential students at UofL in a variety of sustainability initiatives and awareness-raising campaigns, from Recyclemania to a model green dorm room to end-of-semester Swap Shops for keeping unwanted items out of the landfill. More info:

http://www.facebook.com/GreenUofL

3. UofL students formed a team which has been accepted to compete in the 2013 Solar Decathlon, a national competition to design a fully solar-powered modular home. More info:

http://conncenter.org/energy-education/solar-decathlon/

4. In the fall of 2010, UofL launched a student-chapter of the U.S. Green Building Council with a focus on expanding their LEED design and green building knowledge. More info:

http://www.facebook.com/pages/Student-LEED-Group-University-of-Louisville/104199722986682

5. In the spring of 2010, a group of students interested in gardening and local food systems formed around the creation of the campus Garden Commons project at the Cultural Center and the group gained status as a Registered Student Organization in summer 2010. More info:

http://www.facebook.com/group.php?gid=113263822035351

6. UofL's Brandeis School of Law hosts an Environmental Law & Land Use Society student group to further an understanding and appreciation of legal concepts relevant to environment and land use. More info:

http://www.law.louisville.edu/students/ellus

7. The RE3 Club (Renewable Energy and Energy Efficiency Club) is a student run organization based in The Conn Center for Renewable Energy Research at UofL. The club is dedicated to educating persons in renewable energy related concepts, challenges, and innovations. The club accomplishes this through a combination of an engaging lecture series and hands-on energy workshops. These workshops focus specifically on incorporating renewable energy concepts and devices into everyday life. Workshops include:

-Designing, building, and implementing solar ovens

-Fabricating dye-sensitized solar cells

-Recycling broken silicon solar cells into new solar panels

-Designing solar-powered RC vehicles (both land and air)

8. Student Athletes Taking Action (SATA) formed during the 2013-14 year as a grassroots initiative of student athletes to help engage other students and Athletics staff in sustainability and social justice. They have helped launch composting and shoe-collection initiatives at Athletics facilities and organized the Cards Go Green home game promotions in April 2014.

9. Cards United Against Sweatshops formed in 2014 to encourage the responsible sourcing of UofL apparel.

The website URL where information about student groups is available:

http://louisville.edu/sustainability/get-involved.html

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:

On March 3, 2010, volunteers from across the UofL community gathered at the Cultural Center to break ground on the Garden Commons - a hands-on effort to educate and involve students in organic local food production. The garden is student-managed, originally through an internship program and now by the Garden Commons Recognized Student Organization whose goal is: "Educating ourselves to become urban farmers." Though everyone in the UofL community is invited to participate, students have taken the lead role in making decisions about what to plant, how to care for the crops, and what to do with the harvest. The Garden Commons has hosted an on-going series of workshops about organic gardening, agriculture, and food justice.

In June 2011, the Garden Commons received a grant to significantly expand and install a greenhouse, rain barrels, signage, more growing beds, and an outdoor gathering space. Watch a video about the expansion at:

http://www.youtube.com/watch?v=wkR3-3UD4vw&feature=player_embedded

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In May 2013, graduate students and staff in the Dept. of Urban & Public Affairs broke ground on a new "Horticulture Zone" designed by students to highlight sustainable permaculture principles. The garden was created by removing under-utilized lawn that had to be mowed with fossil fuels and now features four raised beds for vegetables, an historic apple tree and 14 newly planted fruit trees, a no-mow nitrogen-fixing clover plot, bird-feeders and native plants to attract wildlife, two compost bins, and three rain barrels. The garden is majority-funded by student government and managed by students in collaboration with staff.

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

http://louisville.edu/sustainability/operations/garden-commons.html

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

The CardShirt Company is run by students in UofL's College of Business. The company is dedicated to increasing interest in University of Louisville athletics and academics through the creation and sale of an annually themed t-shirt. During the 2011-12 year, CardShirt went 'green' by souring t-shirts from Edun Live, a company devoted to developing trade with Africa and sourcing materials from the Conservation Cotton Initiative Uganda (CCIU), to affect change at the start of the supply chain and Edun Live primarily uses CCIU cotton.

The CardShirt Company provides invaluable experience to students at the University of Louisville by allowing them the opportunity to run a real business while generating profits for student scholarships. The CardShirt Scholarship is a $2,000 scholarship awarded every April. The scholarship is awarded to a student with a junior or senior standing (for 2010-2011 year) in the College of Business with a 3.0 minimum GPA. Applicants must write an essay demonstrating commitment to building community and tradition for the CoB and UofL including volunteer work, membership to clubs at UofL/CoB, and attendance of sporting events around campus.

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

http://www.thecardshirt.com/

A brief description of the sustainable investment or finance initiatives:

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:

Throughout the year, UofL hosts a wide variety of sustainability events for students. Major sustainability related conferences, speaker series, symposia or similar events at UofL include:
- EcoReps Monthly Sustainability Workshop Series
- Bluegrass Bioneers Conference (October)
- Climate Change Teach-In (April)
- TEDxUofL conference on "3Es for the Future: Education, Entrepreneurship & Environment" (March 2012)
- Campus Community Partnerships for Sustainability conference (organized and hosted by UofL in 2012)
- Conscious College Road Tour & Sustainability Town Hall (March 2014)

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

http://louisville.edu/sustainability/past-events.html

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

1. The student environmental group, GRASS, has organized sustainability film series for students in past years. The 2013-14 series, for example, included screenings of: " YERT - Your Environmental Road Trip;" "Chasing Ice;" "Gasland;" "Wonder: The Lives of Anna &

Harlan Hubbard;" "Bringing it Home;" "Deep Down: A Story from the Heart of Coal Country;" and "The Ghosts in Our Machine."

2. The Sustainability Council organizes UofL's participation in PARK(ing) Day, an annual worldwide event where artists, designers and citizens transform metered parking spots into temporary public parks and creative spaces. In 2013, UofL's Urban Design Studio also organized a Tactical Urbanism Workshop, Block Party & Salon to transform an entire city block. Tactical Urbanism is a fast-growing, international movement to catalyze change in cities by utilizing highly creative, small-scale pilot projects and other actions to advance long-term change for urban sustainability.

4. April's Earth Week activities organized by the Student Activities Board has featured a Recyclable Sculpture Contest in which teams have 30 minutes to construct whatever they want out of the recyclables that their team has collected. The results are judged and prizes awarded.

5. In 2013, UofL Archives & Special Collections featured a special installation called "A Selection from the Harlan and Anna Hubbard Collection." Kentucky artist, writer and back-to-nature philosopher Harlan Hubbard and his wife, Anna, were one of the first couples to intentionally choose living a simple life "off-the-grid." The couple lived deliberately and artistically, first on a shantyboat as they traveled the Ohio and Mississippi rivers, then as farmers on seven acres at Payne Hollow in northern Kentucky from the early 1950s through the late 1980s. They farmed most of their food, made sassafras tea, made candles to read by and collected anything that drifted upon shore. The exhibit included selections from the journals, literary manuscripts, letters and artwork UofL holds in the Hubbard collection, ca. 1903–1987.

6. In 2012, UofL's Cressman Center for Visual Arts featured an art installation entitled "Consumed." The exhibit and gallery talk featured sculptural works constructed from discarded inner tubes by Miami University professor, artist and anthropologist Alysia Fischer. "Denying the discard cycle so prevalent in American culture, I work with used inner tubes destined for the landfill. The resulting objects reflect my engagement with the local waste cycle. I work with locally sourced discarded materials in order to demonstrate their further potential. As hybrid forms retaining their industrial history, while simultaneously denying a continuation of those uses, the use of the material is extended indefinitely," Fischer wrote of her work.

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

http://louisville.edu/sustainability/past-events.html

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

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

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

Through the Book-In-Common program, UofL students are encouraged to read and explore a common text throughout the academic year. The text is also incorporated into English 101 and other classrooms across disciplines.

In the 2013-14 and 2014-15 academic years, the text, "This I Believe" was selected to engage students in critical thinking and discussion about their fundamental beliefs and motivations. Themes vital to sustainability were included in many of the essays featured in the book and written by UofL students, faculty, and staff participating in the Book-in-Common program.

In the 2011-12 and 2012-13 academic years, the text, "The Other Wes Moore" by author Wes Moore highlighted a variety of social sustainability themes including urban poverty, racism, access to education, and justice. The book has been very well-received by UofL's diverse student population and has spurred a deep interest in service projects to empower under-served youth in Louisville.

In the 2010-11 academic year, the text, "Freakonomics: A Rogue Economist Explores the Hidden Side of Everything" (2005) by Steven D. Levitt & Stephen J. Dubner challenged students to consider the interconnectivity of major issues shaping our world and the sustainability implications of seemingly unrelated policy and design decisions.

The Office of First Year Initiatives partners with the Sustainability Council and other campus and local community organizations to provide a series of out-of-class activities revolving around sustainability themes and issues raised throughout the Book-In-Common. Related activities take place throughout the academic year, including a featured keynote speaker (brought to campus in 2010 and 2011 as a part of UofL Sustainability Week), out-of-class group discussions, essay contests, film screenings, and faculty lectures/panels.

The Book-in-Common program supports new students in their transition and acculturation to UofL and engages the campus community through a series of curricular and co-curricular activities related to a common text. Through cross-campus collaborations, Book-in-Common supports the university mission of intellectual and cultural development, the President's Vision for Diversity, and the university's goals of developing students' critical thinking skills and community engagement.

The website URL where information about the theme is available:

http://louisville.edu/firstyear/book-in-common

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

UofL's model Green Dorm Room opened in Louisville Hall in Fall 2009, but was first developed as a challenge to 10 students in Jamie Horwitz's Spring 2009 Sustainable Architecture course. At the request of Russ Barnett, director of research and development for the Kentucky Institute for the Environment and Sustainable Development, these students gave their input to design the room as a model of sustainable living on campus.

Turning the students' conceptual design into an actual dorm room was made possible with a $5,000 grant from Arts and Sciences Dean Blaine Hudson.

Certain features distinguish this room from any other on campus. These differences are much more sustainable and aesthetically pleasing:
- The floors are made of bamboo, a faster-growing and more sustainable alternative than wood, synthetic flooring or carpet.
- One wall is covered in clay, a natural building material which has insulating properties, improves air quality by catching dust, and is easier to repair and maintain. Large windows let in plenty of natural light, eliminating the need to use electric lights during the day.
- A ceiling fan helps regulate temperatures more efficiently.
- A low-flow showerhead and toilet, as well as an aerator on the faucet, has cut water use by about 50 percent.
With high ceilings, large windows and the several distinctive "green" characteristics, the room is more like a modern, innovative, energy efficient living space than a typical dorm.

Residents of the model green dorm room participate actively in the Housing Green Committee, act as sustainability leaders within the community, and welcome tours to demonstrate sustainable living principles.

Video:

http://www.youtube.com/watch?v=kn7Fw3Kd3GM

Read more about the student design process at:

http://php.louisville.edu/news/news.php?news=1374

Read more about the experience of living in UofL's model green dorm room:

http://louisville.edu/uofltoday/campus-news/uofl-green-scene-living-green-and-loving-it

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

http://louisville.edu/sustainability/operations/model-green-rooms.html

A brief description of sustainability-focused student employment opportunities:

Each year, the Sustainability Council hires work-study students and graduate assistants to help implement a wide variety campus sustainability initiatives. In 2014-15, the Council will launch a new Sustainability Internship program to hire students on campus.

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

http://louisville.edu/sustainability

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

UofL's Student Government Association created the following voluntary Sustainability Graduation Pledge in 2011 in partnership with the national Graduation Pledge Alliance, and in collaboration with UofL's Sustainability Council. The goal is to encourage UofL students to take what they've learned about social and environmental responsibility into their future lives and careers. Those planning to graduate soon are encouraged to take the pledge:

University of Louisville Sustainability Graduation Pledge

"As a concerned, educated member of society, and as a Graduate of the University of Louisville, I believe it is my duty to be concerned about and respectful of both the environment and my fellow human beings.
As a Louisville Cardinal, I pledge to explore and take into account the social and environmental consequences of any job I consider.
I will give careful thought to the environmental impact of the actions I choose, both in my personal life, and within any organizations for which I work or choose to affiliate."

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

http://louisville.edu/sustainability/sustainability-graduation-pledge.html

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

Throughout the year, UofL hosts a wide variety of sustainability events for students - from lectures to service activities to conferences to fairs to films and performances.

Major annual sustainability events at UofL include:
- Campus Sustainability Day / Week (October)
- Bluegrass Bioneers Conference (October)
- Climate Change Teach-In (April)
- Earth Week Celebrations (April)
- SOUL - Student Outreach Uniting Louisville service events (August-May)

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

http://louisville.edu/sustainability/past-events.html

Outreach Materials and Publications

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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	No
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	No
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	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

In the Fall of 2010, the UofL Sustainability Council launched a new website (louisville.edu/sustainability) to consolidate information and provide links to the wide variety of sustainability initiatives on our campuses. It includes the following sections:

Sustainability Council:
Annual Reports
Climate Action Plan
Contacts

Council Documents

Eco-Reps

Get Involved

Green Tips

Links

Memberships & Affiliations

Ratings & Rankings

Meeting Schedules

Admin/Finance/Outreach:

Community Engagement

Diversity & Affordability

Human Resources

Investments

Peace & Justice

Education & Research:

Academic Programs

Continuing Ed.

Events

Green Threads

Research

Operations:

Buildings & Energy

Campus Gardens

EcoReps

Food

Green Purchasing

Grounds

Info Tech

Master Planning

Model Green Rooms

Recycling

Stormwater

Transportation

Waste Reduction

The website URL for the central sustainability website:

http://louisville.edu/sustainability

A brief description of the sustainability newsletter:

UofL Green Scene is a monthly column written by faculty, staff and students engaged in sustainability which is distributed via email to all employees through UofL Today and posted online. All past columns are accessible through the UofL Sustainability News webpage. Past topics include:

• Student athletes take action

• New Vanpool Program

- Bring Your Own Mug & Save
- Mindfulness & Sustainability
- Team Kentuckiana - The Phoenix House
- Chemical Exchange Program
- Students Compete to Reduce
- 5th Annual CSA Fair
- IT uses innovative strategies to go green
- Eco-Representing
- Think Outside The Car
- DEHS takes campus recycling to the next level
- A great food city and beyond
- Students make it happen with low-cost solar
- Wrapping your mind around reducing campus energy use
- UofL loves mountains
- Giving your green to ensure UofL stays green
- Composters wanted
- Team promotes sustainable practices on Shelby Campus
- Strides in the journey, but mountains to climb
- What is sustainability?
- Help make our campus fair – trade, that is
- Sustainable Changes
- Environmental mindfulness
- Sustainable Investing at UofL
- Climate Change Teach-In - be a climate justice super hero
- The Green Dude abides
- Recyclemania returns
- Trees bring both green and gold to Belknap Campus
- Green Careers Speaker Series/internship fair
- Green holidays save money, resources, environment
- Committing to the climate
- Lessons from a summer on the farm
- This is your brain on driving
- Say 'no' to bottled water
- Environmental crime - Why don't those folks ever go to jail?
- How I was 'butt-ed' into action to clean up campus
- Gray Street Farmers' Market
- Getting a food education
- Climate Change Teach-In: Awareness, Education, and Activism
- Living green and loving it

The website URL for the sustainability newsletter:

http://louisville.edu/sustainability/news.html

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

In addition to the many UofL sustainability-related student groups which manage social media sites, the Sustainability Council hosts a number of social media platforms, including:

• UofL Sustainability Facebook page:

http://www.facebook.com/UofLSustainable

• UofL Sustainability Facebook group:

http://www.facebook.com/groups/uoflsustainability/

• UofL Sustainability Twitter:

http://twitter.com/UofLSustainable

• EcoReps Facebook Group:

http://www.facebook.com/UofLEcoReps

• Campus Conservation Nationals Facebook Event:

http://www.facebook.com/events/197258570474844/

All of these platforms are used to keep students and some employees engaged in sustainability on and off campus, highlighting opportunities for service, internships, events, activism, and more.

The website URL of the primary social media platform that focuses on sustainability:
http://www.facebook.com/UofLSustainable

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

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

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

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

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

• UofL Dining Service (Sodexo) posts a Local Food Map (

http://uofldiningservices.com/documents/LocalPurchasingMap2014-web.pdf

) explaining where food is sourced and what's in season.
• In partnership with Louisville Farm to Table, UofL Dining Service (Sodexo) produces marketing materials to accompany locally-sourced meal service, including menu identification of local foods and a leaflet stating "U of L Likes Local" with five reasons why the university supports the use of local food and a list of campus sustainability efforts.

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

http://uofldiningservices.com/social.html

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

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

A brief description of the sustainability walking map or tour:

UofL's Belknap Campus Sustainability Walking Tour requires about one and half hours and is led by UofL's sustainability coordinator or other Sustainability Council members upon request and as a part of several larger public events throughout the year. It was created in 2010 to highlight a variety of initiatives at several stops along the way:
• Cultural Center: Organic Garden Commons, composting & rain barrels
• SAC: Bike racks; BigBelly solar trash compactors; Kentucky Proud section of bookstore
• Threlkeld: Single-stream recycling; energy-efficiency retrofits
• Lutz Circle: Community Supported Agriculture (CSA) pickups; No-Idling Policy
• Steam & Chilled Water Plant: Coal-free campus
• Ernst: Biodiesel program & Conn Center for Renewable Energy Research
• Eastern Parkway: Road diet - bike lanes & bus shelters
• Duthie: LEED Gold renovation
• Sackett: Dual-tracking solar array (PV and hot water)
• Gardiner: Green conference room; A&S Green Team office audits; Campus Tree Tour
• Ekstrom: Heine Brothers fair trade, locally-roasted coffee; Bike-share program; Rain Gardens
• Ville Grill: Trayless dining; vegetarian/local/organic/fair-trade foods & food waste composting
• Louisville Hall: Green Dorm Room; Basic Pantry (Cardinal's Nest); TARC HSC-Belknap shuttle stop; WeCar car-share
• College of Business: Water bottle filing station to eliminate bottled water; Green Roof

The website URL of the sustainability walking map or tour:

http://louisville.edu/sustainability/Belknap%20Campus%20Sustainability%20Tour%20Map.pdf/at_download/file

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

In 2009, UofL launched a "Commute Green" campaign to provide commuters with information about lower-impact transportation alternatives including: living close enough to campus to walk, bicycling, taking the bus, and carpooling or vanpooling. This guide is available online and is distributed in print at a wide variety of events, including new employee and new student orientations, Campus Sustainability Day, Earth Day, and Transportation Alternatives Fairs.
An online resource page specifically for bicycle commuting to UofL has also been created:

http://louisville.edu/sustainability/operations/transportation.html

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

http://louisville.edu/sustainability/operations/transportation.html

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

The Sustainability Council distributes Louisville bike maps at many campus events and kiosks throughout the year. The Council also has a webpage specifically for bicyclists which features a wide variety of navigation and educational tools, including the online safer route finding tool

ridethecity.com

. The Council also funded the latest revision of the campus map stands to feature safe routes for cyclists and pedestrians as well as the locations of campus bikeshare, carshare, and transit stops.

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

http://louisville.edu/sustainability/operations/bicycling-for-transportation.html

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

The Cards Go Green! Pledge includes over two-dozen ideas for green living from reducing waste to conserving energy and water. Students are asked to pledge to take at least three of the steps when the guide is distributed in print at a wide variety of events, including new student orientations, Campus Sustainability Day, Earth Day, and Transportation Alternatives Fairs. The Sustainability Council also maintains a Green Tips webpage, listing ideas about what residents and anyone at UofL can do to lead a more sustainable life and help improve our community.

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

http://louisville.edu/sustainability/green-tips.html

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

The Louisville Cardinal student newspaper regularly covers sustainability-related topics, and has assigned reporters to the sustainability beat. These articles are archived here:

http://louisville.edu/sustainability/news.html

. One former Louisville Cardinal editor, Elijah McKenzie, covered the sustainability beat with great passion and created a "Recycle This Page" blog:

http://elijahmckenzie.wordpress.com/

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

http://louisville.edu/sustainability/news.html

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

University Communications & Marketing has a reporter assigned to the campus sustainability beat and regularly produces press releases and outreach material (stories, photos, videos, and announcements) for both internal and external audiences.

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

http://louisville.edu/uofltoday/

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 daily "UofL Today" campus news and announcement service includes a weekly "Green Tip" highlighting ways people in the UofL community can get involved in promoting sustainability (especially through choices they make in their daily lives).

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

http://louisville.edu/sustainability/past-green-tips.html

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

Yes

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

Sustainability Tips and events are included in the monthly online First Year Student Newsletter, "The FRY (Your First Rate Year)."

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

https://louisville.edu/firstyear/The-FRY

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

Yes

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

Green Tips and information about local foods and learning to cook (through the Basic Pantry program and others) are included in the monthly Campus Health News produced by Campus Health Services. Similarly, UofL's employee health and wellness program, Get Healthy Now, produces a monthly "Happenings" bulletin with sustainability-related announcements and ideas (e.g. biking to work, eating local and seasonal foods, etc.).

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

https://louisville.edu/campushealth/resources/student-health-101/previous-student-health-101-issues/services/promotion/health-promotion-1

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

Yes

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

Sustainability Green Tips and stories about campus sustainability initiatives are occasionally included in the UofL Connection alumni newsletter and UofL Magazine.

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

http://louisville.edu/alumni/publications/alumni-e-newsletter.html/

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

Yes

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

The journal Sustain is published semi-annually by the Kentucky Institute for the Environment and Sustainable Development at UofL. The Institute provides a forum to conduct interdisciplinary research, applied scholarly analysis, public service and educational outreach on environmental and sustainable development issues at the local, state, national and international levels. Each issue of Sustain focuses on different themes, including:

Issue 9: Kentucky's Environmental Future

Issue 10: Justice and the Environment

Issue 11: Global Sustainability

Issue 12: Green Cities

Issue 13: Pollution and Heart Disease

Issue 14: Land Conservation

Issue 15: Our Energy Future

Issue 16: Climate Change

Issue 17: Evolving Pollution Prevention

Issue 18: Student Research

Issue 19: Environmental History

Issue 20: Sustainable Building

Issue 21: Sustainable Communities

Issue 22: Environmentally Responsible Land Use

Issue 23: Renewable Energy

Issue 24: Stream Restoration

Issue 25: Biodiversity

Issue 26: Active Transportation

Issue 27: Local Foods

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

http://louisville.edu/kiesd/sustain-magazine/

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

Yes

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

The monthly President's Report produced by the Office of the President is now proudly 100% Carbon Neutral (The delivery of this publication is carbon neutral and it is printed on 100% post-consumer waste recycled paper) and highlights campus sustainability initiatives from time to time, such as June 2010.

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

http://louisville.edu/president/news

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

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Campus Conservation Nationals / Bluegrass Unplugged

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

Campus Conservation Nationals / Bluegrass Unplugged
Each spring UofL competes nationally and locally against Kentucky schools in the "Bluegrass Unplugged" competition to reduce electricity use on campus! Campus Conservation Nationals 2012 was the first nationwide electricity reduction competition on university campuses, with over 150 campuses and 250,000 students across North America participating, and it has grown each year. For a three week period, UofL competes to achieve the greatest possible energy reductions in its twelve residence halls, four with new Building Dashboard real-time monitoring systems. Prizes are awarded to Conservation Heroes throughout the competition and to the winning residence hall at the end.

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

In 2014, UofL residents were able to reduce electricity consumption by an average of 3%, with reductions documented in all but one of the halls.

In 2012, UofL was one of the top ten reducers in the nation, with one residence hall, University Tower Apartments, managing to reduce its consumption by one-third!
2012 Campus Conservation Nationals Results:
Nationally: UofL finished in the top ten energy reducers!
UofL: 38,415 kWh of electricity saved = $2,689 saved = 78,789 pounds of carbon dioxide averted. Rankings (% reduction in energy use):
1. University Tower Apartments (UTA) (36.4%)
2. Kurz Hall (real-time monitors!) (20.5%)
3. Louisville Hall (real-time monitors!) (12.2%)
4. Community Park (real-time monitors!) (10.3%)
5. The Complex (West Hall + Center Hall + Wellness Hall) (8.0%)
6. Unitas Hall (real-time monitors!) (4.5%)
7. Bettie Johnson Hall (1.2%)
8. Miller Hall (0.7%)
9. Threlkeld Hall (2.1% INCREASE)

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

http://louisville.edu/sustainability/operations/buildings-energy.html

The name of the campaign (2nd campaign):

RecycleMania

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

UofL competes annually in the national RecycleMania competition to encourage recycling and waste reduction. RecycleMania is a friendly annual competition among college and university recycling programs in North America. During this 8 week period, UofL employees and students work across the entire university to reduce waste, increase recycling and raise awareness of conservation issues across campus!

UofL's efforts were spotlighted in the 3/29/12 RecycleMania Week 8 Bulletin: "The University of Louisville promoted RecycleMania in as many ways as they could; posting signs in residence halls, yard signs on campus, painting a window in the main dining facility and

putting the competition on the campus news page. University of Louisville also took the opportunity to promote the competition during their basketball games, which are broadcasted nationally. A "Big Head" was purchased for students to hold up to promote recycling and the competition. The Green Committee served as Garbage Guards for a week during lunch in their main dining facility diverting students from the trash cans towards the recycling bins."

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

2012 RecycleMania Results:
UofL's National Rankings:
Grand Champion 98th
Per Capita Classic 233rd
Gorilla 106th
Waste Minimization 43rd
Paper 130th
Corrugated Cardboard 69th
Bottles & Cans 119th
Food Service Organics 109th

UofL's Cumulative GHG Reductions from RecycleMania 2012:
• 116 Metric Tons of CO2 Equivalent, or
• 62 cars off the road, or
• the energy consumption of 31 households

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

http://louisville.edu/sustainability/operations/recycling.html

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

Employee Educators Program

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*.

Submission Note:

UofL's Sustainability Council launched its new peer-to-peer Eco-Reps program for all employees and students in the fall 2012 semester. Employee numbers are from the fall 2013 semester and exclude instruction/research assistants.

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

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

Yes

Total number of employees:

6,737

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

Eco-Reps

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

6,737

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

They are recruited through new employee orientation sessions, professional development in sustainability trainings, existing sustainability organizations on campus, and campus-wide media such as UofL Today.

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

At the core of the program is an online training series focused on topics in sustainability, particularly as they apply at UofL. The series is not intended to be exhaustive concerning sustainability as a whole, nor any individual topic, but the intent is to empower and educate our students, staff, and faculty about the different ways UofL is addressing sustainability and what the UofL community must do in order to help move forward.

There are two tiers of training for Eco-Reps at the University of Louisville - both a Basic and an Advanced program. The Basic training includes a series of videos and accompanying supplementary materials available online. Participants are encouraged to register for the written examination for Eco-Reps Basic certification. Certified Eco-Reps then educate peers at UofL, lead workshops, and offer their expertise to community projects both on and off campus.

Those interested in going deeper can also become certified in Advanced Sustainability Topics through the Eco-Reps Advanced certification program. The Advanced program offers serious sustainability advocates the opportunity to work with a UofL mentor in a particular sustainability area to develop a focused project that addresses the needs of the university or wider community. The Advanced program begins with video training about a particular topic, such as bicycling for transportation, making solar panels, or vermiculture. You'll then explore a set of supplemental materials on the topic and develop a proposal for a community project. Proposals will be reviewed by the Sustainability Council and the Eco-Reps mentor. If approved, the project will be conducted under the supervision of an Eco-Reps mentor. After successful implementation, you'll receive an Eco-Reps Advanced certification in the special topic and will be listed on UofL's Sustainability website as being among UofL's advanced community mentors available for consultation.

The Eco-Reps training program at UofL relies upon a video series and supplementary materials to create an action-oriented educational experience for anyone interested in sustainability initiatives at UofL. Taken together, the series is intended to prepare you for becoming certified in sustainability practices at UofL. There is one examination for the entire Basic Eco-Reps training series.

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

The Eco-Reps program is run by UofL's Sustainability Council and funded through our Climate Action Plan which pays one part-time faculty member to develop and staff the program as coordinator year-round. The Assistant to the Provost for Sustainability Initiatives also devotes staff time to develop and support the program.

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

http://louisville.edu/sustainability/operations/eco-reps/eco-reps.html

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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:

Since July 2009, every Monday's day-long New Employee Orientation (required for all full-time university employees) has included a module on sustainability at UofL and the Partnership for a Green City. All new employees are asked to sign the Cards Go Green pledge, committing to at least three actions to reduce their environmental impact as employees.

Beginning in 2010, sustainability information is also distributed during July's New Faculty Orientations, including the Cards Go Green pledge and details about specific projects faculty and students can get involved in to help transform UofL into a living laboratory for sustainability.

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

http://louisville.edu/sustainability/finance-outreach/human-resources.html

Staff Professional Development

Responsible Party

Sam Connally
Vice President
Human Resources

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 :

To complement individual unit staff professional development trainings in sustainability available upon request, in 2012 UofL launched a new university-wide Professional Development Training Program in Sustainability for all employees. The training is offered every other month as part of Human Resources' new Leadership Academy. This dynamic and engaging session led by experts in the field provides employees with a helpful introduction to the basic principles of sustainability and how to apply them in their professional and personal decision-making at work and at home.

This professional development session has been designed to offer staff and faculty at any level with a wide variety of practical tips that you can use to help UofL shift our culture towards become better stewards of the environment while saving money and helping build a brighter tomorrow for society. Attendees will better understand UofL's commitment to sustainability and learn how each step we take contributes to big results for us individually, for the university, and for the broader community.

The session also introduces employees to UofL's new Eco-Reps Program, which gives everyone at UofL the opportunity to go deeper with follow-up trainings online, a certification, group and individual service projects, and the empowerment of becoming a point-person

for sustainability on campus.

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:

http://louisville.edu/sustainability/finance-outreach/human-resources.html

Public Engagement

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

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

Community Partnerships

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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:

UofL maintains numerous partnerships with local and statewide entities to promote sustainability through a variety of campus units, offices, and centers. Examples of these partnerships include:

- UofL is a member of the Louisville Sustainability Council - a public-private partnership that works to engage and collaborate with the community, and facilitate the achievement of Louisville's sustainability goals.

- UofL is a charter member in the newly forming Kentucky College & University Carbon Consortium. This new consortium, which is being organized throughout 2014 in partnership with the Midwest Clean Energy Enterprise and the Mountain Association for Community Economic Development (MACED), is focused on mitigating climate impacts through regional forest management. With other Kentucky schools, UofL is collaboratively designing and launching the Consortium which is envisioned to: 1. Serve as a regularly scheduled gathering of institutional and regional stakeholders to allow its participants to discuss sustainability challenges and opportunities and share best practices; and 2. Act as a climate clearing house for university-organized resource exchanges, campus tours, speakers, and the purchase of local carbon offsets and services through MACED.

- UofL is a member of the Kentucky chapter of the U.S. Green Building Council, and hosts tours, service opportunities, and workshops organized by USGBC.

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):

UofL's Kentucky Pollution Prevention Center (KPPC) works in partnership on the following collaborations:

Bluegrass Partnership for a Green Community
Representatives from Kentucky government, public school districts and Kentucky colleges and universities. KPPC worked in coordination with the Partnership to "green" the Alltech FEI World Equestrian games in September 2010 at the Kentucky Horse Park.

KEEPS – Kentucky Energy Efficiency Program for Schools
KPPC helps manage KEEPS with the National Energy Education Development Project – Kentucky Chapter, Kentucky Green & Healthy Schools, the Kentucky School Boards Association, and the Kentucky School Plant Management Association.

Kentucky Energy Efficiency Workgroup
KPPC participates in the workgroup along with 20 organizations from across Kentucky.

KY EXCEL – Kentucky Excellence in Environmental Leadership
KPPC collaborates with the Kentucky Division of Compliance Assistance.

KRIG – Kentucky Recycling Interest Group
KPPC works with more than 100 citizens, city and county representatives, government agencies, universities and manufacturing and recycling companies in the KRIG.

KREC – Kentucky Renewable Energy Consortium
KPPC helps manage KREC with help from the Kentucky Department for Energy Development and Independence, University of Kentucky Biosystems & Agricultural Engineering, University of Kentucky Center for Applied Energy Research, and 63 other organizations from across Kentucky.

KY SEN – Kentucky Save Energy Now
KPPC participates in KY SEN along with Big Rivers Electric Corporation, Duke Energy, East Kentucky Power Cooperative, E.ON U.S., Fellon-McCord & Associates, Kentucky Solar Partnership, Sierra Club – Cumberland Chapter, and the Tennessee Valley Authority.

KPPC's Executive Director, also serves as: an appointed Board member of the Center for Renewable Energy Research and Environmental Stewardship (CRERES) by Governor Beshear; an appointed member of the Kentucky Climate Action Plan Council (KCAPC) Agriculture, Forestry, & Waste Technical Work Group; and an appointed member of the Drought Mitigation and Response Advisory Council by Governor Beshear.

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:

UofL has been a leader in community sustainability partnerships, formally joining forces back in 2004 with Louisville Metro government and Jefferson County Public Schools to establish the Partnership for a Green City (

http://www.partnershipforagreencity.org/

). In 2011, the Partnership expanded to include Jefferson Community & Technical College. The partnership's goals are to foster conservation, pollution prevention and restoration of ecosystems with both public policy and personal behavior, promote a common agenda for Louisville as a green city, preserve and enhance the quality of life for our citizens and future generations, and widen recognition of the importance of good stewardship of the community's natural resources..

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

- From 2010-2014, UofL was a dues-paying member of the National Council for Science and the Environment (NCSE), University Affiliate Program and the Council of Environmental Deans and Directors (CEDD).

- In 2014, UofL joined the Universities Council of Water Resources, an association of institutions and individuals representing various fields of natural and social sciences who are at the forefront of education, research, and public service around water resources. Membership provides reduced registration fees to UCOWR conferences for all UofL employees and students, as well as electronic subscriptions to the Journal of Contemporary Water Research and Education, participation in UCOWR governance, networking with other water scholars, and increased visibility as among the leading universities in water-related research across disciplines. Law Professor Tony Arnold (502-852-6388) serves as UofL's lead delegate to UCOWR.

The website URL where information about sustainability partnerships is available:

http://louisville.edu/sustainability/sustainability-council/memberships-and-organizational-affi
liations.html

Inter-Campus Collaboration

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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:

UofL staff, faculty and students regularly collaborate to share sustainability experiences through the following presentations:

1. Bluegrass Bioneers Conference:
UofL hosts this annual regional gathering as a satellite event associated with the national conference Bioneers: Revolution From the Heart of Nature.
In 2009, UofL's Sustainability Council organized an environmental justice tour of Louisville and a Panel Discussion on University Sustainability: Examples and Conversation about Innovative Strides at UofL.
In 2010, the Council organized a presentation and strategizing session about UofL's recently completed Climate Action Plan.
In 2011, the Council hosted a Campus Sustainability Walking Tour to share our achievements and challenges.

http://www.bluegrassbioneers.org/

2. AASHE Conference:
Since 2008, UofL has sent representatives to share ideas and resources at the annual conference of the Association for the Advancement of Sustainability in Higher Education (AASHE). In 2011, two UofL staff and two UofL students co-presented three papers and a poster on: The Partnership for a Green City - public partners promoting sustainability; The Power and the Art of Weaving Sustainability into New Employee Orientation; Think Outside The Car! - Surveying Commuter Choices; and Creating Sustainable Urban Infrastructure One Seed at a Time. In 2010, two UofL staff and two UofL students co-presented the Panel: Growing GRASS and other sustainability initiatives at University of Louisville.

3. Kentucky Campus Community Partnerships for Sustainability Conference (CCPS):
Each year the Sustainability Council sends UofL representatives to share ideas and resources with other regional campuses at CCPS and in 2012, UofL organized and hosted the conference (

http://louisville.edu/sustainability/ccps-2012/ccps-2012.html

). In 2011, three UofL faculty presented on green infrastructure, renewable energy, and sustainability education. In 2010, five UofL staff and one community partner co-presented "UofL: Shrinking the Foodshed."

4. UofL's Center for Environmental Education is involved with all of the other 8 public universities through a network called KUPEE (Kentucky University Partners for Environmental Education). The Center also partners each year with the KY School Garden Network, Sierra Club and Spalding University to produce the Healthy Foods/Local Farms Conference to Louisville (which it hosted in 2009). UofL, King's College of the UK, University of Hawaii, RMIT University - UNESCO-UNEVOC Centre (Australia), and Simon Frasier University in Vancouver, BC will participate in an Invited Symposium at the National Association of Research in Science Education 2011 Conference. UofL's Center and the University of Kentucky's Tracey Farmer Institute for Environment and Sustainability submitted a pre-proposal intent to NSF for funding of Kentucky GROing STEMS (Gardening Revolution Options through Science, Technology, Engineering and Math for Sustainability). Finally, in partnership with the University of Kentucky Tracey Farmer Institute, the CPE Teacher Quality Grant-funded Science and Literacy for Middle School Teachers Project incorporates sustainability and environmental education into each content topic chosen by the teachers.

5. Each year, UofL's Sustainability Council sends representatives to the Kentucky Campus Sustainability Leaders Workshop. On October 22, 2010 UofL hosted the second annual Workshop. UofL organized the event and presented on its sustainability initiatives to representatives from: Bluegrass Community and Technical College, Transylvania University, Murray State University, University of Louisville, University of Kentucky, Northern Kentucky University, Morehead State University, and Jefferson Community and Technical College.

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:

1. Association for Advancement of Sustainability in Higher Education
2. Partnership for A Green City (Louisville)
3. Kentucky College & University Sustainability Leadership Workshop
4. Association of University Leaders for a Sustainable Future, which serves as the Secretariat for signatories of the Talloires Declaration.
5. American College & University Presidents' Climate Commitment
6. Workers' Rights Consortium
7. Task Force on the Master Plan for Environmental Education in Kentucky (recommendations for the next five years to the legislature and stakeholders in the state)
8. Task Force on a plan for Environmental Education for the Kentucky Dept. of Education in preparation for No Child Left Inside federal funding
9. National Association for Biology Teachers Task Force for NRC framework for new science standards offering support for interdisciplinary, ecological, environmental, action oriented content laden orientation.

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

1. UofL participates in regular gatherings of Kentucky's university sustainability coordinators and hosted the June 4, 2010 meeting, including a UofL sustainability tour for other campus sustainability coordinators.

2. In June 2010, UofL's assistant to the provost for sustainability initiatives, Justin Mog, spoke at Transylvania University's first faculty workshop on sustainability across the curriculum.

3. UofL's Center for Environmental Education and the University of Kentucky's Tracey Farmer Institute are collaborated on the initial design for international climate change education which will involve Kentucky K-12 students and educators (both formal and informal) and students and educators in areas undergoing concrete climate change difficulties (Nepal, India, Arctic Circle Regions, Peru, etc.).

4. In 2014, UofL became a founding member of the new Kentucky College & University Carbon Consortium to exchange ideas, best practices, and resources for climate change mitigation and adaptation.

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

http://louisville.edu/sustainability/sustainability-council/memberships-and-organizational-affiliations.html

Continuing Education

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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.

Submission Note:

This data is from UofL's spring 2013 continuing education catalog and covers only in-person courses related to sustainability. It does NOT include online course offerings.

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

5

Total number of continuing education courses offered:

39

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

Sustainability-related courses include:
• Natural Foods to Enhance Your Health
• Public Speaking for Advocates
• Organic Gardening
• Exploring the Waterways of Metro Louisville
• The Art of Thrift and Consignment Shopping
The full catalog may be viewed here:

http://delphiserver.louisville.edu/catalogs/optionsspring13/

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

The option for a sustainability-related certificate program is being explored by the university's continuing education department. Since the continuing education department operates on full cost recovery model, an assessment will be conducted to determine the financial viability of offering a sustainability-related certification program.

Year the certificate program was created:

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

http://louisville.edu/sustainability/education-research/continuing-education.html

Community Service

Responsible Party

Daniel Hall

Vice President for Community Engagement

Office of Community Engagement

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:

UofL's Office of Community Engagement documented that 15,520 students dedicated 363,198 hours of community service (worth roughly $6.3 million) during the 2011-12 academic year. Undocumented service activities would bring the total even higher. The number of full-time students enrolled at UofL during the 2011-12 academic year was 16,924.

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

Number of students engaged in community service:

15,520

Total number of students :

16,924

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:

363,198

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)?:

Yes

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

In 2013, UofL instituted a new Community Service Leave Policy:

Purpose: The University of Louisville recognizes the importance of community involvement and encourages employees to participate in volunteer activities by providing flexibility in work schedules and paid leave opportunities.

Benefits:
- To promote community engagement through public service and our Signature Partnership.
- To promote involvement in community schools, supporting learning and student success.

Eligibility: Community Service Leave of one day during a calendar year (pro-rated for part-time employees) may be approved for regular (classified, professional and administrative) staff members, subject to the following guidelines:
- Employees, whose performance is deemed satisfactory, are eligible to request Community Service Leave.
- Employees must receive prior approval from their supervisor. The supervisor may require leave be taken at an alternative time, based on operational needs of department. Employee may be required to provide documented proof of volunteer service hours from service organization.
- Community Service Leave does not contribute to time worked in determining overtime and will be offset by any additional time worked during a work week.
- Unused Volunteer Leave may not be carried over to the following calendar year; whenever an employee moves from one unit to another without a break in regular continuous service, unused Community Service Leave shall be transferred to the new unit for future use during the remainder of the calendar year; and will not be paid at termination.

Usage: Community Service Leave may be used for the following initiatives:
- Involvement in schools (daycare, K-12; public or private).
- Volunteering in a community service organization.
- Disaster relief and emergency volunteer activities.
Exclusions are as following:
- Partisan political activities.
- Religious activities or services which support or promote religious beliefs.

Questions can be directed to Human Resources at 502.852.6258 or by email at

hradmin@louisville.edu

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

http://louisville.edu/communityengagement

Community Stakeholder Engagement

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

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

UofL's Sustainable Urban Neighborhoods center regularly advocates for more sustainable urban planning and development strategies that would not only enhance the sustainability of cities in general and of our city in particular, but would also benefit our urban campus. The Center advocates for issues such as enhanced walkability & bikeability, transit-oriented development, affordable housing, increased density, mixed-use developments, and historic preservation. As one example of this work, on March 16, 2015, the Center published an op-ed in the local Courier-Journal newspaper advocating for the conversion of one-way, car-centric corridors to two-way, pedestrian- and business-friendly streets: "More than one way to think about urban streets":

http://www.courier-journal.com/story/opinion/contributors/2015/03/16/one-way-think-urban-street

s/24847471/

In May 2012, UofL advocated against reductions in service to Louisville's public transit system, operated by the Transit Authority of River City. The University stated that the proposed changes "would have a significant, detrimental impact on the University and many members of its community.

UofL's Center for Environmental Education has been involved in advocacy as follows:

1. Task force on the Master Plan for Environmental Education in Kentucky (recommendations for the next five years to the legislature and stakeholders in the state).

2. Task Force on a plan for Environmental Education for the Kentucky Department of Education in preparation for No Child Left Inside federal funding.

3. Participation in the National Association of Biology Teachers Task Force for NRC framework for new science standards offering support for interdisciplinary, ecological, environmental, action oriented content laden orientation.

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

Criteria

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

Submission Note:

March 23, 2010

Mr. Scott Nova
Executive Director
Workers' Rights Consortium
5 Thomas Circle NW, 5th Floor
Washington, D.C. 20005

Dear Mr. Nova:

The University of Louisville is committed to conducting our business fairly and in a socially responsible manner. We understand that part of our mission involves educating the next generation of leaders as well as standing up for those in our community and around the world who face challenges in life. This mission includes advocating for fair labor practices, a commitment we share with the WRC and the Fair Labor Association.

The University of Louisville also supports the principles of the Designated Suppliers Program. Specifically, we support the concept of acceptable working conditions, living wages and freedom of association for workers who manufacture university apparel. While we support those principles, UofL shares the concerns of other institutions regarding the ongoing economic, logistical and possible anti-trust challenges facing the implementation of the DSP.

The University of Louisville looks forward to hearing more about the future of the DSP and may ultimately adopt the program providing the challenges noted above are addressed to our satisfaction. Thank you for your efforts to promote fair labor standards across the globe. UofL stands ready to assist in this effort.

Sincerely,

Mitchell H. Payne, J.D.
Associate Vice President for Business Affairs
Grawemeyer Hall, Room 108
University of Louisville
Louisville, Kentucky 40292

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

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

http://louisville.edu/sustainability/sustainability-council/memberships-and-organizational-affiliations.html

Hospital Network

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 Pursuing** so Reporting Fields will not be displayed.

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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:

Though UofL houses students 'on campus' in a number of affiliated properties, UofL does not own or directly manage these residence halls and our greenhouse gas emissions inventory boundary does not include these facilities. Thus, the numbers of "on-campus residents"

reported here reflect only those living in UofL-owned residence halls.

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	Yes
Capital goods	Yes
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:

Estimated emissions were calculated using the Clean Air-Cool Planet® Campus Carbon Calculator v6.9 software utilizing annual facility data. The calculator was used for university data collection, storage and conversion into a common greenhouse gas emission unit, metric tons of carbon dioxide equivalent (MT eCO2). In the conversion process, the calculator uses scientifically-based factors for specific activities leading to GHG emissions (e.g., commuter miles traveled, tons of waste disposed, gallons of fuel burned, etc.). These conversion factors have been modified as more is learned about the global warming effects of various greenhouse gases.

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

Yes

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

The data was verified by personnel across the university who are independent of the GHG accounting and reporting process, including staff from the following units:
• Office of Institutional Research
• Office of the Vice President of Business Affairs,
• Department of Physical Plant Operations
• Department of Environmental Health and Safety,
• University Planning, Design and Construction.
• Office of the Vice President for Finance – Budget
• Office of Study Abroad and International Travel
• Contract Administration & Procurement Services
• Parking Administration
• Office of the Controller

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	21,793 *Metric Tons of CO2 Equivalent*	37,770.20 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	15,890 *Metric Tons of CO2 Equivalent*	14,411.40 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	85,211 *Metric Tons of CO2 Equivalent*	134,394.40 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *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	626 *Metric Tons of CO2 Equivalent*	626 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	101 *Metric Tons of CO2 Equivalent*	14 *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:

This is an estimate of the carbon sequestration resulting from the preservation of trees on Belknap campus and at UofL's mostly forested 200-acre Horner Conservation Property (also referred to as the Moore Observatory). We based this estimate on an average of 10 tons per hectare per year and 50 pounds per tree per year, found at

http://www.plant-trees.org/resources/Calculating%20CO2%20Sequestration%20by%20Trees.pdf

A brief description of the composting and carbon storage program:

UofL began on-site composting of pre-consumer, plant-based food waste from its Belknap campus dining facilities in July 2010. The composting program involves employee and student volunteers and was designed to be educational and coordinated with the campus Garden Commons project which needs a steady supply of compost.
The project continues today as a service opportunity associated with UofL's EcoReps Program and has evolved into a community composting partnership with our neighbors. Read more about the project here:

http://louisville.edu/sustainability/operations/composting.html

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	5,224	3,161
Number of residential employees	0	0
Number of in-patient hospital beds	0	0

Full-time equivalent enrollment	18,719	16,483
Full-time equivalent of employees	6,342	5,949
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

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

The baseline was created during our first GHG emissions inventory conducted in 2009-2010. It involved three years of prior data and was as far back as we had reliable data.

Gross floor area of building space, performance year:

8,081,064 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	289,962 *Square Feet*
Healthcare space	798,423 *Square Feet*
Other energy intensive space	462,384 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	14,280.50 *Metric Tons of CO2 Equivalent*
Commuting	32,750.60 *Metric Tons of CO2 Equivalent*

Purchased goods and services	515.20 *Metric Tons of CO2 Equivalent*
Capital goods	828.60 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	8,427.40 *Metric Tons of CO2 Equivalent*
Waste generated in operations	539.40 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	15,053.50 *Metric Tons of CO2 Equivalent*

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

Refrigerants & Chemicals

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/ghg/3027/

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

Our plan for making progress toward climate neutrality is dynamic and multifaceted. We recognize that sustainability demands progress on multiple fronts and that lasting change cannot be achieved without coordinated efforts campus-wide. As such, we propose taking a variety of steps to lead the University of Louisville down a path toward climate neutrality with a focus on the following initiatives: green purchasing; energy conservation and efficiency; renewable energy; carbon sequestration; master planning; green building design; composting and horticultural practices; behavior change; recycling; transportation; food; and carbon offsets. Our full Climate Action Plan details over 175 individual steps we plan to take across all of these areas over the next four decades. We have prioritized these actions into short-term (by 2020), mid-term (by 2030) and long-term (by 2050) steps on the way to climate neutrality. The university intends to continually monitor progress and revisit and reevaluate these plans as the years pass in a spirit of adaptive management. Our Climate Action Plan is available at

http://rs.acupcc.org/cap/700/

Outdoor Air Quality

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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.

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

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

Yes

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

University of Louisville No Idling Policy

Policy:
This shall apply to all vehicles owned by the University of Louisville or its affiliates or operated by any employee or contractor of the university during the course of their job duties at the university. All UofL personnel or agents of UofL that operate a vehicle or powered equipment shall be made aware of this policy prior to operations and refreshed as necessary.
All vehicles should be turned off when not in use or when the driver leaves the vehicle for any length of time. Equipment should not be left idling more than 1 minute and should be turned off unless doing so would hurt its operation.

Exceptions:
• Vehicles at job sites requiring the use of emergency lights or other powered accessories to accomplish their assignment.

• Department of Public Safety vehicles are exempted during emergency and training situations.
• Inclement weather situations where the supervisor authorizes the use of the vehicle/equipment heater-defroster for the work crew's comfort when the temperature is below freezing or over 90 degrees. In these situations vehicle may idle for 5 minutes for heating/cooling. At no time should the vehicle be left unattended.

Background:
Unnecessary idling poses a risk to people in the vicinity and to the environment. Engine emissions are increasingly connected to a wide variety of health complaints. Automobile exhaust leads to tropospheric ozone formation and other forms of air pollution. It also releases greenhouse gases to the atmosphere, a major contributor to global climate change. No-idling is a simple and cost-effective way to reduce emissions and protect health.
Vehicles idling get zero miles per gallon. Unnecessary idling wastes fuel and pollutes. Running an engine at a low speed also causes more wear and tear on the vehicle. Studies have shown that the break-even point of turning an engine off and restarting it as compared to leaving it on to idle is 30 seconds.

Guidance:
Drivers of vehicles should turn off their vehicles as soon as possible to reduce idling and harmful emissions. Vehicles should be turned off when unloading passengers or goods. Buses should not idle while waiting for students during field trips, athletic events or other events using buses. Engines of service vehicles should be turned off while making deliveries. Vehicles should be turned off while waiting at train crossings. Where appropriate, signage shall be used to inform drivers of the no-idling policy.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:
No

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

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

	Weight of Emissions
Nitrogen oxides (NOx)	---
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:

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

http://sharepoint.louisville.edu/sites/provost/Sustainability/Shared%20Documents/Sustainability
%20Policies+Plans/UofL%20No%20Idling%20Policy%20%28approved%20by%20Council%2011-22-10%29.pdf

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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.

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

Building Design and Construction

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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.

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

UofL's ever-growing list of LEED projects includes the following:
1. Clinical & Translational Research Building, HSC (LEED Gold) - 2010, new construction, $136.3 million
2. Duthie Center for Engineering, Belknap (LEED Gold) - 2010, renovation, $5.8 million
3. Center for Predictive Medicine, Shelby (LEED Gold) - 2011, new construction, $35.2 million
4. School of Dentistry, HSC (LEED Silver) - 2012, renovation & addition, $44.9 million
5. School of Medicine (55B) MRI Imaging Suite, HSC (LEED Silver) - 2012, commercial interior renovation, $5.6 million
6. School of Business Equine Addition, Belknap (LEED Silver) - 2012, new construction, $3.4 million

Project currently in design or construction targeted for LEED certification:
7. Student Recreation Center, Belknap (seeking LEED Gold) - 2013, new construction, $37.5 million
8. Center for Predictive Medicine Addition, Shelby (seeking LEED certification) - new construction, $9.9 million
9. Student Activities Center east wing renovation, Belknap (seeking LEED Silver) - renovation, $9.4 million
10. Soccer Stadium, Belknap (seeking LEED Silver) - new construction, $16 million

Total floor area of eligible building space (design and construction):

340,500 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	212,200 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	128,300 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

0 *Square Feet*

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

0 *Square Feet*

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

Pursuant to KRS 56.770-784 and the recently filed administrative regulations, 200 KAR 6:070 High Performance Building Standards, construction and major renovation projects at UofL must adhere to new criteria in the design and construction of such projects.

This new criteria is based on the Leadership in Energy and Environmental Design (LEED) Green Building Rating System for New Construction and Major Renovation 2009 standards, as adopted by the U.S. Green Building Council.

The LEED standard required will vary depending on budgeted project size. For renovation projects where the budget exceeds half the insured value of the building being renovated, such projects are to be considered "major renovation."

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://louisville.edu/sustainability/operations/buildings-energy.html

Indoor Air Quality

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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.

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

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental 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
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

David Martin
Director of Purchasing
Purchasing Department

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).

"---" *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:

29.09

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

Sodexo Local Purchases July2014-Jan2015.xlsx

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

Dean's Milk
Klosterman breads (Cincinnati, OH)
Dawn Food Products - specialty bakery items (New Albany, IN)
Piazza Produce - produce, yogurt, whipped cream
Sysco Local Foods
Critchfield Meats
Marksbury Farms - Garrard County Rancher meats
Creation Gardens produce
Prairie Farms bulk milk
Heine Bros. Coffee
John Conti Coffee
Home City Ice
Popcorn Station

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:

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

We support local farms and businesses, with a contractual requirement with our food services provider, Sodexo, that at least 15% of all food purchases be sourced from within 250 miles of campus, including produce, dairy, meats, breads and baked goods. We have greatly exceeded that minimum in recent years and now source most of our local food items from within 100 miles.
- In Fall 2014, 29.4% of food was sourced locally!
- In 2013-14, 27.5% of food was locally sourced!
- In 2012-13, 24.7% of food was sourced locally!
- You can Explore the map of where Sodexo sources local food for UofL Dining and read profiles of some of our local food suppliers, including Grateful Greens, Creation Gardens, Bourbon Barrel Foods, and Marksbury Farm at

http://louisville.edu/sustainability/operations/food.html

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

Sodexo staff regularly track all purchases and regularly report local percentages to the Sustainability Council.

Total annual food and beverage expenditures:

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

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

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

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

http://www.uofldiningservices.com/social.html

Low Impact Dining

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.

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

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	468,835 *MMBtu*	496,050 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	468,835 *MMBtu*	496,050 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	8,081,064 *Gross Square Feet*	6,516,785 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	289,962 *Square Feet*
Healthcare space	798,423 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	4,438
Cooling degree days	1,645

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	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

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

The baseline was created during our first GHG emissions inventory conducted in 2009-2010. It involved three years of prior data and was as far back as we had reliable data.

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

The Siemens Apogee software and the TAC I/A software include scheduling features which allow building HVAC units to be turned off and/or temperatures to be set back during unoccupied times.
These software systems are used for the vast majority of buildings on campus.

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

UofL is beginning to install LED lighting, with its first major installation in outdoor lighting for a new parking lot featuring dozens of lights.

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

Several campus buildings use lighting sensors to reduce lighting levels during daylight hours and in times of extended non-occupancy, including Lutz Hall, Duthie Center for Engineering, Ekstrom Library, etc.
Motion sensors are used in numerous classrooms and offices including Humanities, Davidson Hall, Duthie Center for Engineering, Clinical & Translational Research, and several others.

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

We are investigating renewable energy options to passively heat & cool UofL buildings. At Burhans Hall on our Shelby campus, in collaboration with the Department of Energy and the Kentucky Renewable Energy Consortium, UofL's Renewable Energy Applications Laboratory (REAL) installed an experimental solar heat pipe wall for indoor climate control that may prove to be twice as efficient as other solar systems in places such as Louisville with moderate sun and cold winters. In 2011, the system was moved to a new solar test room constructed at the Speed School of Engineering behind Ernst Hall for further experimentation and monitoring. This is the only such device of its kind in the world and its active solar design is more efficient than most passive systems.

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

UofL's latest project featuring renewable energy opened in October 2013. The new Student Recreation Center on 4th Street features not only a solar hot water system, but 128,000 square feet of space heated and cooled by the University's first geothermal system. The geothermal heat pipe is a closed-loop vertical well system with a total of 180 wells 400 feet deep. This system provides ample reserve capacity and is expected to generate about 22% annual energy cost savings compared to a conventional system. It is also considerably simpler and cheaper to maintain.

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

n/a

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

UofL has made massive investments to retrofit its existing facilities in order to increase the efficiency of our operations, reduce costs, consume less energy and water, and produce less pollution as a result.

This $46.2 million project, involving 88 buildings (6.2 million square feet) on all three UofL campuses will directly save the university $4.4 million every year and reduce our annual carbon dioxide emissions alone by over 46,000 tons (the equivalent of removing 7,690 cars from the road).

With these improvements, UofL expects to reduce its utility bill by about $12,086 per day!

These efforts have already produced documented results. In FY 2011-12, Belknap Campus reduced fuel use 48%, electricity use 27%, and water use 31%. Efficiency-minded campus users helped us exceed our engineers' expectations! They had predicted fuel use to decline nearly 40% and electricity use to drop at least 20% annually.

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

The Siemens Apogee software and the TAC I/A software are in use in the vast majority of buildings on campus and report back to the work control center in the Service Complex.

These systems are monitored by a full-time staff person and allow for monitoring and control of hundreds of HVAC units across campus.

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

UofL has made massive investments to retrofit its existing facilities in order to increase the efficiency of our operations, reduce costs, consume less energy and water, and produce less pollution as a result.

This $46.2 million project, involving 88 buildings (6.2 million square feet) on all three UofL campuses will directly save the university $4.4 million every year and reduce our annual carbon dioxide emissions alone by over 46,000 tons (the equivalent of removing 7,690 cars from the road).

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

UofL has a strong commitment to tree planting and maintenance around campus buildings. Trees shade and cool in the summer and break the force of winter winds. UofL met or exceeded all five of the standards required for Tree Campus USA designation in 2010, 2011, 2012, and 2013 and has been recognized by the Arbor Day Foundation for excellence.

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

Vending Miser sensors have been installed on numerous machines across campus. These allow the unit to turn off lights and compressors when no one is near the machine for predetermined lengths of time.

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

In 2012, UofL installed real-time energy-monitoring and display technology in four residence halls. These online Building Dashboards allow residents to get a handle on their energy usage and to get real-time feedback about conservation efforts within the residence halls! Our Building Dashboards help UofL residents gauge progress during our annual energy conservation competition and helped UofL finish

in the top ten energy reducers in the spring 2012 Campus Conservation Nationals!

Examples of efficiency retrofits include:

Efficient lighting: Installed 117,483 fluorescent lamps, 41,714 ballasts, and 1,729 exterior induction lamps. Reduce lighting energy consumption by 14% for an annual savings of over $915,000.

Insulated steam valve jackets: 1,152 installed. Reduce heat loss at the valve by 90%. Saves over $327,000/year.

Occupancy sensors for lighting: Installed 2,011 occupancy sensors to automatically shut off lights in vacant rooms. Reduces lighting energy consumption by 20-40%, saving over $97,000/year.

Low-flow shower heads: 616 standard shower heads were replaced with efficient 2.0 gallon/minute heads. Reduces water use by an average of 11%, saving over $34,000/year.

Low-flow faucet aerators: Installed 20,426 pressure independent aerators. Reduces water consumption at sinks by an average of 58% for an annual savings of over $159,000.

Efficient motors: Replaced 259 motors with new models that use an average of 5% less energy for an annual savings of over $35,000.

Energy efficient belts for motors: Replaced 213 standard V-style belts with non-slipping synchronous belts with variable frequency drives. Cuts energy use by an average of 8% for a savings of over $46,000/year.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://louisville.edu/sustainability/operations/buildings-energy.html

Clean and Renewable Energy

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

Criteria

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

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	278.30 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	31,835.64 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

1,182,228.10 *MMBtu*

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

1. The roof of UofL's LEED Gold certified Center for Predictive Medicine on the Shelby campus houses a 50 kilowatt solar photovoltaic array, one of the largest in Kentucky, with 254 panels.

2. Sackett Hall Solar Array (PV+HotWater): The computer controlled dual-axis tracking solar array on Sackett Hall at the J.B. Speed School of Engineering produces both electricity and hot water for the building. It is the only such tracking array in Kentucky, and is intended for research, development and education, while supplying a portion of the building's electricity and hot water. Because it is able to track the sun precisely throughout the day and across the seasons, it is 30% more efficient than fixed solar panels. The two solar thermal collectors in the center of the array provide nearly 100% of the building's hot water in the summer, and ten photovoltaic panels feed enough electricity into the grid to power the building's computer laboratory.

3. In May 2012, students in UofL's Renewable Energy & Energy Efficiency Club, designed, constructed and installed low-cost 120-watt solar panels at the Garden Commons to power the ventilation system for the new greenhouse. Read more about the project.

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

Data on Energy Generation is not available, but UofL does have such devices:

1. UofL's latest project featuring renewable energy opened in October 2013. The new Student Recreation Center on 4th Street features not only a solar hot water system, but 128,000 square feet of space heated and cooled by the University's first geothermal system. The geothermal heat pipe is a closed-loop vertical well system with a total of 180 wells 400 feet deep. This system provides ample reserve capacity and is expected to generate about 22% annual energy cost savings compared to a conventional system. It is also considerably simpler and cheaper to maintain.

2. Sackett Hall Solar Array (PV+HotWater): The computer controlled dual-axis tracking solar array on Sackett Hall at the J.B. Speed School of Engineering produces both electricity and hot water for the building. It is the only such tracking array in Kentucky, and is intended for research, development and education, while supplying a portion of the building's electricity and hot water. Because it is able to track the sun precisely throughout the day and across the seasons, it is 30% more efficient than fixed solar panels. The two solar thermal collectors in the center of the array provide nearly 100% of the building's hot water in the summer, and ten photovoltaic panels feed enough electricity into the grid to power the building's computer laboratory.

3. We are investigating renewable energy options to passively heat & cool UofL buildings. At Burhans Hall on our Shelby campus, in collaboration with the Department of Energy and the Kentucky Renewable Energy Consortium, UofL's Renewable Energy Applications Laboratory (REAL) installed an experimental solar heat pipe wall for indoor climate control that may prove to be twice as efficient as other solar systems in places such as Louisville with moderate sun and cold winters. In 2011, the system was moved to a new solar test room constructed at the Speed School of Engineering behind Ernst Hall for further experimentation and monitoring. This is the only such device of its kind in the world and its active solar design is more efficient than most passive systems.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

A brief description of the RECs and/or similar renewable energy products:

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

http://louisville.edu/sustainability/operations/buildings-energy.html

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Aaron Boggs
Asst Dir Phys Plant Maint
Physical Plant

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).

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

	Area
Total campus area	660 *Acres*
Footprint of the institution's buildings	100 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	560 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

Pests are monitored for threshold levels. Cultural practices are the main defense against pests and are used in most situations to solve problems. Chemical controls are used as a last resort when there is a potential for total crop failure. These products are selected for low use rates per acre and low environmental toxicity.

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

The Sustainability Council works with the Grounds crew to explore ways to protect campus trees; to minimize the waste and excessive use of water, fertilizers, pesticides, salt and fossil fuels; and to find effective options for lower-maintenance and native species plantings.

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

Native trees, shrubs and grasses are specified for landscape plantings at UofL. When non-natives are utilized for special applications, they are selected on the merits of being insect and disease resistant (thereby reducing the need for chemical inputs). Non-native plants must be hardy in planting zones 6-7 (the type that thrive on our campus) to best ensure they will thrive with minimal assistance.

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

The University of Louisville Grounds Maintenance Department utilizes selected green waste created from the care of the lawns, landscape and trees on Belknap campus to create compost/mulch. This includes chipped/shredded tree limbs, shrub trimmings and leaves. These items are "tub ground" once or twice per year in an effort to decrease their size and combine the materials. They are then put into piles based on their age and turned regularly to aerate the materials. Irrigation for the operation is supplied by rainfall. After the items have decomposed to a satisfactory state, they are utilized on campus as mulch/compost or given to the university community.

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

n/a

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

n/a

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

UofL is working with Louisville's Metropolitan Sewer District (MSD) on a variety of "green infrastructure" projects to help keep stormwater runoff out of the combined sewer system. In the past, every raindrop that hit UofL's rooftops (over 2.2 million square feet on Belknap campus alone!) and pavements was channeled into the same sewer system that handles our sewage which truly needs to be treated. But, as our former Vice-President for Business Affairs, Larry Owsley put it, "When you have that much rain in that short a time, the sewers — which are large sewers — just back up and there's no place for the water to go." Even if the sewers can handle stormwater from UofL, the treatment plants at the end of the pipe often cannot, leading to dangerous releases of untreated sewage into the Ohio River - a threat to human health and ecological integrity.

UofL has pursued means of lessening the risk of flood and reducing our campus' contribution to the problem by diverting stormwater from the sewer system all together through infiltration and rainwater harvesting projects, or by slowing its release through water absorbing changes to our campus landscape. Around campus, we have disconnected downspouts, installed vegetated green roofs, and built rain gardens and bioswales to facilitate groundwater recharge through infiltration.
In recent years, UofL made several changes to campus landscaping, parking lots and rooftops, with the help of $1.25 million in cost-sharing from MSD. We think that this significant investment will essentially pay for itself by helping prevent millions of dollars in future flood damage. We are also hoping the projects at UofL will serve as an example for similar projects across the city on both public and private property. MSD's investment in Belknap campus stormwater projects is part of an $850 million agreement that MSD made in federal court with the U.S. Environmental Protection Agency and state regulators in 2005 to reduce the incidence of combined sewer overflows into waterways during storm events.

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

Ice melt products are selected based on environmental conditions. The weather is monitored closely and preventative applications are used only when snow and ice accumulation is imminent. Equipment is calibrated to apply the proper amount of product to facilitate ice/snow removal.

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

n/a

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

The website URL where information about the institution's sustainable landscape management programs and practices is available:

http://louisville.edu/sustainability/operations/grounds.html

Biodiversity

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.

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

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

David Martin
Director of Purchasing
Purchasing Department

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.

"---" *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 :

All desktop computers, notebooks and monitors purchased must meet, at a minimum, all Electronic Product Environmental Assessment Tool (EPEAT) environmental criteria designated as "required" (silver registration) or higher as contained in the IEEE 1680 Standard for the Environmental Assessment of Personal Computer Products, whenever practicable.

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

When computers are ordered through the purchasing department and the information is readily available, the purchasing agent will spot check compliance.

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

http://louisville.edu/purchasing/sustainability/greenpolicy.html

Cleaning Products Purchasing

Responsible Party

David Martin
Director of Purchasing
Purchasing Department

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

Submission Note:

Expenditures are based on Purchasing & Custodial data for fiscal 2010 and does not include Housing contract cleaning services.

"---" 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:

Cleaning solvents should be biodegradable, phosphate free and citrus-based where their use will not compromise quality of service. Industrial and institutional cleaning products that meet Green Seal certification standards or environmental preferability and performance shall be purchased and/or be required to be supplied by janitorial contractors.

All surfactants and detergents used shall be readily biodegradable and shall not contain phosphates.

Vacuum cleaners that meet the requirements of the Carpet and Rug Institute "Green Label" Testing Program – Vacuum Cleaner Criteria, are capable of capturing 96% of particulates 0.3 microns in size, and operate with a sound level less than 70dBA shall be used by in-house staff and required for janitorial contractors.

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

All cleaning products are purchased via our central stock room and dispensed to Physical Plant. No other central cleaning products are purchased outside of this process.

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:

38,066.78 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

176,556.89 *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?:

No

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

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

Green Seal Certified prod 5102012.xlsx

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

The website URL where information about the institution's green cleaning initiatives is available:

http://louisville.edu/purchasing/sustainability/greenpolicy.html

Office Paper Purchasing

Responsible Party

David Martin
Director of Purchasing
Purchasing Department

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.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

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

The paper purchasing policy, directive or guidelines:

30% post-consumer waste recycled paper is the standard for all applications where economic use of paper and quality of service is not compromised or the health and safety of employees prejudiced.

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

Copy paper is purchased through the central stock room and resold to departments on campus. This is the only approved method of procuring white letter and legal size copy paper.

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	471.87 *US/Canadian $*
30-49 percent	296,386.02 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :

333,561.97 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://louisville.edu/purchasing/sustainability/greenpolicy.html

Inclusive and Local Purchasing

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.

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

Life Cycle Cost Analysis

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.

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

Guidelines for Business Partners

Responsible Party

David Martin
Director of Purchasing
Purchasing Department

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.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

None

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Supplier Code of Conduct.docx

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The following language is included in RFPs issued by the University of Louisville Purchasing Department:

SUSTAINABILITY

The University of Louisville is dedicated to acquiring products and services that are in accordance with our commitment to sustainability. For the purpose of judging sustainability, the following description applies:

Sustainable Development is enhanced through sound Environmental, Social and Economic practices and technologies that minimize or eliminate waste and negative impacts on current resources.

UofL seeks products and services that pose no significant risk to human health or environmental quality when compared with competing products or services that serve the same purpose. This comparison, where applicable, may consider raw materials and energy acquisition; production and manufacturing; packaging and distribution; and the operation, maintenance, reuse, recyclability or disposal of a product. Materials, products, and workers from the local region are preferred sources, along with companies/contractors that can demonstrate efforts to ensure worker protections and to restore or enhance the environment.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

All respondents to bids and RFP's must acknowledge out Supplier Code of Conduct and agree to the terms to be considered for business at the University. The Code is new and as a result, no recognized change in behavior can be identified yet.

The website URL where information about the institution's guidelines for its business partners is available:

http://louisville.edu/purchasing/policies/supplier-code-of-conduct.html

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

David Martin
Director of Purchasing
Purchasing Department

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.

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

Total number of vehicles in the institution's fleet :

201

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	3
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	2
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:

Since 2009, Chemical Engineering faculty and students have been involved in the conversion of waste vegetable oil from UofL Dining services into biodiesel used to fuel our campus shuttle. We began to scale-up this effort in 2011, when UofL Dining began supplying used cooking oil for local conversion into biodiesel. The project began through a partnership with the Louisville Biodiesel Cooperative and now Kelley Green Biofuel of Goshen, KY (5100 Greenhaven Lane), a community-scale, ASTM-certified, National Biodiesel Board registered biodiesel producer with an annual capacity of 75,000 gallons, located just 30 miles from campus.

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://louisville.edu/sustainability/operations/buildings-energy.html

Student Commute Modal Split

Responsible Party

Doreen Wood
Director of Parking
Parking

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:

36.30

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)	63.70
Walk, bicycle, or use other non-motorized means	19.50
Vanpool or carpool	8.60
Take a campus shuttle or public transportation	7.50
Use a motorcycle, scooter or moped	0.70

A brief description of the method(s) used to gather data about student commuting:

The Sustainability Council conducted a baseline university-wide survey of commuting behaviors and willingness to consider alternatives in 2010 and repeated the survey in 2013. A random sample of students and employees were surveyed.

The website URL where information about sustainable transportation for students is available:

http://louisville.edu/sustainability/operations/transportation.html

Employee Commute Modal Split

Responsible Party

Doreen Wood
Director of Parking
Parking

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.

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

Total percentage of the institution's employees that use more sustainable commuting options:

31.70

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)	68.30
Walk, bicycle, or use other non-motorized means	14.50
Vanpool or carpool	9.90
Take a campus shuttle or public transportation	7
Use a motorcycle, scooter or moped	0.30
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

The Sustainability Council conducted a baseline university-wide survey of commuting behaviors and willingness to consider alternatives in 2010 and repeated the survey in 2013. A random sample of students and employees were surveyed.

The website URL where information about sustainable transportation for employees is available:

http://louisville.edu/sustainability/operations/transportation.html

Support for Sustainable Transportation

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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

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:

At our Clinical and Translational Research building, we have showers, temporary lockers, and bicycles can be locked to an indoor rack in the attached garage which is secure in that it is monitored by the department of public safety.

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:

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?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

On campus pathways, cyclists are encouraged to slow down, signal when passing, and always yield to pedestrians, no matter where they are. In line with our Bicycle Master Plan, UofL is designating pathways through Belknap campus to help reduce potential bike-pedestrian conflicts. All routes are designed to be two-way.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

Anyone with a UofL ID can check out a bike, helmet, and lock for free each day on a first-come, first-served basis from the desk staff at:
• Student Rec Center equipment desk
• Get Healthy Now Wellness Center at Humana Gym
• Residence Halls on 4th Street: Community Park, Kurz Hall, Bettie Johnson Hall (not just for residents!)
We launched this program in August 2012 with a relatively small fleet of five bikes, and have greatly expanded it. Users simply sign a waiver form and return the bike by the time the gym closes for the day/weekend. Those who check out bikes are responsible for any

theft/loss/damage.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

In November 2013, UofL was certified by the LAB as a silver level Bicycle Friendly University.

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):

Since 1999, the University of Louisville has maintained a contractual agreement with the City of Louisville's public transportation provider to provide a campus shuttle program providing transportation from outlying parking lots to the interior of campus at no charge to students, staff and faculty. As part of the overall contract, anyone with a valid UofL ID can ride fare free anytime or anywhere service is provided in the metropolitan area by the Transit Authority of River City (including express routes).

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:

All those who register their alternative mode commute at

tickettoride.org

can access the federally-subsidized Guaranteed Ride Home program covering 80% of cab fare home in emergencies.

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:

UofL Ride-Share/Carpool Matching with Zimride! Zimride is a free, secure social media platform for UofL students, faculty and staff to quickly connect those willing to offer rides with those in need of rides.
Whether you want to carpool for your daily commute, a few times a week, or just for a one-time trip, Zimride is the easiest way to connect.

Quickly set-up a profile (or log in with your Facebook account) for free here. Then post your ride offers or needs and Zimride will help connect you.

Drivers may choose to charge passengers or offer free rides.

You can also use Zimride to coordinate carpools to events such as conferences, concerts, parties, sporting events, etc.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

With UofL Car-Share by Enterprise, you can reserve one of our fuel-efficient vehicles online and pay a low hourly (typically $8/hr) or overnight rate that includes gas and insurance. Available to all UofL students (over 18), employees, and members of the public with a valid driver's license.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Five charging stations are available in the Floyd Street Garage.

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 allowed whenever practical and approved by a supervisor.

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:

The University has no official policy on flex time, however, several University Departments offer a condensed work week option for their employees. The decision to allow flex time is up to the Department Head.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live 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:

Earn-A-Bike Program: Forgo a parking permit for at least two years and earn a $400 bike shop voucher!
• UofL students, faculty or staff who are willing to waive the right to a UofL parking permit for at least two years are eligible to receive a $400 voucher to an area bike shop!
• Applications for the program are accepted through the end of the first week of classes each Fall.
• Vouchers are non-transferable and have no cash value, but can be used to purchase a bike or fix one up and equip it for year-round commuting with helmet, lock, lights, rack, bags, basket, clothing, tools, spare parts, etc.

The website URL where information about the institution's sustainable transportation program(s) is available:

http://louisville.edu/sustainability/operations/transportation.html

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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	2,236.40 *Tons*	904.70 *Tons*
Materials composted	559.40 *Tons*	3 *Tons*
Materials reused, donated or re-sold	825 *Tons*	10 *Tons*
Materials disposed in a solid waste landfill or incinerator	1,660.50 *Tons*	2,185.70 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,224	3,161
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	18,719	16,483
Full-time equivalent of employees	6,342	5,949
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

A brief description of when and why the waste generation baseline was adopted:

UofL began carefully tracking recycling and landfillled wastes at this time.

A brief description of any (non-food) waste audits employed by the institution:

We do regular visual audits of our compactors, dumpsters, and outdoor trash cans in partnership with our recycling contractor, QRS. Students in the environmental group, GRASS, as well as youth participating in UofL's Environmental Youth Summit have also done dumpster dive audits involving sorting and weighing wastes.

A brief description of any institutional procurement policies designed to prevent waste:

From UofL's Green Purchasing Policy:
Suppliers of electronic equipment, including but not limited to computers, monitors, printers, and copiers, shall be required to take back equipment for reuse or environmentally safe recycling when deemed appropriate by UofL.
Products that are durable, long lasting, reusable or refillable are preferred whenever feasible.

All documents (by UofL and Suppliers) shall be printed and copied on both sides to reduce the use and purchase of paper, whenever practical.

Packaging that is reusable, recyclable or compostable is preferred, when suitable uses and programs exist and eliminate packaging or use the minimum amount necessary for product protection, to the greatest extent practicable.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

The University has a surplus program that makes all unwanted items available to other units and every quarter unclaimed items are sold at public auction. The University also has a material exchange site that is used to trade more valuable or difficult to move items. This site can also be used for requesting items.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Currently all UofL course catalogs, course schedules, and directories are provided online only.

A brief description of any limits on paper and ink consumption employed by the institution:

There is no free printing for UofL students. All printing must be paid for by the individual.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

At the end of the year, students are encouraged to exchange useful items like electronics, office supplies, furniture, clothing and more through the "Lighten Your Load" Swap Shop hosted by Housing & Residence Life. The shop collects items throughout the final weeks of the academic year and sets up exchange stations at end-of-year events such as EarthFest. In 2013, UofL opened a permanent Free Store staffed by volunteers in Unitas Hall.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

In 2013, the Sustainability Council convened a new committee to take our existing programs to the next level. Phase I of our "Mini Bin" Garbage Reduction and Single Stream Recycling program are in place and the program has been the major factor in increasing recycling rates across the University, particularly in the areas of cardboard, paper, aluminum, glass and plastic. While the numbers have increased every year since the program's inception in 2009, there are areas that need to be improved, including:

Promotion of recycling programs - increasing awareness, understanding of program, individual prompts to increase recycling
Changing University-wide culture to normalize recycling through behavioral change and institutional change
Improving current methods and discovering new opportunities to reuse items University-wide
Developing university-wide goals and systems to measure progress and provide feedback to the University community
Custodial staff training, development of policies regarding waste disposal, performance review standards, etc.
Identification of specific waste streams that can be minimized or eliminated, including modifications in purchasing habits
Recycling at special events, including sports venues, conferences, catering, other large events
Expanding pre- and post-consumer food waste composting

A brief description of any food waste audits employed by the institution:

UofL Dining hosted a Weigh The Waste campaign to raise awareness at The Ville Grill for Sustainability Week 2013. During lunch on Oct. 24th, 230 pounds of food waste was collected for composting!

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:

n/a

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Our first residential dining facility opened in the summer of 2010 and provides no trays to diners. This all-you-care-to-eat facility provides plated meals that are carried back to tables without trays.

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):

The new Cardinal Burger Company on the second level of the Student Activities Center not only features local food and grass-fed, hormone- & antibiotics-free beef, but everything CBC serves and everything it is served on is compostable! When the CBC first opened in the fall of 2013, we experimented with having a compost bin available to customers, but we had to discontinue that program because of constant contamination with landfill trash.

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):

We offer trayless dining with real plates, glasses, and silverware at The Ville Grill, our all-you-care-to-eat dining hall at 3rd & Brandeis, open to all students, employees and the public. This helps to reduce the amount of trash produced and food wasted (our eyes are often bigger than our stomachs!), as well as the resources that would be used to wash the trays.

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:

Reusable mugs and bottles are available for purchase from dining services and customers are permitted to bring their own mugs from home. Any reusable mug can be refilled at any dining services fountain location for a discount price of 99 cents.

A brief description of other dining services waste minimization programs and initiatives:

1. When available, we donate left-over food to The Lord's Kitchen and Wayside Christian Mission. We also have a donation box at our convenience store, The Nest, that allows students to purchase non-perishable foods to donate to our local food bank, Dare to Care. Once a year, Sodexo sponsors an event called Helping Hands that raises awareness about hunger and accepts student donations for our local food bank. Last year students and faculty at the university teamed-up to donate nearly 7,000 pounds of food to Dare to Care.

2. Since 2009, Chemical Engineering faculty and students have been involved in the conversion of waste vegetable oil from UofL Dining services into biodiesel used to fuel our campus shuttle. We began to scale-up this effort in 2011, when UofL Dining began supplying used cooking oil for local conversion into biodiesel. The project began through a partnership with the Louisville Biodiesel Cooperative and now Kelley Green Biofuel of Goshen, KY (5100 Greenhaven Lane), a community-scale, ASTM-certified, National Biodiesel Board registered biodiesel producer with an annual capacity of 75,000 gallons, located just 30 miles from campus.

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

http://louisville.edu/sustainability/operations/solid-waste-management.html

Waste Diversion

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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*.

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

Materials diverted from the solid waste landfill or incinerator:

2,236.40 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,660.50 *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:

Single Stream Recycling
In 2009, Request for Proposal (RFP) was written to solicit a vendor who could accept all recyclable items in a "single stream" method. Single Stream recycling is the term used for a system in which all recyclable items can be mixed together during the collection stage and then sorted off-site. Education, training and support by the potential vendor were a large part of the RFP. Two firms submitted proposals and QRS Inc. was chosen to become the University's recycling vendor.

In this system, every office, classroom and common area has a container for mixed recyclables. Custodial staff is responsible for collecting the materials and placing them into the recycling dumpster. An eight yard, single stream recycling dumpster is placed by each garbage dumpster on all three of our campuses. Recycling dumpsters are emptied according to a schedule that is dictated by how often they are full. This may be daily in some cases and every two weeks in others. The recycling truck then takes the items to a Mixed Recycling Facility where items are separated by a mix of automation and manpower. Recyclables are then grouped by commodity and sold to processors.

Garbage Reduction Program/Mini-Bin
Coupled with the recycling initiative is a garbage reduction program. This program consists of a desk-top garbage can that is called a "Mini Bin." The Mini Bin is about one quart in size and includes a lid. The receptacle has a slogan on the side that reads "This is all the GARBAGE I make!" The university is in the process of replacing all seven to ten gallon sized desk-side garbage cans with the Mini Bin.

The smaller desk-top can is for any items that cannot be recycled in the single stream system. The idea being that most items that were considered trash now can be recycled. The small size of the Mini Bin causes one to think about what they are trying to dispose of and whether the item is recyclable. In the new program, each individual is responsible for emptying their Mini Bin container.

Electronics
Computer equipment is mostly re-purposed throughout the university or passed to university affiliates, such as the Scholar House, as long as it continues to be useful. Once equipment reaches "end-of-life" it is sold through the University Inventory Control department for recycling of materials.

Chemicals
Chemical purchases can often be reduced by borrowing and sharing chemicals between laboratories. Departments are encouraged to exchange chemicals whenever possible and utilize the excess supplies held by the Department of Environmental Health & Safety (DEHS). Not all the chemicals picked up by DEHS are a waste. Many are only partially used and have not exceeded their shelf life or been altered in any way. Others are unused and still in the original sealed container. In some cases, these chemicals can be used by someone else at the university. Reusable chemicals collected by DEHS are brought to the central accumulation area, recorded, segregated, and held for redistribution instead of disposal. Each chemical may be reviewed prior to acceptance. The person who receives the chemical is responsible to determine the suitability of the chemical for their use.

Materials Exchange
The Department of Purchasing (Surplus Division) maintains a website that allows authenticated campus users to post items that have a reuse value to the site and made available to any other campus user that could use the products for official university use. This site can be used for virtually any product. A recent category was created on this site specifically for the purpose of making available packaging materials received during the course of deliveries. The intent of the materials exchange is to increase the reuse of items and to divert the goods from the recycling dumpster or waste stream.

The Department of Housing & Residential Life organizes an annual campus-wide "Swap Shop" for the exchange of useful items in order to reduce the amount of materials sent to landfill during move-out times. Any unclaimed items are donated to charity.

Composting
The University of Louisville Grounds Maintenance Department utilizes selected green waste created from the care of the lawns, landscape and trees on Belknap campus to create compost/mulch. This includes chipped/shredded tree limbs, shrub trimmings and leaves. These items are "tub ground" once or twice per year in an effort to decrease their size and combine the materials. They are then put into piles based on their age and turned regularly to aerate the materials. Irrigation for the operation is supplied by rainfall. After the items have decomposed to a satisfactory state, they are utilized on campus as mulch/compost or given to the university community.

UofL began on-site composting of pre-consumer food waste from its Belknap campus dining facilities in July 2010. The composting program involves employee and student volunteers and is designed to be educational and coordinated with the campus Garden Commons project.

A brief description of any food donation programs employed by the institution:

When leftover or surplus food is available Sodexo donates it to The Lord's Kitchen and Wayside Christian Mission for distribution to the needy.

A brief description of any pre-consumer food waste composting program employed by the institution:

UofL began on-site composting of pre-consumer food waste from its Belknap campus dining facilities in July 2010. Pre-consumer waste is being processed by a local contractor (QRS) and being composted.

A brief description of any post-consumer food waste composting program employed by the institution:

We have just recently begun a post-consumer food waste composting program at our residential dining facility. All food scraps are placed on a conveyor with the dishes and are sorted when they arrive in the dish room. In our other main dining location, the Student Activities Center Multipurpose Room, we have also begun collecting post-consumer food waste when volunteers are available to staff a scrape station.

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	Yes
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	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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:

2,603.63 *Tons*

Construction and demolition materials landfilled or incinerated :

384.48 *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 University of Louisville's policy for all major renovations and new construction is to achieve at least LEED Silver certification. In so doing, an emphasis is placed on strategies for recycling waste materials at construction sites.

Hazardous Waste Management

Responsible Party

Dennis Sullivan
Assistant Director
Department of Environmental Health & 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.

"---" *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:

UofL's Department of Environmental Health & Services (DEHS) promotes (via its website and through on-site training to University maintenance, support, research and clinical personnel) that the best method for chemical waste minimization in laboratories and clinical areas is for each lab, clinic or work area to keep an up-to-date chemical or product inventory control. Product substitution with a non-toxic or less hazardous chemical is also encouraged. Chemical purchases are often reduced by borrowing and sharing chemicals between laboratories. Departments are encouraged to exchange chemicals whenever possible.

The DEHS chemical redistribution program allows lab personnel to identify chemicals that are only partially used and have not exceeded their shelf life or been altered in any way. Some chemicals may be unused and still in the original sealed container. In some cases, these chemicals can be used by someone else at the University. Reusable chemicals collected by DEHS are brought to the central accumulation area, recorded, segregated, and held for redistribution instead of disposal. Each chemical may be reviewed prior to acceptance. The person who receives the chemical is responsible to determine the suitability of the chemical for their use.

In May 2010, DEHS initiated a pilot mercury thermometer exchange program in which UofL employees were encouraged to exchange mercury thermometers for free less-toxic replacements. DEHS ensured that the mercury thermometers were then disposed of properly and the mercury was recycled. The US EPA has identified mercury as one of their waste minimization priority chemicals, making the

reduction of mercury a priority.

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

DEHS has developed a Disposal Guide, available on line at

https://louisville.edu/dehs/waste/Guide/toc.html

to provide assistance to University personnel in the proper handling and disposal of waste chemicals, or chemical products in the laboratory. Although the guide was specifically written to outline procedures for chemical wastes, it also contains valuable information on many other types of wastes (i.e., radioactive, infectious, asbestos, PCBs, gas cylinders, empty containers, controlled drugs, and waste oils).

Hazardous Waste Training is required of any and all University personnel who may come into contact with or handle hazardous waste in the laboratory setting. This training is required within the first 90-days of employment and should be refreshed every three years.

All labs where hazardous wastes are generated and managed at the University of Louisville are considered satellite accumulation areas. This is a regulatory designation which allows generators in these areas to operate under the minimum of regulatory oversight. As such, the following five points are all that generators need to know to operate in compliance with the law. It is critical that generators know and understand these points and that they manage their waste in accordance with them:
• The container holding the hazardous waste MUST BE marked with the words "Hazardous Waste". No variation of these words is permissible.
• The container holding the hazardous waste must be in good condition. This means no cracks, no rust, and no leaks.
• The container holding the hazardous waste must be compatible with the waste and any waste mixtures in that container must also be compatible.
• The container holding the hazardous waste must be closed at ALL TIMES. The only exception to this is when waste is being added to or removed from the container.
• Accumulation of hazardous waste in any satellite accumulation area cannot exceed 55 gallons at any time. If the area accumulates acutely hazardous waste, one quart is the maximum amount allowed to be accumulated. A list of the acutely hazardous wastes is available from DEHS. University personnel are able to request chemical waste pick-up by DEHS online at

https://louisville.edu/dehs/waste/disposal.html

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All chemical wastes generated by UofL operations and activities are transported and stored at the DEHS managed Environmental Protection Services Center (EPSC), located at 1810 Arthur Street, Louisville, KY. The Kentucky Division of Waste Management approved the renewal of the hazardous waste management permit (KYO-001-012-012) to the EPSC effective on September 30, 2009.

The EPSC receives waste and stores and/or treats it for eventual shipment to a permitted off-site treatment, storage, or disposal facility. The EPSC also manages such non-hazardous wastes as:
• Mixed waste
• Polychlorinated Biphenyls
• Waste Oils
• Pesticides/Herbicides not specifically listed or characterized in 40 CFR 261
• Off-spec or out-dated pharmaceuticals
• Off-spec or out-dated chemicals not specifically listed in 40 CFR 261 or characteristically hazardous.

Several routine operations are required for the proper handling and shipment as well as control of the waste minimization program and disposal costs. Operations utilized at the EPSC may include, but are not limited to the following:

• Addition of absorbents to containers for shipment.

• Lab packing of wastes for shipment to an off-site facility for disposal or treatment.

• Blending/bulking of compatible materials into larger containers for eventual shipment off-site for disposal or treatment.

• Stabilization of reactives on a case-by-case basis for storage or shipment off-site.

DEHS solicits proposals to effect the contractual packaging, transportation and management of chemical and hazardous wastes which are generated at all UofL sites. Management of chemical and hazardous wastes is accomplished through recycling plus disposal or disposal (i.e., incineration). The current selected contractor, Pollution Control Industries (PCI) is a company that is familiar with and adheres to all of the federal, state and local regulations pertaining to hazardous wastes. The contract term is for the period on one year beginning on the date of award with an option to renew for up to four additional one-year periods, all parties concurring. The acquisition of these services is made by competitive negotiation procedures in accordance with KRS 45A.085. Contractor evaluation criteria include: previous hazardous waste disposal projects; recycling/disposal facilities owned, operated and controlled by the contractor; actual waste recycling or disposal options, i.e. recycling, fuels blending, incineration, or innovative new technologies; ability to handle all waste streams/use of subcontractors to handle individual waste streams; proven experience with handling wastes at other colleges and/or Universities; schedule of standard fees; previous regulatory compliance issues, federal and state violations and subsequent corrective actions and outcomes; and financial responsibility and liability for services.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

N/A

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Laboratory waste at the University of Louisville is managed through the Environmental Protection Services Center, which is a unit within the Department of Environmental Health and Safety. Once a laboratory declares a material surplus or waste, the Hazardous Waste Coordinator will determine if the surplus or waste material can be redistributed to another laboratory instead of being disposed of as waste. The Hazardous Waste Coordinator evaluates the surplus material and attempts to find laboratories that would like the surplus material. The chemical is then provided to that laboratory as long as the material can be beneficially reused. Any materials that cannot be redistributed within six months is disposed of as waste.

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):

The University of Louisville is working to responsibly handle e-waste through multiple reuse and recycling initiatives.

UofL's E-Scrap recycling program accepts items such as televisions, computer hard drives, monitors, keyboards, and printers, lap tops, and other audio/visual equipment. These items contain toxins and reusable components which should be kept out of the normal waste stream.

UofL also has a Printer Cartridge Recycling program.

Other e-waste reuse programs, including the Scholar House, No Child Left Offline, UofL's contract with Louisville Metro Government recycling and Verizon Wireless HopeLine, offer the UofL community the opportunity to recycle or give new life to old computers and cell phones.

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

Computer equipment is mostly re-purposed through-out the University or passed to University affiliates, such as the Scholar House, as long as it remains useful. Once equipment reaches "end-of-life" it is sold through the University Inventory Control department for recycling of materials.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

https://louisville.edu/dehs/waste

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Terri Rutledge
Assistant V.P. Business Affairs
Business Affairs

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.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	292,253,000 *Gallons*	260,000,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	292,253,000 *Gallons*	260,000,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	5,224	3,161
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	18,719	16,483
Full-time equivalent of employees	6,342	5,949
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	8,081,064 *Square Feet*	6,516,785 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	560 *Acres*	560 *Acres*

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

	Start Date	**End Date**
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

A brief description of when and why the water use baseline was adopted:

There is no information prior to 2006 available.

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:

Both the new Student Rec Center and the Clinical & Translational Research building (both LEED Gold) have large tanks for storage of rainwater and condensate from the air-conditioning system. This water is used for irrigation of the surrounding landscaping.

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

The University purchases domestic water from the local utility and has individual meters on nearly every building on campus. These meters are analog type and are monitored by the utility.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Low-flow shower heads: 616 standard shower heads were replaced with efficient 2.0 gallon/minute heads. Reduces water use by an average of 11%, saving over $34,000/year.
Low-flow faucet aerators: Installed 20,426 pressure independent aerators. Reduces water consumption at sinks by an average of 58% for an annual savings of over $159,000.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

Low-flow shower heads: 616 standard shower heads were replaced with efficient 2.0 gallon/minute heads. Reduces water use by an average of 11%, saving over $34,000/year.
Low-flow faucet aerators: Installed 20,426 pressure independent aerators. Reduces water consumption at sinks by an average of 58% for an annual savings of over $159,000.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Native trees, shrubs and grasses are specified for landscape plantings. When non-natives are utilized for special applications, they are selected on the merits of being insect and disease resistant. Non-native plants must be hardy in planting zones 6-7 (the type that thrive on our campus) to best ensure they will thrive with minimal irrigation.

A brief description of any weather-informed irrigation technologies employed by the institution:

Central Irrigation Control is being considered for Belknap Campus. This control system will irrigate based on real time soil moisture data as well as evapotranspiration data. Currently we monitor the environmental conditions and manually adjust our 18 (Belknap Campus only) automatic irrigation controllers based on weather data. Central Irrigation Control can save up to 30% of water for irrigation purposes. Proper watering, based on real-time data, is healthier for plants and can help them fight off disease and insects naturally. A "Rainbird SMT" smart controller was installed in 2009 at Thrust Theatre. A pilot study is underway to determine feasability for Evapotranspiration Based irrigation control. Some new buildings have been designed to capture storm water and condensate for use when

irrigating lawns and landscaping.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

http://louisville.edu/sustainability/operations/buildings-energy.html

Rainwater Management

Responsible Party

Ken Dietz
University Architect
University Planning, Design & Construction

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.

"---" *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:

The Metropolitan Sewer District (MSD) requires new development projects to have post-developed flow not to exceed pre-developed flow based on 100-year storm modeling.
These standards have applied to several projects on campus and are contributing to reduced stormwater runoff from projects such as the HSC Garage II and Clinical & Translational Research building. The University is working with MSD to determine ways to fund

installation sub-surface inflitration basins to accept stormwater runoff and replenish the aquifer.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

UofL is working with Louisville's Metropolitan Sewer District (MSD) on a variety of "green infrastructure" projects to help keep stormwater runoff out of the combined sewer system. In the past, every raindrop that hit UofL's rooftops (over 2.2 million square feet on Belknap campus alone!) and pavements was channeled into the same sewer system that handles our sewage which truly needs to be treated. But, as our former Vice-President for Business Affairs, Larry Owsley put it, "When you have that much rain in that short a time, the sewers — which are large sewers — just back up and there's no place for the water to go." Even if the sewers can handle stormwater from UofL, the treatment plants at the end of the pipe often cannot, leading to dangerous releases of untreated sewage into the Ohio River - a threat to human health and ecological integrity.

UofL has pursued means of lessening the risk of flood and reducing our campus' contribution to the problem by diverting stormwater from the sewer system all together through infiltration and rainwater harvesting projects, or by slowing its release through water absorbing changes to our campus landscape. Around campus, we have disconnected downspouts, installed vegetated green roofs, and built rain gardens and bioswales to facilitate groundwater recharge through infiltration.

In recent years, UofL made several changes to campus landscaping, parking lots and rooftops, with the help of $1.25 million in cost-sharing from MSD. We think that this significant investment will essentially pay for itself by helping prevent millions of dollars in future flood damage. We are also hoping the projects at UofL will serve as an example for similar projects across the city on both public and private property. MSD's investment in Belknap campus stormwater projects is part of an $850 million agreement that MSD made in federal court with the U.S. Environmental Protection Agency and state regulators in 2005 to reduce the incidence of combined sewer overflows into waterways during storm events.

A brief description of any rainwater harvesting employed by the institution:

Both the new Student Rec Center and the Clinical & Translational Research building (both LEED Gold) have large tanks for storage of rainwater and condensate from the air-conditioning system. This water is used for irrigation of the surrounding landscaping.
Students can see and interact with smaller-scale rainwater harvesting systems at our two largest campus gardens: the Garden Commons and the Urban & Public Affairs Horticulture Zone. Both gardens have multiple rain barrels holding hundreds of gallons of water for use in the garden.

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:

n/a

A brief description of any living or vegetated roofs on campus:

1. A green roof that is sprouting on the first building at the new Nucleus Innovation Park-Market Street, a subsidiary of the UofL Foundation. The eight-story, 200,000-square-foot, LEED building is expected to open in May 2013 and Bernheim Forest nursery specialists are advising building contractors how to design and maintain the roof, which will feature Kentucky native plants;

2. The new M. Krista Loyd Sky Garden atop the College of Business Equine Addition, is a 942-square-foot area of pre-vegetated sedum mat with 4"-6" fill material installed in 2012;

3. An accessible roof patio planted with sedums and a vegetable garden atop the Early Learning Center at Family Scholar House, at the northwest corner of Belknap Campus; and

4. A huge vegetated roof installed atop the new Cardinal Towne affiliated student housing and retail facility which opened on Cardinal Blvd. in 2011.

A brief description of any porous (i.e. permeable) paving employed by the institution:

We installed pervious paving at two pedestrian plazas on campus. Also installed pervious concrete on Dental School entrance.

A brief description of any downspout disconnection employed by the institution:

Infiltration Basins: Many traditional-looking parking lots, plazas and lawns across campus now conceal advanced stormwater infiltration systems to capture water from disconnected downspouts. Instead of draining to the combined sewer system, these areas drain to large underground infiltration basins capable of handling huge rainfall events and the water from surrounding rooftops. These designs were included in the following projects (with the square footage of impervious surface area mitigated in parentheses):

Ekstrom Library western lawn - completed in fall 2012, this infiltration system captures roof run-off from surrounding buildings (108,000 sf)
The UTA/Ville Grill plaza renovated in 2011. (14,550 sf)
The Red Barn plaza renovated in 2011. (4,120 sf)
The Grawemeyer Oval lawn renovated in 2011. (76,368 sf)
The College of Business parking lot renovated in 2011. (86,052 sf)
The parking lot behind Bettie Johnson Hall, the Urban Studies Institute, and University Planning, Design & Construction renovated in 2011. (67,629 sf)
The Speed Museum expansion project has been designed with a large infiltration basin beneath the plaza which will be able to handle roof drainage from Strickler Hall, Life Sciences, and the College of Business. (94,304 sf)
The new Student Recreation Center opened in October 2013 with an infiltration system that is larger than originally planned. It has a connected load that captures rainwater from most of the land surrounding Billy Minardi Hall as well. (317,115 sf)

A brief description of any rain gardens on campus:

Pending funding, rain gardens are planned for the Law School courtyard and for the area between the Duthie Center for Engineering and the J.B. Speed building.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

UofL's Papa John's Cardinal Stadium parking lot has been designed as a retention pond on the south end. The University worked with MSD to install a large retention basin on the Shelby Campus to alleviate flooding in the middle fork of Beargrass creek. During 2011 the university installed sub-surface detention/infiltration basins in 6 locations on Belknap Campus.

A brief description of any bioswales on campus (vegetated, compost or stone):

Ditch swales adjacent to Papa John's Cardinal Stadium parking lot were developed with grass vegetation and serve as detention areas. Shelby campus has several grass swales that drain into the large retention basin. During 2011 the university installed vegetative swales at College of Business.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

http://louisville.edu/sustainability/operations/stormwater.html

Wastewater Management

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*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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 Assistant to the Provost for Sustainability Initiatives was a new full-time position created in August 2009. This person services as the chief sustainability officer for the university, working in close collaboration with the Sustainability Council. The Assistant is responsible for developing new policies and programs at the University to improve its operations in being more environmentally sustainable, to increase the breadth and scope of educational outreach on this issue, and to assure that financial investments are not detrimental to environmental sustainability.

Responsibilities include the following:
• Develop and direct sustainability initiatives as directed by the Chair of the Council;
• Manage operations of the Council and its programs;
• Coordinate and collaborate with related sustainability programs of the University;
• Develop, obtain and administer grants to support the Sustainability Council*s initiatives;
• Hire or supervise staff, students and volunteers;
• Prepare reports, records, video productions and other documentation of the Sustainability Council's initiatives and programs;
• Maintain a website of Council activities and schedules;
• Develop a matrix to assess the sustainability of University operations, education and financial management and conduct annual evaluations of progress to be published in an annual report;
• Serve as a liaison to connect faculty, researchers and students with local community organizations;

• Prepare and deliver professional development and training programs on sustainability to Council members, staff and faculty;

• Assist in the implementation of the Green Threads program to integrate sustainability education into existing courses offered at the University; and

• Perform other duties as assigned by the Chair of the Sustainability Council.

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:

In 2008, Provost Willihnganz formed a Sustainability Council to help pull together university-wide efforts and to keep the campus community informed of everything that's happening. The Council also helps UofL move into a leadership position in sustainability.

Among other things, the Council:
* Oversees the work of three subcommittees (Education & Research, Operations, and Administration, Finance & Outreach) on sustainability initiatives;
* Develops and reviews policies to recommend for implementation to the President and Provost;
* Sets metrics and provides oversight to measure progress using the categories in the AASHE Sustainability Tracking, Assessment and Rating System (STARS) and in other important areas;
* Creates new subgroups or committees, if needed, to move forward agendas;
* Serves as a clearinghouse for university activities related to sustainable practices;
* Encourages faculty, staff and students to become involved in our efforts;
* Works with the Office of Communications and Marketing to publicize internally and externally what the university is doing.

The University's sustainability subcommittees include:

Education and Research Subcommittee
This subcommittee looks at instituting sustainability practices in co-curricular education, curriculum, faculty and staff incentives, student outreach programs and orientation and behavior change programs. It conducts an inventory of research and research expenditures, faculty involvement in sustainability research and incentives for involvement.

Operations Subcommittee
This subcommittee explores how UofL can manage its campus environment and facilities more effectively. It focuses on buildings and grounds, dining services, energy and climate, materials, recycling and waste minimization, purchasing and transportation.

Administration, Finance & Outreach Subcommittee
This subcommittee looks at the university's investment policies, planning processes, infrastructure, community engagement, diversity initiatives, and human resources policies and practices.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

• Chair: David Simpson, Urban and Public Affairs (faculty)
• Joy Hart, Communication (faculty)
• Avery Kolers, Philosophy (faculty)
• Paul Salmon, Psychological and Brain Sciences (faculty)
• Joe Steffen, Biology, Faculty Senate representative

- Brent Fryrear, Partnership for a Green City (staff)
- Bryan Shelangoski, Housing & Residential Life (staff)
- Margaret Carreiro, Biology, Chair of Education & Research committee
- Denise Fitzpatrick, Communications and Marketing (staff)
- Elisabeth McCracken, Kentucky Pollution Prevention Center (staff)
- Laura Krauser, student, Group Recycling And Sustainable Solutions
- Ben Leamon, Engage. Lead. Serve Board Green Initiatives Chair (student)
- Justin Mog, assistant to the Provost for sustainability initiatives (staff)
- Keith Inman, University Advancement (staff)
- Keith Sharp, Mechanical Engineering (faculty)
- Mitchell Payne, Vice-President for Business Affairs, Chair of Operations committee (staff)
- Nat Irvin, Management, College of Business (faculty)
- Brian U'Sellis, Athletics (staff)
- Rodger Payne, Political Science, Chair of Administration/Finance/Outreach committee (faculty)
- Russ Barnett, Kentucky Institute for the Environment and Sustainable Development, Office of the Executive Vice President (staff)
- Skip Hurley, Staff Senate representative
- Tony Arnold, School of Law (faculty)

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

http://louisville.edu/sustainability/sustainability-council

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

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

http://louisville.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Justin Mog, Assistant to the Provost for Sustainability Initiatives

A brief description of each sustainability officer position:

In 2009, the University of Louisville created the position of Assistant to the Provost for Sustainability Initiatives to coordinate and manage the operation of the University's Sustainability Program. The Assistant reports directly to the Provost and works closely with the Sustainability Council, made up of faculty, staff, students, Vice Presidents and Administrators of the University. The Council provides oversight and direction, coordinates activities and recommends policy to the President and Executive Vice President and Provost of the University.

The Assistant is responsible for developing new policies and programs at the University to improve the sustainability of its operations, to increase the breadth and scope of educational outreach on this issue, and to assure that financial investments are not detrimental to sustainability.

Responsibilities include the following:
• Develop and direct sustainability initiatives as directed by the Chair of the Council;
• Manage operations of the Council and its programs;
• Coordinate and collaborate with related sustainability programs of the University;
• Develop, obtain and administer grants to support the Sustainability Council*s initiatives;
• Hire or supervise staff, students and volunteers;
• Prepare reports, records, video productions and other documentation of the Sustainability Council's initiatives and programs;
• Maintain a website of Council activities and schedules;
• Develop a matrix to assess the sustainability of University operations, education and financial management and conduct annual evaluations of progress to be published in an annual report;
• Serve as a liaison to connect faculty, researchers and students with local community organizations;
• Prepare and deliver professional development and training programs on sustainability to Council members, staff and faculty;
• Assist in the implementation of the Green Threads program to integrate sustainability education into existing courses offered at the University; and
• Perform other duties as assigned by the Chair of the Sustainability Council.

The Assistant is required to have a high degree of knowledge on a wide variety of sustainability issues. S/he must have proven interpersonal, analytical, organizational and communication skills; experience in sustainability development; the ability to work with a diverse population of administrators, staff and students; and the ability to foster a collaborative work environment. A Ph.D. in environmental science, education, or management is required for this position with 10 years of experience.

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

http://php.louisville.edu/news/news.php?news=1553

Sustainability Planning

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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	No	No
Research (or other scholarship)	No	No
Campus Engagement	No	No
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	No	No
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	Yes	No
Purchasing	No	No
Transportation	Yes	Yes
Waste	No	No
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	No	No
Investment	No	No

Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

n/a

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

n/a

Accountable parties, offices or departments for the Curriculum plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

n/a

The measurable objectives, strategies and timeframes included in the Research plan(s):

n/a

Accountable parties, offices or departments for the Research plan(s):

n/a

A brief description of the plan(s) to advance Campus Engagement around sustainability:

n/a

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

n/a

Accountable parties, offices or departments for the Campus Engagement plan(s):

n/a

A brief description of the plan(s) to advance Public Engagement around sustainability:

n/a

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

n/a

Accountable parties, offices or departments for the Public Engagement plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Air and Climate:

As a 2008 signatory to the American College & University Presidents' Climate Commitment, the University of Louisville is committed to reducing greenhouse gas (GHG) emissions with the ultimate long-term goal of carbon neutrality.

On September 15, 2010, UofL released its Climate Action Plan, a comprehensive roadmap for achieving this goal over the next four decades. A summary of the Plan and a link to the full document can be found at

http://acupcc.aashe.org/cap/700/

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Timeframe: 2010-2020
Goal for Reduction in net GHG emissions: 20%
Target maximum net GHG emissions (MT CO2e): 154,230

Timeframe: 2020-20430
Goal for Reduction in net GHG emissions: 40%
Target maximum net GHG emissions (MT CO2e): 115,673

Timeframe: 2030-2050
Goal for Reduction in net GHG emissions: 100%
Target maximum net GHG emissions (MT CO2e): 0

Accountable parties, offices or departments for the Air and Climate plan(s):

The Sustainability Council coordinates UofL's Climate Action Planning as well as the reporting of our greenhouse gas emissions.

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:

n/a

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

n/a

Accountable parties, offices or departments for the Dining Services/Food plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Energy:

As a 2008 signatory to the American College & University Presidents' Climate Commitment, the University of Louisville is committed to reducing greenhouse gas (GHG) emissions with the ultimate long-term goal of carbon neutrality.

On September 15, 2010, UofL released its Climate Action Plan, a comprehensive roadmap for achieving this goal over the next four decades. A summary of the Plan and a link to the full document can be found at

http://acupcc.aashe.org/cap/700/

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Timeframe: 2010-2020
Goal for total campus energy from renewable sources: 20%

Accountable parties, offices or departments for the Energy plan(s):

The Sustainability Council coordinates UofL's Climate Action Planning as well as the reporting of our greenhouse gas emissions.

A brief description of the plan(s) to advance sustainability in Grounds:

UofL's Campus Tree Care Plan was finalized December 10, 2010 and revised in 2011 and 2012. It is available at

http://louisville.edu/sustainability/operations/University%20of%20Louisville%20Tree%20Care%20Pl

an.pdf

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

n/a

Accountable parties, offices or departments for the Grounds plan(s):

Our Tree Campus USA program is coordinated by the University of Louisville Campus Tree Advisory Committee which formed in February 2010, and holds meetings, events, and service learning activities throughout the year. The mission of the Campus Tree Advisory Committee is to promote, enhance, and protect the urban forest on University of Louisville property. The committee seeks to engage students, faculty, staff and community members in pursuing this mission in line with the University of Louisville's commitment to climate neutrality and sustainability.

A brief description of the plan(s) to advance sustainability in Purchasing:

n/a

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

n/a

Accountable parties, offices or departments for the Purchasing plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Transportation:

UofL's Bicycle Master Plan was adopted in 2011. The purpose of this Bicycle Plan document is indeed to bring people together both within the university community and beyond to gather information, meet, discuss, brainstorm, be creative and share ideas for a more sustainable, reduced carbon transportation system. This plan includes input from administrators of various campus departments and programs including health, education, parking, safety, enforcement, business affairs and campus planning as well as data from students, faculty and staff which was gathered in a March 2010 transportation survey. The Plan is available here:

http://louisville.edu/updc/masterplan/Bicycle%20Master%20Plan.pdf/at_download/file

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Goal 1: Create campus infrastructure where walking and bicycling is convenient, safe and preferred

Objective 1.1 Core Campus: Provide system of separated and shared-use walkways and bike paths.

Policy 1.1.1: Design campus core for the most vulnerable pedestrians and bicyclists

Policy 1.1.2: Separate bike and pedestrian lanes in campus core.

Policy 1.1.3: Provide secure intermodal and bike share depots

Policy 1.1.4: Signs, racks, unique surface treatments, and lighting shall clearly delineate user areas.

Policy 1.1.5: Meet LEED-ND bike design guidelines

Objective 1.2 Streets and Intersections: Improve Walk-ability and Bike-ability for Campus Commuters

Policy 1.2.1: Design for most vulnerable pedestrians and all skill levels of bicyclists

Policy 1.2.2: Designate "University Bike and Pedestrian District" Improvement Areas

Policy 1.2.3: Create Bike Boulevard from Belknap to HSC

Policy 1.2.4: No truck routes through campus

Policy 1.2.5: Partner with residential and business neighbors for Complete Streets

Policy 1.2.6: Create Educational Core Loop and Athletic Fields Loop as connected Mixed Use Trails

Policy 1.2.7: Plan for Mixed Use Trails on future development parcels and connect to existing Loops

Goal 2: Reduce Percentage of Single Occupant Vehicle Use to and around Campus

Objective 2.1 Transit: Support inter-modal commuting to Belknap, HSC, and Shelby.

Policy 2.1.1: Increase Bike Facilities

Policy 2.1.2: Belknap to HSC Shuttle

Policy 2.1.3: Pilot Program for U of L Suburban Intermodal Depots w/ Direct Campus Bus Routes

Objective 2.2 Transportation Demand Management

Policy 2.2.1: Bicycle Give Away Incentive Program to target S.O.V.'s w/ U of L Parking Permit

Policy 2.2.2: Bicycle Registration and Enforcement

Policy 2.2.3: Parking Permit Pricing to Support Reductions in S.O.V commutes

Policy 2.2.4: Carpool and Vanpool Incentives

Policy 2.2.5: Study VMT and SOV reduction strategies

Objective 2.3 Analyze and market U of L Transportation Sustainability Goals

Policy 2.3.1: Annually Collect, Analyze and Distribute U of L's Alternative Transportation data

Policy 2.3.2: Market Sustainability Report Card (CSRC) and (STARS) indicators and Mayors' GHG Climate Protection Agreement

Policy 2.3.3: Explore local green-recovery partnerships.

Goal 3: Improve Safety, Health and Environmental Knowledge of Commuters and Residents

Objective 3.1 Biking Programs for Students

Policy 3.1.1: Provide Bicycling Education, Extracurricular and Special Events for Students

Policy 3.1.2: Meet LEED-ND Programming items for campuses

Objective 3.3 Bicycling Programs for Employees

Policy 3.3.1: Get Healthy Now Bicycling

Policy 3.3.2: Provide On-campus employee bicycle fleets

Goal 4: Build Coalition to Grow Bike Share Program

Objective 4.1 Collaborate to Create Metro Bike Share Program

Policy 4.1.1: Bring Stakeholders Together

Policy 4.1.2 Provide University Financial and Human Resources

Policy 4.1.3: Lead Community Workshops and Focus Groups

Accountable parties, offices or departments for the Transportation plan(s):

The Plan is implemented by University Planning, Design & Construction in close collaboration with the Sustainability Council and two subcommittees: Transportation Alternatives Committee; and Bicycle Advisory Committee.

A brief description of the plan(s) to advance sustainability in Waste:

n/a

The measurable objectives, strategies and timeframes included in the Waste plan(s):

n/a

Accountable parties, offices or departments for the Waste plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Water:

n/a

The measurable objectives, strategies and timeframes included in the Water plan(s):

n/a

Accountable parties, offices or departments for the Water plan(s):

n/a

A brief description of the plan(s) to advance Diversity and Affordability:

Diversity remains a top priority at the University of Louisville. Under the direction of President James Ramsey, every campus unit has enacted a diversity plan outlining how it will incorporate diversity into its mission, planning and daily operations. The plans must be dynamic, with the ability to evolve over time as goals are met and new ones are set. See the UofL Diversity Plan at

http://louisville.edu/provost/what-we-do/DiversityPlan.pdf

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

- 7 percent African American faculty representation by academic year 2005-2006; 10 percent by 2008;
- 10 percent African American administrators by 2005-2006; goal of 12 percent by 2008
- 20 percent African American staff (all staff categories)
- 16.6 percent African American undergraduate enrollment by 2008
- 45 percent 6-year African American undergraduate graduation rate by 2008
- 60 percent African American graduate and professional school graduation rate by 2008

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

1. Vice Provost for Diversity
2. Diversity Plan Monitoring Task Force
3. Commission on Diversity and Racial Equality
4. Commission on the Status of Women
5. President's Information Advisory Group
6. Black Faculty and Staff Association

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):

n/a

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):

n/a

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:

To make decisions which reflect a balanced consideration for environmental, social and economic responsibility and to continually learn as we go.

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

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

UofL Strategic Plan (2008-2020) includes the following:
"Expand our efficiency and sustainability initiatives to achieve the highest STARS rating from the Association for the Advancement of Sustainability in Higher Education."

The primary tool used by the University of Louisville to measure our progress in sustainability is the STARS (Sustainability Tracking, Assessment & Rating System) framework developed by AASHE (the Association for the Advancement of Sustainability in Higher Education).

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

http://louisville.edu/sustainability/sustainability-council/ratings-rankings.html

Governance

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.

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

Diversity & Affordability

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

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Mordean Taylor-Archer
Vice Provost for Diversity and International Affairs
Office of the Executive Vice President and University Provost

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:

The University of Louisville's diversity and equity committee is the Commission on Diversity and Racial Equality (CODRE). CODRE serves as the primary policy advisory group on issues of diversity and racial equality at UofL and reports to the President. CODRE stays abreast of relevant issues including, but not limited to: recruitment, retention, and promotion of faculty and professional/administrative staff from diverse populations; group-based inequalities and inequities; the academic success of a diverse racial and ethnic student body including retention, curriculum, and campus climate concerns; addressing sexist and racist conduct that impedes the educational mission of the university; and strategies and practices that support "education that is multicultural."

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://louisville.edu/codre/

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

1. Sexual Harassment Prevention Training
The Affirmative Action/Employee Relations Office offers training regarding sexual harassment. The course includes:
• Defining and identifying sexual harassment
• University policy and accompanying laws
• Course of action for victims or accused
• Reporting responsibilities
• Complaint resolution

On-line Training Supplement
Preventing Sexual Harassment is an interactive web-based training program that provides an innovative way for employees to gain a basic understanding of what constitutes sexual harassment as well as what is and what is not acceptable in today's environment. The program provides a means to evaluate understanding and answers common questions. The program is used as a point of reference and does not replace training provided by the Affirmative Action/Employee Relations Office.

2. Safe Zone Project
The university's Safe Zone Project is a workshop designed to give faculty and staff the tools and resources they need to understand LGBT students and create a welcoming, affirming campus environment for all. Participants attending this fun and informative half-day session

are not required to be an expert in sexuality or gender identity/expression to attend, but rather someone who is interested in helping all members of the campus community succeed. Workshop participants receive a comprehensive resource manual and a poster or sticker to display somewhere in the office. Displaying a Safe Zone poster or sticker sends the message to others that you are comfortable talking about LGBT issues, and that you are supportive and willing to listen.

3. Delphi Center for Teaching and Learning

The university's Delphi Center for Teaching and Learning offers conferences, workshops, symposiums and training through the Faculty Instructional and Development Program. Examples of these programs include:

• Facilitating Difficult Discussions - faculty receive training on strategies to successfully manage difficult topics that can come up in any class.

• Using Newspapers and Online Media to Enhance Student Learning in a Multicultural World – faculty learn how to integrate course content and current events from diverse perspectives to can foster students' multicultural awareness and understanding.

• Inclusive Teaching Circles - small, consistent groups of faculty, lecturers, and GTAs who are dedicated to teaching that is inclusive and equitable for all students. Teaching that is inclusive and equitable takes positive steps to ensure that no student is excluded, marginalized or denigrated by either course design or classroom pedagogy, with special attention to members of historically excluded or marginalized groups. Such educational practice requires reflection on how social identities can impact course design, classroom pedagogy, and instructor-student interactions. This program was originally developed in 2005 by the College of Arts and Sciences Office of Diversity and Outreach (now, Office of International, Diversity, and Outreach Programs).

4. Cultural Center

The Cultural Center provides cultural competency and diversity education for faculty and staff of the university. During 2009-2010, the Cultural Center collaborated with and provided training and education for university advisors, unit diversity committees, Provost's staff, and Student Affairs staff. Every Wednesday of the month the Center collaborates with other units and organizations to host educational workshops for students and employees. The second Wednesday of each month is specifically designed as a faculty colloquium series in which faculty and academic administrators are invited to discuss strategies to increase the success of students from under-represented groups.

5. The Cultural Center in collaboration with the Office of First Year Initiatives provides "Difficulty of Difficult Discussions" training for students and staff. This training is designed to engage participants in dialogue about difficult cultural topics, and provide them with tools to successfully navigate these topics with others.

6. Diversity awareness and training programs are provided within some units and/or upon request. For example, Information Technology employees and all campus police officers are required to participate in diversity training.

The website URL where information about the cultural competence trainings is available:

http://louisville.edu/sustainability/finance-outreach/diversity-affordability.html#section-25

Assessing Diversity and Equity

<center>

Responsible Party

Mordean Taylor-Archer
Vice Provost for Diversity and International Affairs
Office of the Executive Vice President and University Provost

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Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

"---" 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) :

Biannual Campus Climate Surveys - on-line campus climate surveys are administered to the university community. The most recent survey for students focused on diversity and inclusion relative to student life and their experiences in the classroom. The employee survey included questions provided by the Great Places to Work Committee, the Part-Time Faculty initiative, and the Commission on the Status of Women in addition to questions related to diversity and inclusion.

Commission on the Status of Women - In 1994, the Commission on the Status of Women (COSW) organized a report which presented the status of women in all employment categories and recommended changes to improve the climate for women and all UofL employees. In 2008-2009, COSW organized an update to the original 1994 report. The members of COSW analyzed and reviewed each of the objectives and recommendations to ascertain whether progress has been made towards outcomes for the identified goals. As part of the methodology for this review, the COSW conducted 10 focus groups and individual interviews with campus leaders. UofL policies, procedures, publications and programs were reviewed.

Campus Safety Survey - In January 2010, the PEACC program (Prevention, Education and Advocacy on Campus and in the Community), conducted a confidential online survey to a random sample of participants to assess campus violence experiences and perceptions at UofL.

In addition, the Vice Provost for Diversity and International Affairs hosts periodic meetings (formally and informally) with students, faculty and staff from under-represented groups to get their opinions and discuss issues or concerns related to diversity, inclusion and campus climate.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

UofL assesses our Accessibility, Diversity & Equity via a variety of means:
- Diversity Assessment Plans (all units)
- Cost of Attendance Analysis
- Transfer Workout Group Analysis
- Campus Climate/Cultural Diversity Survey

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

UofL assesses our Accessibility, Diversity & Equity via a variety of means:
- Diversity Assessment Plans (all units)
- Kentucky Council on Postsecondary Education – Kentucky Equal Employment Opportunity Plan
- GI Jobs— Military Friendly Survey
- Analytic Support for Commission on the Status of Women
- Analytic Support for Commission on Diversity and Racial Equity
- Nursing Faculty Retention Survey
- Department Chair Reviews
- Decanal Reviews
- Campus Climate/Cultural Diversity Survey
- Faculty/Staff Exit Survey

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):

UofL assesses our Accessibility, Diversity & Equity via a variety of means:
- Diversity Assessment Plans (all units)
- Kentucky Council on Postsecondary Education – Kentucky Equal Employment Opportunity Plan
- GI Jobs— Military Friendly Survey

- Analytic Support for Commission on the Status of Women
- Analytic Support for Commission on Diversity and Racial Equity
- Nursing Faculty Retention Survey
- Department Chair Reviews
- Decanal Reviews
- Campus Climate/Cultural Diversity Survey
- Faculty/Staff Exit Survey

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

http://louisville.edu/sustainability/finance-outreach/diversity-affordability.html#section-3

Support for Underrepresented Groups

Responsible Party

Mordean Taylor-Archer
Vice Provost for Diversity and International Affairs
Office of the Executive Vice President and University Provost

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Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

"---" *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:

C.O.N.E.C.T. (Caring of New students Experiencing College Transition) is a peer mentoring program to assist Black students with the transition from high school to college. C.O.N.E.C.T. mentors host monthly workshops and programs organized and facilitated by the peer mentors. All first year students are assigned a peer mentor during summer orientation sessions at Making the Connection. The program has been so successful with Black students that its programs have been expanded to work beyond the first year through "C.O.N.E.C.T. Remix." They also host a regular discussion group targeting Black females entitled "A Sistah's Voice" and the African American Recognition Reception to celebrate the academic success of students of color.

THe Society of Woodford R. Porter Scholars is a society of scholarship recipients named in honor of Woodford R. Porter, Sr., a leader in Louisville's civic, business and education communities. He was the first African American to serve as President of the Louisville School District Board of Education and as Chairman of the University of Louisville's Board of Trustees. The group was formed in 1986 to provide academic and social support to the Woodford R. Porter Sr. Scholarship recipients with the goal of increasing the retention and graduation rates of Porter Scholars. The organization also promotes interaction, enhances leadership opportunities and personal development as well as encourages professional/graduate education.

MAPS (Monitored Academic Preparation for Success) is a program offered for Woodford R. Porter Scholars who have earned fewer than 60 credit hours and who have been identified as having academic difficulty. This program offers structured advising and academic support and is a collaborative effort involving Porter Scholars Advising and Resources for Academic Exchange (REACH).

The School of Interdisciplinary and Graduate Studies (SIGS)is committed to providing financial support for UofL departments and programs to assist in the matriculation and graduation of qualified, underrepresented ethnic minority students. Programs include:
• Minority Fellowships - Approximately 12-15 ethnic minority fellowships are awarded annually. Both master's and doctoral students are eligible for consideration. Doctoral students are funded for two years, with a commitment of support for an additional two years from their department. Master's students are funded for one year, with the same commitment from their department for an additional year. Students must be enrolled full-time for the duration of their funding and the award includes a stipend, tuition, and health insurance.
• Visitation Day is an annual program sponsored and conducted by SIGS. The program is a day and a half event in which SIGS hosts prospective graduate students. Visitation Day has targeted minority students from Historically Black Colleges and Universities, along with minority students from other regional institutions of higher education. The program is a diversity initiative; however, students of all ethnic backgrounds are eligible to apply. The aim of Visitation Day is to connect academically qualified upper-class undergraduate students who have a strong desire to pursue graduate education with faculty, staff, and current graduate students at UofL as a way of providing an up close and personal campus visit. Participants of the program attend workshops on admissions and scholarships/financial aid. Overnight hotel accommodations and meals are covered for students who are selected to attend.
• Graduate Teaching Academy - The Graduate Teaching Academy was created in 2008 and is designed to assist Graduate Teaching Assistants (GTAs) from different disciplines who are assigned some classroom responsibilities as part of their assistantship to develop knowledge, skills, and excellence in classroom teaching. The focus of the academy is on the following topics: critical thinking, development of evaluation rubrics for the classroom, creating a learner-centered syllabus, stimulating active learning, classroom management, test development, and student learning styles and generational differences. Many ethnic minority graduate students participate in the Academy.
• Professional development workshops - A new initiative within SIGS is the Professional Development program for graduate students, known as PLAN (P – Professional Development, L – Life Skills, A – Academic Development, N – Networking). PLAN aims to provide a series of professional development workshops, which are interdisciplinary in nature, for current graduate students. Some workshops are designed specifically for ethnic minority fellows and SREB scholars. Each fall, SIGS sponsors a "welcome back social" for all ethnic minority graduate students as a way of connecting them to one another and to provide networking with ethnic minority faculty, who are also invited. Other workshop topics include but are not limited to financial planning, mentoring, critical thinking, and job placement.

Student Organizations
• American International Relations Club (AIRC) - serves as a platform for unity in diversity for American and International students from around the world. The primary objective is to bring together students from diverse backgrounds, different countries, several languages, and across cultures into one common thread.

• Association of Black Students (ABS) - designed to motivate Black students to become involved on campus, coordinate activities to strengthen cultural and political awareness, and provide assistance to the development and utilization of resources.

• Black Law Students Association (BLSA), UofL Chapter - NBLSA is a nationwide organization formed to articulate and promote the needs and goals of black law students and effectuates change in the legal community.

• Black Biomedical Graduate Student Organization (BBGSO) – dedicated to the enhancement of the graduate experience for African-American and minority students in the sciences. BBGSO provides UofL students with professional, educational, and social support.

• commonGround - commonGround is the LGBTQQIA organization on campus. Members include individuals of all sexual orientations, gender identities and gender expressions to promote equality and diversity on and off campus.

• Student African American Brotherhood (SAAB) - purpose is to assist African American males to excel academically, socially, culturally and professionally on campus and in the community.

• Student National Dental Association, UofL Chapter - SNDA promotes increase in minority enrollment in dental schools, and encourages a viable academic and social environment conducive to the mental and professional well being. Members of the UofL Chapter work within the community with such programs as the YMCA Black Achievers program, and participate in various annual community programs which entail informing and educating children and adults about the importance of good oral hygiene.

The website URL where more information about the support programs for underrepresented groups is available:

http://louisville.edu/sustainability/finance-outreach/diversity-affordability.html#section-8

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:

UofL has a Bias Incident Response Team (BIRT).

The University's diversity vision statement sets the stage for a campus where diversity is celebrated and civility is expected. It states:
"The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.
We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.
We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society."

While valuing freedom of thought and expression, and multiple points of view, we recognize that some members of our campus community are affected by instances of bias and hate and need assistance. The Bias Incident Response Team (BIRT) is a group of faculty and staff who are committed to creating a proactive response for students, faculty and staff to instances of hate and bias in the following ways:
- Support those who are targeted by hate or bias.
- Refer them to the resources and services available.
- Educate the campus community about the impact of hate and bias.
- Promote initiatives and new ideas that further a welcoming, bias- and hate-free climate at U of L.

BIRT is project of the Commission on Diversity and Racial Equity's Campus Environment Team at the University of Louisville.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://louisville.edu/biasresponse

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?:

Support for Future Faculty Diversity

Responsible Party

Mordean Taylor-Archer
Vice Provost for Diversity and International Affairs
Office of the Executive Vice President and University Provost

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Criteria

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

Such programs could take any of the following forms:

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

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

1. The Southern Regional Education Board (SREB) is a nonprofit organization that aims to improve education in its 16 member states (including Kentucky). The University of Louisville is specifically involved with the SREB-Doctoral Scholars Program, which is committed to increasing faculty diversity. The Doctoral Scholars Program supports a nationwide initiative to produce more minority PhDs and encourages their pursuit of joining the professoriate. The program offers financial support and guidance for doctoral students throughout their studies.

UofL participates in SREB's annual Institute on Teaching and Mentoring, which is the largest gathering of minority doctoral scholars in the country. While at the Institute, doctoral students attend workshops designed to assist in their scholarship and prepare them for success as faculty members. UofL's participants in the Institute have traditionally included students (SREB doctoral scholars), faculty mentors, and staff, who attend the Institute to recruit minority faculty.

Currently, there are five former SREB doctoral scholars who hold faculty positions at UofL. Four SREB doctoral scholars earned their doctorates in May 2010, and there are another 18 students participating as doctoral scholars, dissertation scholars or institutionally funded scholars. We expect four additional SREB students (two doctoral scholars and two institutionally funded scholars) for the 2010-11 academic year. The "institutionally" funded SREBs are a creation of the University of Louisville and the CPE, and they provide programmatic support and travel funds for attendance at the Institute for a limited number of qualified students who have funding provided by grants or assistantships elsewhere in the university.

2. The Arts and Sciences Peer Mentoring Program supports small groups of junior faculty, many of which are faculty of color, who want to learn how to be productive scholars and effective teachers. These peer mentoring groups meet regularly to discuss with other junior faculty various topics, including how to be a productive scholar, time-management skills, syllabus design, teaching practice, or the formal and informal standards for success.

3. Inclusive Teaching Circles are small cohorts of faculty who meet monthly to discuss how teaching can be made more inclusive of students of all social identities. Typically, such meetings focus on a reading concerning research on oppression, pedagogy, or best practices. The outcomes include more effective and inclusive teaching practices and the development of a community of practitioners who come together to share their experiences and knowledge.

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

http://louisville.edu/sustainability/finance-outreach/diversity-affordability.html#section-17/u
niversity-fellowship-program.html#SREBDF

Affordability and Access

Responsible Party

Mordean Taylor-Archer
Vice Provost for Diversity and International Affairs
Office of the Executive Vice President and University Provost

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Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

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

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

In 2007, the University of Louisville initiated a special program called the Cardinal Covenant in response to college costs and the challenge for students from low-income families to fund their education. The University of Louisville's Cardinal Covenant is the first program of its kind in the state of Kentucky. This program will make college attainable for the 22.6% of Kentucky families living at or below 150% of the federal poverty level as published by the U.S. Census Bureau (Data obtain from the U.S. Census Bureau).

http://louisville.edu/financialaid/cardinal-covenant

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

Inclusive Teaching Circles are small cohorts of faculty who meet monthly to discuss how teaching can be made more inclusive of students of all social identities. Typically, such meetings focus on a reading concerning research on oppression, pedagogy, or best practices. The outcomes include more effective and inclusive teaching practices and the development of a community of practitioners who come together to share their experiences and knowledge.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The University of Louisville provides a variety of programs and services that, while not specifically targeted to low-income students, are available and attended by students and parents from low-income backgrounds. Examples include:

• Up Close & Personal – an interactive and personal shadowing program for individual scholars & parents that gives each participant a "closer look" at the University of Louisville campus and academic programs. Prospective African American students are invited to campus to shadow a pre-selected mentor to class, lunch, and his/her club and/or organization meetings. Students also have the opportunity to meet with an Admissions Counselor for one-on-one consultation.

• Think College Now! – a half-day college awareness program for freshmen and sophomore African American high school students consisting of financial aid and student life workshops, campus torus and an information fair featuring academic and student service departments.

• O'YES! (Order Your Educational Steps) – a campus visit program designed for high school, community, and church groups. The O'YES group visit program allows teachers, counselors, youth program coordinators, and other group chaperones and mentors to bring students to campus for an interactive day of events. Group participants engage in conversation with USHR (Undergraduate Students Helping to Recruit) mentors through a student panel, enjoy a complimentary lunch on campus, and meet with Diversity Recruitment representatives for instant admissions and scholarship decisions.

• Making the Connection – pre-orientation program designed to help beginning African American freshmen connect to each other, as well African American faculty, staff, and administrators. Students are given a special tour of the campus with emphasis placed on student service and multicultural "hot spots." Ice-breakers, food, and cultural entertainment are provided to help students to make the transition to college prior to the beginning of fall classes.

• USHR (Undergraduate Students Helping to Recruit) – The USHR Mentoring Program is a two-part program that focuses on the retention of current students while serving as a mentoring organization for prospective African American students. Through USHR, current UofL students are paired with prospective senior high school students in order to assist them in their exploration of educational and leadership opportunities at UofL.

• Undergraduate Summer Program in Cardiovascular Research for students from Under-Represented or Under-Served Populations - The primary objective of this program is to expose undergraduate students from under-represented and under-served populations to cardiovascular research at the University of Louisville. The program is supported by a NIH Short-Term Training Grant from the National Heart Blood and Lung Institute.

• REACH (Resources for Academic Exchange) – provides academic services and specific support programs to enable students to better prepare and adapt to college life and to enhance their academic skills and performance in college courses.

• Signature Partnership Initiative - a university effort to enhance the quality of life and economic opportunity for under-served residents of West Louisville. By working with various community partners, the goal is to improve the educational, health, economic and social status of individuals and families who live in our urban core. With regard to education, the program objectives are to:
o Raise reading, math, and science skills to grade level;
o Raise percentage of residents with a high school diploma to that of the community average;
o Raise percentage of residents with a bachelor's degree to that of the community average.
UofL faculty, staff, and students team up with other community partners to work with teachers and parents of students in the target area schools. As a result of these and other community engagement initiatives, the Corporation for National and Community Service named UofL to the honor roll for its volunteerism, community-based learning and community engagement programs.

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

In 2007, the University of Louisville initiated a special program called the Cardinal Covenant in response to college costs and the challenge for students from low-income families to fund their education. The University of Louisville's Cardinal Covenant is the first program of its kind in the state of Kentucky. This program will make college attainable for the 22.6% of Kentucky families living at or below 150% of the federal poverty level as published by the U.S. Census Bureau (Data obtain from the U.S. Census Bureau).

http://louisville.edu/financialaid/cardinal-covenant

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

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

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:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

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:

The website URL where information about the institution's affordability and access programs is available:

http://louisville.edu/sustainability/finance-outreach/diversity-affordability.html#section-21

Health, Wellbeing & Work

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

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Sam Connally
Vice President
Human Resources

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.

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

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

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 local legal minimum hourly wage for regular employees:

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

The website URL where information about the institution's sustainable compensation policies and practices is available:
http://louisville.edu/hr

Assessing Employee Satisfaction

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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:

100

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

Anonymous Employee Satisfaction Surveys for Faculty, Staff, and Students are conducted regularly such as the Campus Climate Survey, The Chronicle of Higher Education's Great Places to Work, the Institutional Research Culture Surveys and UofL's Quality Measurement Survey.

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 findings are shared publicly and within the UofL community. As Provost Shirley Willihnganz stated, "These surveys give us a lot of good information, some positive and some not so positive. By knowing the issues that are weighing on our community, we can analyze and react to improve the environment for our students, faculty and staff." Campus governance bodies such as the Commission on the Status of Women and the Commission on Diversity and Racial Equity use the results of these surveys to develop better policies and procedures to address issues raised.

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://louisville.edu/uofltoday/campus-news/campus-climate-survey-yields-good-information-on-employee-morale

Wellness Program

Responsible Party

Sam Connally
Vice President
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Office of Health Promotion provides services for students and Get Healthy Now is a benefit for all UofL employees and their spouses or qualifying adults. Employees who have health insurance coverage through UofL and participate in Get Healthy Now receive a $40 per month reduction on the cost of that insurance. Employees' spouses or qualifying adults who are on the employees' health coverage also can participate in Get Healthy Now. Employees who waive health coverage through UofL can also participate in Get Healthy Now.

Participants have access to:
• Online Health Risk Assessment (required for participation)
• Telephone/e-mail health coaching (required if assessment indicates medium to high risks)
• Online resources through Health Fitness Corp.
• Campus wellness classes
• Group activity classes

- Campus fitness facility dedicated to employees
- Campus wellness coaches
- Campus biometric health fitness assessments
- Information about community activities and resources

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

http://louisville.edu/hr/gethealthynow/

Workplace Health and Safety

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.

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

Investment

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

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

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Larry Zink
Controller
VPF-Financial Admin

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The mission of the committee, according to the charge letter from the University Provost dated November 12, 2010, is as follows: "[The University-wide Committee on "Socially Responsible Investing" (SRI)] will make recommendations to the President and [Provost] on financially, socially and environmentally responsible investment opportunities across asset classes and will make other related recommendations as appropriate, including proxy voting. The Committee will have multi-stakeholder representation and provide a structure for fostering dialogue on investment opportunities, to help the UofL Foundation make responsible investments that ensure financial health for UofL while promoting sustainability in the wider world. The Committee will seek investment opportunities that compliment the University's mission, its resource requirements, and its commitment to sustainability."

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

ADMINISTRATORS:
Larry W. Zink, University Controller & Treasurer

Terry D. Gossom, Associate VP - Health Affairs

UofL FOUNDATION REPRESENTATIVE:
Joe Gahlinger, Ex-Officio

UNIVERSITY ADVANCEMENT REPRESENTATIVE:
James Eriksen, Director of Planned Giving

STAFF:
Justin Mog, Ex-Officio, Assistant to the Provost for Sustainability Initiatives
James Atkinson, Career Development Center

FACULTY:
Roger Payne, A&S Political Science
Avery Kolers, A&S Philosophy
Frank Goetzke, A&S Urban & Public Affairs
Melissa Baucus, College of Business
Alan Attaway, College of Business, Associate Dean for Undergraduate Programs
Tom Lawson, Kent School of Social Work

STUDENTS:
Emily N. Nordling
Andrew P. Tucker

Examples of CIR actions during the previous three years:

At the request of the Sustainable Endowments Institute, we've posted a snapshot of our investment portfolio, available to the public online. The most recent snapshot from September 30, 2013 is available here:

http://louisville.edu/sustainability/finance-outreach/investments.html

The website URL where information about the CIR is available:

http://louisville.edu/sustainability/finance-outreach/investments.html

Sustainable Investment

Responsible Party

Justin Mog
Assistant to the Provost for Sustainability Initiatives
Office of the Provost

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

Total value of the investment pool:

685,165,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	2,134,871 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	10,721,763 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	0 *US/Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

We estimate UofL's total mission-related investments at 1.85% of the University's total endowment as of April 2010. Most of these are community economic development funds, but also included are climate change equities. Funds include: Kentucky Seed Fund, Chrysalis II & III, Triathlon, Capital South, and Wellington DIH.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

n/a

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

n/a

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

n/a

Approximate percentage of the endowment that the negative screens apply to:

0

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

n/a

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

n/a

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

n/a

The website URL where information about the institution's sustainable investment efforts is available:

http://louisville.edu/sustainability/finance-outreach/investments.html

Investment Disclosure

Responsible Party

Larry Zink
Controller
VPF-Financial Admin

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

http://louisville.edu/sustainability/finance-outreach/investments.html

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

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.

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

Innovation 2

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.

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

Innovation 3

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.

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

Innovation 4

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.

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