



Aquinas College

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

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:

Baccalaureate

Institutional control:

Private non-profit

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

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:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

37,000,000 US/Canadian \$

Total campus area:

106 Acres

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

648,806 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

30,947 Square Feet

Floor area of healthcare space:

1,247 Square Feet

Floor area of other energy intensive space:

9,698.50 Square Feet

Floor area of residential space:

191,872 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	0
Coal	53.90
Geothermal	0
Hydro	0.80
Natural gas	9.40
Nuclear	29.70
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	6.20

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

Renewable energy tied to the grid in Michigan

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	0
Natural gas	100
Other (please specify and explain below)	0

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:

3

Number of academic departments (or the equivalent):

32

Full-time equivalent enrollment:

1,709

Full-time equivalent of employees:

349.33

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,918

Total number of graduate students:

171

Number of degree-seeking students:

2,083

Number of non-credit students:

0

Number of employees:

469

Number of residential students:

831

Number of residential employees:

3

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	930	135
Number of sustainability courses offered	40	17
Number of courses offered that include sustainability	117	16

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

26

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

34

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):

[Curriculum Research Results- sustainability courses only- Final for STARS- Mar](#)

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://www.aquinas.edu/sb/>

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

All department chairs were provided with a survey.

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

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

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

Courses that are cross listed between departments may have been counted twice.

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	---
Clinical	No
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?:

No

Learning Outcomes

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

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

"---" 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:

38

Total number of graduates from degree programs:

430

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

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

Bachelor of Science in Sustainable Business

Mathematics

Master in Sustainable Business

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

Sustainable Business: This major has eight learning outcomes related to sustainability. Due to limited space, please view the Sustainable Business learning outcomes at the following URL:

<http://www.aquinas.edu/sb/outcomes.html>

Mathematics: This department has a stated goal within its learning outcomes of emphasizing the connections between mathematics and the real world, and communicating those results effectively.

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

Undergraduate Program

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Science in Sustainable Business

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

Sustainable Business practices restore environmental quality, promote stable and healthy communities, and increase long-term profitability. The Aquinas Sustainable Business Degree program fosters ecological and social intelligence in all business decisions and is the first undergraduate program of its kind in Michigan and the United States.

Sustainable Business is interdisciplinary in nature, integrating science, business, and environmental studies. Sustainable business practices improve long-term profitability, the health of natural systems, and the social infrastructure of our world community. A student completing the B.S. in Sustainable Business will be prepared for a career in private industry, nonprofit organizations, government, or for graduate-level studies in sustainable business or a related discipline.

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

<http://www.aquinas.edu/sb/>
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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?:

Yes

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

Sustainable Business Minor

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

Sustainable Business practices restore environmental quality, promote stable and healthy communities, and increase long-term profitability. The Aquinas Sustainable Business Degree program fosters ecological and social intelligence in all business decisions. The Minor requires 28 credit hours, consisting of basic environmental studies, business, chemistry, accounting, and all of the core sustainable business courses.

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

<http://www.aquinas.edu/sb/degrees.html>

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

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

Sustainable Business practices restore environmental quality, promote stable and healthy communities, and increase long-term profitability. The Aquinas Sustainable Business Degree program fosters ecological and social intelligence in all business decisions. The Certificate requires 18 credit hours, consisting of basic environmental studies, business, and 3 of the core sustainable business courses.

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

<http://www.aquinas.edu/sb/degrees.html>

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:

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master of Sustainable Business

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

Our Master of Sustainable Business degree is just as revolutionary as the re-envisioned business model we're showing you how to transform. While other programs try to adjust the existing business structure, at Aquinas we believe the key to sustainable business lies in an entirely new approach - one that is community-focused, and that delivers positive results for individual businesses.

As first in the nation, the 12-course, 2-year program integrates science, commerce and environmental studies to prepare business leaders for the new economy. We'll outline the problems of business today; discuss the alternative of a durable, nature-based economic model; and highlight the competitive advantages for those businesses and communities that choose to move toward a sustainable model. Graduates will become the new leaders, generating new products, practices and policies that foster a sustainable economy.

Our goal at Aquinas College is to provide graduate students with an education that outlines the current problems of business, uncovers a durable, nature-based economic model that will yield only positive outcomes, and highlights the competitive advantages for businesses and communities that participate in such a sustainable model.

Like all our programs at Aquinas, we deliver graduates who, although familiar with conventional business approaches, have a greater understanding of what is needed to address our deepest environmental, social and business problems. Graduates of the Aquinas MSB will possess the expertise to confidently direct businesses toward a meaningful and profitable transition to sustainable business.

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

<http://www.aquinas.edu/msb/>

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

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

International Perspectives in Sustainable Business: This course examines the deployment of sustainable business practices around the world. Class discussions, lectures, and assignments will explore the variety of sustainable business models and practices which may be found in differently developing countries and regions, as well as introduce the complexities of a practicing sustainable business in a globalizing world. Students will be challenged to analyze the significance of cultural, political, and socioeconomic contexts in designing products, processes, and business strategies and models which will further sustainable business criteria. Each semester, a particular region/country receives more intense examination, culminating with a ten-twelve day field visit to that region/country immediately following the end of the semester. A required field component for the course takes place in various locations throughout the region/country. Recently, students have travelled to Costa Rica for the last 2 weeks of the course.

Sustainable Business Innovations Lab: We investigate and deploy triple top-line entrepreneurial innovation, effective organizational design, workplace innovation application skills, and research/analysis methods through in-class discussions as well as practice based projects. The course is taught in a semester long format, using 2 or 3 "real world" projects from local businesses.

During Spring Break, the Campus Ministry department overs a one-week service learning trip to Jerusalem Farm in Kansas City. It is a trip with the opportunity to meet new people, learn about sustainable living, and to serve others.

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

Sustainability Literacy Assessment

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

0

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

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

Yes

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

The Faculty Sustainability Committee in conjunction with the Provost's Office and Center for Sustainability launched a Faculty Sustainability Fellows program in January 2014. Fellows are expected to attend events, workshops, and work on a project of their own choosing during that time, focused on incorporating sustainability into an existing course or designing a new course related to sustainability. 14 faculty members participated this semester, representing almost 15% of faculty at the college.

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

Fellows receive a \$400 stipend for their participation in the period of the spring and summer of 2014.

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

Campus as a Living Laboratory

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

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

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

	Yes or No
--	-----------

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

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

Student interns in the sustainability office take a lead role in compiling ACUPCC reports (carbon footprint and progress reports), with supervision from the campus sustainability director.

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

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

Several student volunteers and sustainability office interns play an active role in the campus community garden. A couple students also serve on the Infrastructure Sustainability Committee, a group who is currently writing a sustainable food policy for Aquinas.

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

Student interns in the sustainability office take a lead role in compiling ACUPCC reports (carbon footprint and progress reports), with supervision from the campus sustainability director.

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

The Campus Land Cover Mapping Project is underway in the Geography Department headed Dr. James Rasmussen and Dr. Mary Clinthorne. This project is being conducted to establish a baseline for a campus land management plan. It has an economic valuation portion that will be conducted by Dr. Todd Yarbrough of our Economics Department and is part of the college's Mohler-Thompson Undergraduate Research Program.

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

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

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

Student Sustainability Gurus- elected positions in the residential area councils- champion the zero waste initiative in their respective areas. Several classes also give credit for students to assist with the education effort in the zero waste initiative.

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

The Senior Geography seminar is a venue for this type of research to occur. An example is a current Senior Thesis is a water salinity monitoring project that assesses salinity increases in the ponds/creeks on the Aquinas Campus in the aftermath of snow events and salt applications.

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

Each of the 3 sustainability committees (Infrastructure, Community, and Learning) have at least 2 student members. Also, a class in the Sustainable Business Program is specifically dedicated to developing and updating the college's external sustainability report.

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

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

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

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

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

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

Research

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

14

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

44

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

12

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

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

[AC-9- Sustainability Research- Name and Department Affiliations.pdf](#)

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

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

A questionnaire was sent electronically to all faculty of Aquinas College.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

"---" 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?:

No

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

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

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

Yes

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

The “Economicology Leadership Fund,” is a source of funding at the discretion of the president to facilitate innovative research and program development. Priority of funding is given to the implementation of proposals advancing research and innovation in Economicology.

Recommendations are vetted electronically by the Campus Sustainability Steering Committee, including representatives from the faculty and staff sustainability committees of the respective assemblies. The provost and chair of the Faculty Development committee also participate in the selection process. The committee reviews submissions monthly beginning on the third Monday of each month. The program was launched in December 2014.

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

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

No

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

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

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

Yes

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

The library provides access to the Sustainability Resource Center database, which covers all aspects of sustainability, has been purchasing books on sustainable business for over ten years, and has created a research guide focused on sustainable business. Librarians are in the process of writing a collection development policy for a new interdisciplinary sustainability collection that will be built by combining currently held titles and new titles purchased out of a soon-to-be created sustainability book fund.

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

<http://aquinas.libguides.com/c.php?g=75129&p=485298>

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

Engagement

Campus Engagement

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

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

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

"---" 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:

2,083

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

Sustainability Initiative Interns

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

2,083

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

Our office has 3 student interns during the fall and spring semesters and one work study student year round. The work study student completes basic administrative tasks for the office. The education and marketing intern is in charge of the monthly sustainability newsletter, the web site, and other projects. The metrics and climate intern is in charge of compiling information for the carbon footprint and external sustainability reports. The zero waste intern is the tasked with education, training, and zero waste events. Not only do the students receive real world experience implementing sustainability at Aquinas, but they also are the main "face" of sustainability within the student population.

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

There is an application and interview process with college's Director of Sustainability.

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

Interns receive one-on-one training with the Director of Sustainability.

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

The interns are paid minimum wage for their time.

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

Student Sustainability Guru

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

831

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

The "Student Sustainability Guru" - an elected position- is the primary champion/advocate of the sustainability initiative within each of the 3 residential area councils. This point person is responsible for bringing all issues, ideas, challenges, and successes related to composting and recycling to the Center for Sustainability's attention, as appropriate. This applies to all of the buildings included in their area. The Guru is also expected to train, educate, and promote zero waste and general sustainability issues to the Resident Assistants (RA's) in their respective area council. Finally, the Guru is asked to advocate for zero waste within their peer group, and act as a model for zero waste by recycling and composting whenever possible.

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

Students are nominated for the position and the student body votes.

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

Students receive one on one training with the Director of Sustainability.

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

The college makes money available as needed for programming.

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):

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

The Director of Sustainability worked with orientation leaders to be sure sustainability was prominently included in new student orientation. The President of the college included sustainability in his welcome address. The Director had an entire evening with the new students. A zero waste and local dinner was hosted, with lots of educational information on sustainable food systems. The student orientation leaders were all given sustainability discussion questions to use while they ate dinner in small groups. A “waste relay” was then held on our soccer field, where all 500 students competed in an educational, sorting activity (recycling, composting, trash) in a relay style.

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

"---" 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	No
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	---
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
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	No
Other co-curricular sustainability programs and initiatives	---

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

1. Students Striving for Sustainability: Provides an avenue for Sustainable Business students to take a more proactive role in business, social and environmental progress. Student-Governed. This group led the initiative to change the college's zero waste goal from 2020 to 2014, and even secured presidential support and approval.
2. EPIC is an organization that will provide students with real life experiences with a trip to Washington D.C. in its attempts to lobby for new green energy. The organization will work closely with the Grand Rapids community and local politicians to aid in our cause and also aid Aquinas College students in issues that are of importance to them. Student-Governed.
3. Keeping Bees: The purpose of this student organization is to teach students, faculty, and staff the role of honeybees and their socio-economical functions and purposes. Students will have the opportunity to study and interact with a bee colony (Apiary) on campus. Interactions with the Apiary range from simple observation and wireless data acquisition, to hands on honey extraction. This club has potential for serious integration with existing clubs Tri-beta and Students Striving for Sustainability. There will also be a focus on botanical restoration and ecological interactions on campus. Student-Governed. This new group has developed a program description and is seeking external funding for an Apiary.

The website URL where information about student groups is available:

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

The campus community garden is a volunteer-run program, with representatives from the student body, staff, and faculty. Not only does the community garden provide opportunities for growing local, organic food, but also opportunities for community outreach. The garden was started by a student group, but it is currently coordinated by the Director of Sustainability, with the help of student interns.

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

http://www.aquinas.edu/sustainability/success_food.html

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

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

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:

1. The annual Refresh Yourself is organized by Campus Life each Spring. This campus tradition is a night full of fun, food, and entertainment. It promises to be a great night! Beat the winter blues - take a break to rejuvenate with us this weekend as our sponsors, Coca-Cola, various AQ departments and RSOs, and other local businesses help us throw the biggest party of the year! Student-Governed Event and students are the intended audience. The event is also a zero waste event.
2. The annual Saint Stock event is organized by Campus Life and Campus Ministry each fall. Sponsored by Campus Life and Campus Ministry, Saint Stock is the combination of multiple resource fairs as well as Registered Student Organizations (RSOs) into one exciting Welcome Week event. Participants will be able to peruse the merchandise of local businesses, locate a faith community, explore volunteer opportunities in the area, join a campus club, and much, much more. Saint Stock is a wonderful networking opportunity as it allows for participants to explore the abundant options within the community. With nearly 500 incoming students signed up for the new school year, the event is a chance for the College and local businesses to showcase what they offer Aquinas students. Student-Governed Event and students are the intended audience. The event is also a zero waste event.
3. The Earth Day event is completely organized by students and students are the main intended audience. The day of activities include educational efforts related to sustainability and the environment, entertainment, and lots of information booths.

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

http://www.aquinas.edu/students/signature_events.html

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

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

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

1. Nature Trail/Tree Guide: The Aquinas College campus provides access to a wide diversity of native trees and shrubs on our 100+ acre site. Walks along campus trails allow you to see examples of all native Michigan species, as well as a number of introduced types. It is a favorite fall stop for teachers, students, and nature lovers.
2. The Biology program offers field-based classes. BY 123 Environmental Biology is an intro to aquatic and terrestrial ecosystems with emphasis on human influences. The classes include weekly field experiences, which is based in on-campus and off-campus labs.

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

http://www.aquinas.edu/nature_trails/

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

One of the practices included in our general education curriculum is a first year experience required by all incoming freshmen. Our First Year Seminar, beginning in Fall Semester 2014, includes a series of six lectures for first semester students, each followed by small group discussion and reflection assignments led by full-time faculty members from across the disciplines. The vision of Economicology and [STARS Reporting Tool](#) | [AASHE](#)

sustainability will begin to be introduced to Aquinas students in their First Year Seminar.

The website URL where information about the theme is available:

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

Aquinas has several Living Learning Communities (LLC's) on campus, offering upperclassmen students the chance to have an independent living style with the comfort of living in a house on campus. Each house has its own theme (Academic Leadership, Environmental Leadership, Campus Leadership, etc...) and is fully furnished with storage and laundry facilities. Each home also has a RA to help build community. One of the LLC's is generally focused on sustainability.

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

A brief description of sustainability-focused student employment opportunities:

The Center for Sustainability employs 1 work study student and 3 student interns. All 4 students work 10 hours per week on dedicated sustainability activities.

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

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

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

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

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

Outreach Materials and Publications

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	No
Building signage that highlights green building features	Yes
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	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The web site highlights the most recent Sustainability news and events, electronic versions of the monthly sustainability newsletter, and resources about sustainability pertinent to the campus population. There is also an extensive section on the Zero Waste Initiative, a section on metrics/indicators used to measure progress, and more.

The website URL for the central sustainability website:

<http://www.aquinas.edu/sustainability>

A brief description of the sustainability newsletter:

Interns at the Center for Sustainability put together AQ Sustainability News that highlights sustainability on campus. The newsletter is distributed to key constituents via e-mail and made available electronically on the Sustainability Initiative site.

The website URL for the sustainability newsletter:

<http://www.aquinas.edu/sustainability/resources.html>

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

The Center for Sustainability uses the campus kiosk's to inform students on ways to live sustainably, as well as zero waste events and speakers invited to the campus to discuss issues regarding sustainability. We also advertise on the two campus "blogs": the Moose (which is directed towards students) and Acorn (which is designed for faculty and staff). In addition to this, the Center for Sustainability at Aquinas has an Instagram page and a Facebook page.

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

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

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

N/A

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 :

Centralized signage summarizing green building features are posted.

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:

Product specific educational signage is placed as appropriate.

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

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

N/A

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:

Aquinas provides a walking tree guide featuring 108 different tree and shrub species native to Michigan among Aquinas campus trails.

The website URL of the sustainability walking map or tour:

http://www.aquinas.edu/nature_trails/

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

There are several guides for commuters:

A Saint's Guide to Sustainability includes an entire section on sustainable commuting.

The Sustainability Initiative website contains a "Campus Resources" section with a "Re-think Transportation" page that includes information about carpooling, the Rapid Bus System discounts, a video about how to use the bus, and biking.

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

<http://www.aquinas.edu/sustainability/rapid.html>

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

The "AQ Bikes" page of the Campus Safety web site features information on the college's bike rental program, a link to bike trails in the Grand Rapids area, a bicycle safety video, and a FAQ section aimed at bicyclists and pedestrians.

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

http://www.aquinas.edu/campus_safety/

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

A Saint's Guide to Sustainability includes information about reducing waste and making local food choices.

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

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:

[STARS Reporting Tool | AASHE](#)

N/A

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:

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

Recycling and Composting Guide that highlights what items are accepted and which are not accepted.

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

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

Yes

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

Aquinas College Excessive Idling Policy pamphlet to explain who the policy applies to, how it will be implemented, and why it is important.

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

http://www.aquinas.edu/sustainability/success_policy.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):

Aquinas LEED Certified Buildings pamphlet featuring LEED certified buildings on campus.

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

<http://www.aquinas.edu/sustainability/pdf/FinalBrochure-October2012.pdf>

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

Yes

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

The Faculty and Staff Sustainability Guide features tips on waste reduction, alternative transportation options, LEED certified buildings, and Aquinas' value of sustainability.

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

<http://www.aquinas.edu/sustainability/pdf/FacultyandStaffGuide-2013.pdf>

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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):

Zero Waste Initiative

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

As a part of the American College and University Presidents' Climate Commitment, Aquinas College committed to becoming a zero waste to landfill campus by 2020. In 2012, the Center for Sustainability and Students Striving for Sustainability (S3) Club partnered to further Aquinas' commitment to sustainability by moving forward the goal to achieve campus-wide zero municipal solid waste by 2014. A Zero Waste Team is in place to assist in educational programs concerning Aquinas' waste streams, including zero waste events. Waste stations (composting, recycling, and trash) have been placed in every common area of every building. Trash cans were removed from classrooms. With collaboration of faculty, staff, and students, tackling waste is quickly becoming a part of the campus culture.

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

The college has been aggressively working on the zero waste initiative. We removed several trash dumpsters, saving the college \$2,000 per month in operations. The college's diversion rate has improved from 45% to almost 80% in just 2 years.

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

<http://www.aquinas.edu/sustainability/zerowaste.html>

The name of the campaign (2nd campaign):

Campus House Waste Competition

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

A waste competition was held between AQ houses. All of the trash, recycling and composting generated at these houses was collected, sorted, and weighed. The "Zero Waste Champ" category recognizes the house that recycled and composted (or diverted) the largest percentage of their waste stream. The "Best Trashers" category identifies which house has the least amount of recycling and composting in their trash that could have been diverted from the landfill. For this category, the lower percentage, the better! The campaign elevated the conversation about waste in the campus houses.

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

These results gave us the information needed to see where we can improve, as well as the houses we should focus more on educating about the different ways of disposing our waste. It also encouraged peer to peer education.

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

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

The Biggest Loser: Waste-Loss Challenge:

Throughout the entire month of February (2013), "The Biggest Loser: Waste-Loss Challenge" was held in St. Joe (the second biggest residence hall on campus). Each floor competed to recycle and compost the most waste (computed in pounds per person). Weekly "weigh-ins" were held during the St. Joe Staff Meetings. Third floor was the big winner, recycling and composting a total of 140.83 lbs – or 2.82 lbs. per person.

Employee Educators Program

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

"---" 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:

461

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

Zero Waste Gurus

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

461

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

They are both self-selected and identified by the college's sustainability director.

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

They receive a full zero waste training (hands-on) by sustainability office staff, and a packet of resources to motivate and champion change among their peers.

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

The sustainability office's budget is available to these programs as needed.

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

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

Jessica Eimer
Program Director
Center for Sustainability

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:

Sustainability is one item on the employee orientation checklist. In addition to printed materials (such as the faculty & staff sustainability guide and LEED building brochure), all new hires are trained by Aquinas College's Director of Sustainability in zero waste via a hands on sorting. An introduction to sustainability and Economicology is also provided.

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

Staff Professional Development

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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 :

Aquinas College's Center for Sustainability and Faculty Sustainability Fellows coordinate a regular educational series called the Friday Economicology Forum, to increase campus discussions of sustainability and Economicology. The events are open to staff, faculty, and students and lunch is often provided. One Forum event is typically planned per month and expert speakers covers topics such as the green Pope, invasive species, sustainability across the disciplines, and innovation.

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

10

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

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

Jessica Eimer
 Program Director
 Center for Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

The Director of Sustainability sits on the board of the national RecycleMania competition. RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over an 8-week period each spring, colleges across the United States and Canada report the amount of recycling and trash collected each week and are in turn ranked in various categories. This board position began July 1, 2014.

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):

The Director of Sustainability sits on the board of the US Green Building Council (USGBC), West Michigan Chapter. The USGBC mission is it to transform the way buildings and communities are designed, built and operated, enabling an environmentally and socially responsible, healthy, and prosperous environment that improves the quality of life in one generation. It accomplishes that mission with a

dedication to expanding green building practices and education with LEED and other educational resources and programming. This board position began January 1, 2014.

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:

Aquinas College was one of the founding members of the Grand Rapids Community Sustainability Partnership in 2005, alongside the City of Grand Rapids, Grand Valley State University, Grand Rapids Public Schools, and Grand Rapids Community College. The CSP is a diverse network of for-profit and nonprofit organizations in West Michigan who embrace and support sustainability in their planning and operations and are striving to make a positive impact in our community. Members of the CSP are committed to work together to restore environmental integrity, improve economic prosperity, and promote social equity. Aquinas College is jointly responsible for maintaining the organization's web site, and is present on the board. The Grand Rapids Area CSP, along with the City of Grand Rapids have the honor of being jointly designated a United Nations University Regional Centre of Expertise (RCE).

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

Yes

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

Almost all of the sustainability guides and pamphlets designed to educate and promote sustainability, are available via our website. The Center for Sustainability regularly makes presentations at local and national events (West Michigan Sustainable Business Forum, middle/high schools, Rotary clubs, Dominican Colloquium, etc...) to share our lessons learned. We also have a very extensive external web site educating the community on sustainability issues (

www.centerforsustainability.org

).

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:

Michigan Interfaith Power and Light

ACUPCC

AASHE

Grand Rapids Community Sustainability Partnership, Board Member

U.S. Green Building Council, Board Member of the West Michigan Chapter

RecycleMania

UNU RCE

Kent County Stewardship Hub

Michigan Interfaith Power and Light
[STARS Reporting Tool](#) | [AASHE](#)

ACUPCC

AASHE

Grand Rapids Community Sustainability Partnership, Board Member

U.S. Green Building Council, Board Member of the West Michigan Chapter

RecycleMania

UNU RCE

Kent County Stewardship Hub

West Michigan Sustainable Business Forum

Green Chemistry Clearinghouse

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

Aquinas is frequently called upon to share our expertise in sustainability curriculum and campus sustainability efforts. For example, Calvin College made Aquinas one of their stops during their Sustainability Summit in June. In addition, the Director of Sustainability completed a day visit and consultation with the leadership of Madonna University (December 2011) and Siena Heights (November 2013). The Director of Sustainability sits on the board for the Community Sustainability Partnership, which is dedicated to promoting sustainability in education locally and the U.S. Green Building Council, West Michigan Chapter. We presented at the AASHE conference in Tennessee (October 2013) titled: “Zero Waste: A Model for Transformational Change”.

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

Continuing Education

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

"---" 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:

6

Total number of continuing education courses offered:

110

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:

Women and the Environment: “Mother Earth – Earth Mothers” Wednesday, 9:30-11:30 a.m. May 6 & 13 Amy Dunham Strand, Ph.D., directs the Jane Hibbard Idema Women’s Studies Center at Aquinas College, where she teaches courses in English, Inquiry & Expression, and Women’s Studies. In addition to Women & Environment, her research interests include women’s petitioning and activism, 19th-century American women writers, and gender and language – also the topic of her book, *Language, Gender, and Citizenship in American Literature*. She has taught at the University of Cincinnati and at the University of Washington, Seattle, where she received her Ph.D. How are women and the environment connected? This class will explore two possible ways of answering this question: first, by tracing ideas, such as “Mother Earth,” that relate women and nature in literature, culture, and theory; then, by surveying the work of “Earth Mothers,” or women environmental advocates who have shaped the environmental movement. Ultimately, we’ll consider how these notions of gender and nature, together, might help inform our own “green” consciousness.

Conservation Biology and the Media Wednesday, 1:30-3:30 p.m. May 13 Rob Bajema, Ph.D., joined Aquinas College in 1998 and teaches ecologically and environmentally oriented classes. His research interests are in wildlife conservation and landscape preservation. He has served on the Ada Township Open Space Task Force which was created to implement a plan to conserve natural areas and open space within the township. Dr. Bajema has also been a board member of the Land Conservancy of West Michigan. We will examine how current media (TV series, documentaries, movies, etc.) portray issues of conservation biology. In addition, we will examine how environmentalism vs. activism play into these roles. Do these media outlets really portray conservation?

<http://www.aquinas.edu/olli/pdf/spring2015.pdf>

Managing the Great Lakes: An Ecological Melting Pot and Ongoing Experiment Friday, 9:30-11:30 a.m. November 7 & 14 Eric Snyder, Ph.D., is an associate professor of biology at GVSU. Dr. Snyder received his BS from Manchester College, his MS in aquatic sciences from CMU and his Ph.D. from Idaho State University. He completed postdoctoral research with the University of Montana’s Flathead Lake Biological Station and teaches classes at GVSU in aquatic science, stream ecology, and aquatic ecosystem management. The Great Lakes have experienced an extraordinary degree of change in the last 150 years, whether from overfishing, planned and unplanned exotic species introductions, and food web cascades, to legal status and environmental policies that provide for protection and management. We will highlight key portions of this history and then explore contemporary issues facing this unique ecosystem. Finally, can science assist in making predictions about future conditions and potential threats?

Valuing the Invaluable: The Economics of the Environment Wednesday, 1:30-3:30 p.m. October 29, November 5 & 12 Todd Yarbrough, Ph.D., from the University of Tennessee, is assistant professor of economics at Aquinas College. Professor Yarbrough’s research focuses on tax and expenditure policy, social safety nets, and issues of environmental economics. Why do we accept environmental disasters and what impact will such disasters have on our long run economic growth? What are the cost-effective approaches to curbing global climate change? And what does our energy portfolio say about our commitment to both economic and environmental vitality? In this three part course, Professor Yarbrough will discuss the underlying issues of Environment Valuation, efficient responses to Environmental Degradation, and the Economics of Energy.

Water Critical: Drought and Other Signs of the Greatest Challenge Yet Wednesday, 9:30-11:30 a.m. November 12 & 19 Deborah Steketee, Ph.D., serves as associate professor of sustainable business at Aquinas College, with a doctorate in comparative politics and environmental science from Indiana University’s Department of Political Science and School of Public and Environmental Affairs. What would happen if Lake Michigan dried up? How about siphoned off? Access to clean and abundant water poses perhaps one of the greatest challenges in the 21st Century. California’s drought is only a glimmer of what is happening worldwide. With implications for human health, national security, ecological integrity and economic development, effective management of our water resources is proving elusive. Case studies from places close to home and around the world will highlight the complex dimensions of water quantity and quality. New ways of thinking are needed to avert the looming crisis.

http://www.aquinas.edu/olli/pdf/fall2_14.pdf

Global Warming and Climate Change Monday, 9:30-11:30 a.m. October 13 & 20 James Tolbert, earned a B.S. and M.S. in geology from MSU with a focus on geochemistry. He investigated contaminated sites across Michigan, including crude oil in the Kalamazoo River, dioxins and furans in the Tittabawassee River, and PCBs in White Lake. Many say climate change is the biggest environmental threat facing our planet. There is a consensus among scientists that we need to cut global greenhouse emissions even before 2025 to avoid catastrophic change. Jim will explore the science of global warming and answer some of the following questions: What is a greenhouse gas and how much carbon dioxide is created from the fuels we burn? And, why should we care?

http://www.aquinas.edu/olli/pdf/fall_14.pdf

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:

Year the certificate program was created:

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

Community Service

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,274

Total number of students :

1,709

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:

119,762

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

Yes

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

Student Life and Campus Ministry/Service-Learning provide an unofficial co-curricular transcript. Their offices track student involvement in clubs, organizations, co-curricular service, and campus leadership, and all Registered Student Organizations (RSOs)

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

submit their active club rosters each semester. This information is then manually entered into Colleague (the campus data system). Students access this unofficial transcript of their engagement via MyAQ-their online access point for student records.

Our Student Life departments also are working toward a co-curricular transcript as part of the official college transcript that includes community engagement. Our student records system has this capacity. Several models have been discussed, but we have not reached the point of having an official co-curricular transcript.

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

No

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

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

Community Stakeholder Engagement

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

And

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

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

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

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

Aquinas has several mechanisms for systematic assessment of community perceptions of the institutional engagement with community. Most of these assessments are currently program-based, however, we are working toward an accompanying institution-wide process of assessing community perceptions of the institution, including our engagement with community.

Our executive leadership explicitly promotes community engagement as a priority. In 2012 the Board of Trustees initiated a rolling annual strategic planning process with five strategic focus areas for the institution. One of these five focus areas is community engagement.

The community's voice is integrated into institutional or departmental planning for community engagement. When community members share in department decision making, it is often done through community advisory boards, in both academic and administrative departments. Two programs with Advisory Boards, the School of Education and the Community Leadership Program, provide examples of integration of community voice in department planning for community engagement.

Finally, Aquinas has a campus-wide coordinating infrastructure to support and advance community engagement, with three hubs and a Community Engagement Task Force (an advising body to college engagement.)

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

Aquinas maintains systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community. The Office of Academic Affairs maintains three sets of data on our community engagement. 1) Data on curricular student community engagement. 2. Data on co-curricular student service. 3. The Partnership Data Set provides a continuously updated and searchable list of our community engagement. It is available electronically to encourage investing in (strengthening) existing partnerships when possible, and coordinating connections with the partner. We also use this data to inform a Key Performance Indicator (KPI) for the Strategic Plan.

Community engagement is connected with diversity and inclusion work, through our Center for Diversity and Inclusion. The Center is engaged with West Michigan organizations with similar goals, including the Grand Rapids Public Schools Migrant Education Program, Intercollegiate Network for Multiculturalism, Lakeshore Ethnic Diversity Alliance, and The Committee to Honor César E. Chávez. Through partnerships, the Center hosts speakers to increase cross-cultural awareness; works to create a more inclusive campus climate; organizes events that engage a variety of cultural traditions; and provides student and faculty engagement opportunities to combat social inequality.

The Center for Diversity and Inclusion collaborates with other Aquinas organizations to engage community.

List of identified community stakeholders:

Our Partner Data Set includes 1,184 partnerships with 801 different community partners. This list is available on the college's intranet.

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

"---" 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?:

No

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:

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

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

Yes

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

No

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

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

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

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

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

Operations

Air & Climate

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

Jessica Eimer
Program Director
Center for Sustainability

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.

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

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

Yes

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

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

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

No

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

Aquinas College's carbon footprint was completed using the Clean Air-Cool Planet Calculator. We chose this calculator because of its ease of use, thoroughness, and relevance to Higher Education institutions.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
--	------------------	---------------

Scope 1 GHG emissions from stationary combustion	<i>2,193 Metric Tons of CO2 Equivalent</i>	<i>2,735 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>119 Metric Tons of CO2 Equivalent</i>	<i>75 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>4,780 Metric Tons of CO2 Equivalent</i>	<i>4,604 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>48 Metric Tons of CO2 Equivalent</i>	<i>48 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

Sequestration was determined using the calculator on "Michigan Conservation and Climate Initiative" website.

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	831	763
Number of residential employees	3	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,901	1,787.26
Full-time equivalent of employees	345.88	311.67
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	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

This was the first year we began using the CA-CP.

Gross floor area of building space, performance year:

648,806 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	30,947 <i>Square Feet</i>

Healthcare space	<i>1,247 Square Feet</i>
Other energy intensive space	<i>9,698.50 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>58 Metric Tons of CO2 Equivalent</i>
Commuting	<i>675 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>29.90 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>0 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>0 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>562.70 Metric Tons of CO2 Equivalent</i>

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

This represents the GHG emissions from all college-financed air travel.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/>

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

Outdoor Air Quality

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

Aquinas College is an "idle-free" campus, meaning no vehicle is permitted to idle longer than 5 minutes while on college property. An unattended idling vehicle poses not only a safety threat, but also a security risk. By limiting the amount of time vehicles are permitted to idle to 5 minutes, the policy helps to preserve the natural beauty of campus while simultaneously supporting AQ's pledge to the American College and University Presidents' Climate Commitment (ACUPCC). Certain exceptions have been written into the policy to accommodate buses and diesel engines in extreme temperatures.

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:

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

Jessica Eimer
Program Director
Center for Sustainability

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.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

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

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	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 or sample of certified buildings and ratings:

Aquinas College adopted a LEED Building policy for new building construction and major renovation projects in 2007. All construction projects must be LEED certified by the U.S. Green Building Council. This policy ensures that quality, environmentally considerate buildings and projects are undertaken on campus. LEED buildings encourage designers to integrate green features in the planning phase, instead of trying to retrofit the structure later to include them.

Total floor area of eligible building space (operations and maintenance):

509,806 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>
Mid-Level	0 <i>Square Feet</i>
Highest Achievable Level	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

0 Square Feet

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

0 Square Feet

A copy of the sustainable building operations and maintenance guidelines or policies:

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

http://www.aquinas.edu/sustainability/success_leed.html

Building Design and Construction

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

Aquinas College adopted a LEED Building policy for new building construction and major renovation projects in 2007. All construction projects must be LEED certified by the U.S. Green Building Council. This policy ensures that quality, environmentally considerate buildings and projects are undertaken on campus. LEED buildings encourage designers to integrate green features in the planning phase, instead of trying to retrofit the structure later to include them.

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

99,000 *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)	81,000 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	18,000 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>
Mid-Level	0 <i>Square Feet</i>
Highest Achievable Level	0 <i>Square Feet</i>

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	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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:

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

http://www.aquinas.edu/sustainability/success_leed.html

Indoor Air Quality

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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.

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

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

48,648.60 *Square Feet*

Gross floor area of building space:

648,806 *Square Feet*

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

We currently have CO2 monitoring for our 2 buildings on campus, including Sturrus and the auditorium of the Performing Arts Center (known as Circle Theatre).

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

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

Jessica Eimer
Program Director
Center for Sustainability

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:

12.70

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

[Monthly Local Food Worksheet Dec 2013 - Copy.xlsx](#)

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

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:

Our contracted food service provider works with local suppliers to find most local and sustainable products.

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

An excel spread sheet tracking monthly expenses to local and sustainable vendors and farmers.

Total annual food and beverage expenditures:

872,658 US/Canadian \$

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

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

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

N/A

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

<http://www.aquinas.edu/food>

Low Impact Dining

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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.

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

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

87.23

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

Aquinas' contracted food service provider uses an excel spreadsheet to track totals for food purchases, including farmers and vendors.

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

Yes

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

No

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

Yes

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

All items in the grill area of the cafeteria can be prepared to order- vegetarian or with meat. Most options can be vegan as well.

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

Use of kale, quinoa and other vegetable matter, rather than animal-derived products.

The website URL where information about where information about the vegan dining program is available:

<http://www.aquinas.edu/food>

Annual dining services expenditures on food:

872,658 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

761,219.57 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

111,438.43 *US/Canadian \$*

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

Jessica Eimer
Program Director
Center for Sustainability

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	62,777.53 MMBtu	73,864.31 MMBtu

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	21,537.53 MMBtu	21,007.70 MMBtu
District steam/hot water	41,240 MMBtu	52,856.61 MMBtu

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	648,806 <i>Gross Square Feet</i>	593,574 <i>Gross Square Feet</i>
-------------------------	----------------------------------	----------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	30,947 <i>Square Feet</i>
Healthcare space	1,247 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,203
Cooling degree days	1,076

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

The 2005 baseline was adopted because that's when the Center for Sustainability at Aquinas was established, and energy conservation was elevated in the institution's priorities.

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

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

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

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

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

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

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

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

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

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

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

institution:

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

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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	49.13 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
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 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

62,777.53 *MMBtu*

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

The Jarecki Center for Advanced Learning at Aquinas College employs a unique 12 kW capacity photovoltaic array. The UNISOLAR® photovoltaic system, manufactured by United Solar Ovonix, was designed to seamlessly integrate into the building's architecture by complementing a durable metal roofing substrate.

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

n/a

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

n/a

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

n/a

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

<http://www.aquinas.edu/sustainability/documents/JareckiPVFlyer.pdf>

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

Jessica Eimer
Program Director
Center for Sustainability

Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • 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
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	<i>106 Acres</i>
Footprint of the institution's buildings	<i>6.23 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>21.30 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>5 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>7 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

The Grounds Dept. follows IPM procedures in maintaining the campus landscape. By doing so, pesticide use on campus is reduced. Naturalized landscape design, site selection and preparation, the use of hearty, disease and pest resistant varieties. Proper frequencies of watering, pruning, mowing and mulching. When controlling pests or diseases IPM techniques take an ecological approach to vegetation and pest management with an emphasis on the reduction of pesticide use and the implementation and monitoring for early detection of invasive species.

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

Aquinas is committed to the efficient and effective allocation and use of natural resources, as well as the preservation of biological system function over time (i.e. renewable, regenerative and reclaimable). The college purchases plants and vegetation that are grown using sustainable practices and uses site appropriate plant selection (SAPS) to reduce water, fertilizer, pesticides and labor. Finally, Aquinas works hard to minimize the resources required to construct and maintain the campus landscape.

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

Plants are picked and planted to be pest hardy and salt tolerant, which helps reduce pesticide use. Many varieties of native plants are used in landscaping, and the campus provides a home to at least one of every tree species native to Michigan.

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

The Aquinas Grounds Department reuses/composts excess dirt generated during construction projects. In addition, we compost all leaves and grass clippings.

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

The use of fertilizers and chemicals on campus is used sparingly. We apply fertilizer once a year and spray herbicide twice a year. The fertilizer is for weeds only on highly maintained areas.

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

Any trees that are removed from campus, are used to make wood chips for use on campus pathways. We also reuse broken concrete for pathway construction, and purchase plants from local suppliers that utilize sustainable growing techniques.

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

We use an adjacent lake (Fisk Lake) to irrigate turf grass and landscape at one edge of campus (Brookby Estate). Most of our campus consists of permeable surfaces, allowing rain water to naturally infiltrate the grounds. Plans are underway to plant buffer areas along our creeks and ponds to avoid soil erosion, filter pollutants and inhibits goose activity.

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

Environmental impacts are addressed in multiple ways. Grounds equipment is used to de-ice the five miles of sidewalk and seasonal closings of some steps and side walks. This equates to a reduction of required salt, equipment fuel, and savings in lawn damage repairs.

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

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

No

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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.

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

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

No

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

n/a

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

No

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

No

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

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

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

The website URL where information about the institution's biodiversity policies and programs(s) is available:

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

All equipment is leased.

"---" 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?:

No

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

The electronics purchasing policy, directive, or guidelines :

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

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	0 US/Canadian \$

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

0 US/Canadian \$

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

Cleaning Products Purchasing

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

[AQ Green Housekeeping Policy. Feb 2014.pdf](#)

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

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

The Center for Sustainability works closely with the Director of Housekeeping. Through regular conversation, we assure that the college is purchasing the most environmentally and socially responsible products on the market that still perform to our standards. All housekeeping personnel receive a minimum of four hours of initial green cleaning training (including policies and procedures) and a minimum of one-two hour refresher course each year. The training includes which products to purchase, how to use them, things to look for to ensure compliance, methods of green cleaning, proper use of equipment and supplies, initiatives for minimizing energy use, and waste reduction/recycling information.

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:

36,368.71 US/Canadian \$

Total expenditures on cleaning and janitorial products:

48,028.16 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:

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:

[STARS Reporting Tool | AASHE](#)

http://www.aquinas.edu/sustainability/success_housekeeping.html

Office Paper Purchasing

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

Aquinas College is committed to minimizing the amount of copy paper purchased and used on campus with initiatives such as utilizing online communications, installing printers with double-sided printing defaults, and encouraging direct deposit. Whenever possible, the college purchases copy paper with the highest recycled content allowable by the fiscal year's budget.

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

The head of the purchasing department is aware of this directive and is in charge of implementing it. Our department has periodic follow up conversations and audits with purchasing to verify that progress is being made.

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	15,275.15 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 :

15,275.15 US/Canadian \$

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

http://www.aquinas.edu/sustainability/success_paper.html

Inclusive and Local Purchasing

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Aquinas College supports small, local businesses (and college alums) whenever it is financially feasible. It is a purchasing priority of our main purchaser-- graphic services.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

Aquinas' Physical Plant Department works with product suppliers such as Voss Lighting and energy management companies (i.e. Control Solutions) to investigate and provide life cycle information on energy and water products. Purchases are made based off this information.

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

Guidelines for Business Partners

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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?:

None

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):

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

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:

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

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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 :

10

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

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

Student Commute Modal Split

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

18.60

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)	81.40
Walk, bicycle, or use other non-motorized means	11.40
Vanpool or carpool	5.10
Take a campus shuttle or public transportation	2.10
Use a motorcycle, scooter or moped	0

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

A extensive student survey was randomly conducted on campus, with over 10% of the commuting student population represented.

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

[STARS Reporting Tool | AASHE](#)

http://www.aquinas.edu/sustainability/success_transportation.html

Employee Commute Modal Split

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

13.55

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)	86.45
Walk, bicycle, or use other non-motorized means	9.03
Vanpool or carpool	3.23
Take a campus shuttle or public transportation	1.29
Use a motorcycle, scooter or moped	0
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:

A extensive survey was randomly conducted on campus of faculty and staff with over 10% of the population represented.

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

<http://www.aquinas.edu/sustainability/rapid.html>

Support for Sustainable Transportation

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

In Aquinas' Sturris Sports and Fitness Center, locker rooms with showers are available for student, staff, and faculty use.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

A combination of inverted-U racks and hanging wall mount racks are located by all buildings across campus for secure bicycle storage. The large residence halls on campus also provided indoor storage for winter months in large storage closets.

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:

The Aquinas College campus provides access to a wide diversity of native trees and shrubs on our 100+ acre site. Continuous walking and biking trails allow visitors to see examples of all native Michigan species, as well as a number of introduced types. It is a favorite fall stop for teachers, students, and nature lovers.

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:

Aquinas offer bike rentals by the day, weekend, or quad for a small fee. Each bike is inspected before and after use and equipped with a quality bike lock and helmet for safety and security. Students, faculty, and staff can even rent a tandem bike for riding around our community.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a

similar third party certification covering non-motorized transportation?:

No

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

N/A

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):

With an Aquinas ID, students and employees can ride the rapid bus system for only \$0.25 per ride. The full cost to ride the bus is \$1.50 per ride, and Aquinas subsidizes the difference in cost. The Rapid Bus System has 125 regularly running buses all across the city, providing 12.5 million rides a year. We've seen the participation rapidly increase each year. For the 2012/13 fiscal year, Aquinas students, staff, and faculty rode the rapid 13,596 times.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

Yes

A brief description of the GRT program:

The Campus Safety Department offers rides within a one mile radius of campus.

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:

Aquinas has preferred "carpool" parking in the Wege Lot and the Library lot. To utilize a carpool space a vehicle must have a valid Aquinas parking permit and a minimum of three occupants commuting to campus together. All occupants must check in at the Campus Safety office together to receive the permit. In addition, we have a virtual space where members of the Aquinas Community can post carpooling opportunities and find carpooling options called "Rideshare."

The Rapid Van Pool Program is perfect for people with long commutes who are interested in "sharing the ride." The Rapid provides vans to van pooling groups on a month to month basis, for a small fee. All staff, faculty, and students of Aquinas College who regularly use a Rapid Van Pool, may seek reimbursement up to \$22 per month.

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

No

A brief description of the car sharing program:

N/A

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

No

A brief description of the electric vehicle recharging stations:

n/a

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

n/a

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:

During summer months, Aquinas employees have the option of working a 4 day work week.

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:

n/a

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

n/a

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

http://www.aquinas.edu/sustainability/success_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

Jessica Eimer
Program Director
Center for Sustainability

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	86.80 Tons	35 Tons
Materials composted	81.40 Tons	0 Tons
Materials reused, donated or re-sold	5 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	144.10 Tons	242.90 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	831	791
Number of residential employees	3	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,901	1,888
Full-time equivalent of employees	345.88	289.30
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	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the waste generation baseline was adopted:

This is when the Center for Sustainability was established and therefore, when the tracking of waste generation rates began.

A brief description of any (non-food) waste audits employed by the institution:

Mt. Trashmore (October 10, 2013)- The Sustainability LLC hosted the event "Mt. Trashmore" outside of Wege. This was an event to provide education and show students, staff, and faculty that most of what is in our trash can be further diverted to recycling, composting, and special collections. At the event, many people committed to the Zero Waste Pledge and learned how they can change their waste habits. Dumpsters are also inspected daily (and volumes noted) everyday during the months of February and March, and then periodically throughout the year. Occasional inspections of composting and recycling cans are also inspected across campus, to ensure proper disposal and to help identify additional campus education needs.

A brief description of any institutional procurement policies designed to prevent waste:

Our college culture is rooted in frugal spending. We only buy when absolutely necessary and trade whenever possible (through our "1 Saints Junk is Another Saint's Treasure") program.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

As part of the Sustainability Initiative at Aquinas College, "One Saint's Junk is Another Saint's Treasure," provides students, staff, and faculty the opportunity to search online for free items or items for donation. Find great used items, post your unwanted items for others to view, and avoid throwing your old things away!

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Aquinas has made a switch to more resourceful multi-function machines. These machines allow students and faculty to scan, print, and make copies more efficiently than the old machines. One notable function of these machines is the ability to scan documents, convert them into .pdf format, and email them in order to provide a digital copy of the document. The multi-function machines are set to environmentally friendly defaults, including better margins, reduced toner usage, and double-sided printing automatically. Overall, our wish is to reduce the amount of printing necessary and paper used on campus, and these new machines can help us do so.

Aquinas Faculty members are also encouraged to use the online "Course Connect" system for online viewing of syllabi and other course materials, rather than printing the documents.

Our assembly meetings are also "paperless," with agendas and supporting meeting materials view-able on a projector, rather than printed.

A brief description of any limits on paper and ink consumption employed by the institution:

All departments are charged for printing, on a per sheet basis. Budgets for printing and copying is limited.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

A large amount of trash tends to be generated during move-in and move-out, so the Zero Waste Team is present in full force. In addition to the recycling and composting bins in place, Goodwill donation bins are added to all of the residence halls, apartments, and houses. Signs are hung on the trash room doors to remind students of these special collections, and encourage re-thinking of waste disposal habits.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

All residence halls, apartments, and houses on campus have composting, recycling, special recycling (styrofoam, e-waste, batteries, ink cartridges, and goodwill collections) in place. Composting and recycling is also available on every floor of every building on campus, and special collections is being added campus wide this semester. All trash cans have also been removed from classrooms (with the exception of a few rooms like art studios), to encourage personal responsibility for waste and get us closer to our zero waste goals.

A brief description of any food waste audits employed by the institution:

A full food audit has not been conducted since 2006. Informal audits are performed by the chef and the director of food service, as appropriate.

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:

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Trayless dining is fully implemented.

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):

All to-go containers and disposables used on campus are compostable paper products or the plastics are ASTM 6400 certified.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All dine in meals are served with reusable service ware. All to-go containers and disposables used on campus are compostable paper products or the plastics are ASTM 6400 certified. Composting is fully implemented campus wide, in addition to the kitchen.

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:

The Moose Coffee Shop offers a \$0.25 discount to those who bring their own mug for coffee. This is an incentive to reduce waste and be aware of ways to continue to reduce your carbon footprint.

A brief description of other dining services waste minimization programs and initiatives:

Aquinas offers trayless dining, composts all food waste, and uses reusable (i.e. china) tableware almost exclusively across campus.

The website URL where information about the institution’s waste minimization initiatives is available:

<http://www.aquinas.edu/sustainability/zerowaste.html>

Waste Diversion

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

173.20 Tons

Materials disposed in a solid waste landfill or incinerator :

144.10 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:

As a part of the American College and University Presidents' Climate Commitment, Aquinas College committed to becoming a zero waste to landfill campus by 2020. The Center for Sustainability and Students Striving for Sustainability (S3) partnering in 2012 to further Aquinas' commitment to sustainability by moving forward the goal to achieve campus-wide zero municipal solid waste by 2014. Composting and recycling already existed campus wide, so our efforts were focused on adding special collections (styrofoam, e-waste, batteries, ink cartridges, and goodwill bins) in every campus. All trash cans have also been removed from classrooms (with the exception of a few rooms like art studios), to encourage personal responsibility for waste and get us closer to our zero waste goals. More importantly, we focused on achieving zero waste at all major events (using our zero waste team) and educating and training. All staff and faculty have had small, hands-on sorting trainings, and all incoming students received the same training at orientation (except in a "waste relay" style).

A brief description of any food donation programs employed by the institution:

N/A

A brief description of any pre-consumer food waste composting program employed by the institution:

Composting is fully integrated into our kitchen for pre-consumer food waste, using color-coded bins. A "refresher" training is offered at the beginning of the school year, including a hands-on sorting activity.

A brief description of any post-consumer food waste composting program employed by the institution:

All food waste (and food soiled paper products) entering the dishroom is either scrapped into the composting bin in the front of the conveyor belt, or sorted by the dishroom staff. Composting bins are also located on every floor of every building across campus. Composting "Crocks"- to ease the collection of the compostables- are provided to every apartment and house on campus. Several DIY events are also held throughout the year to encourage the design and set-up of individualized compost collections for the rooms in residence halls.

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	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Aquinas offers "Terracycle" recycling (for snack bags, candy wrappers, Brita water filters, writing instruments, granola and energy bars, cheese packaging, personal beauty items, cereal bags, drink pouches, and tape dispensers) across campus.

Construction and Demolition Waste Diversion

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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.

Submission Note:

Sturuss Sports and Fitness Center

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

Construction and demolition materials recycled, donated, or otherwise recovered:

106.10 Tons

Construction and demolition materials landfilled or incinerated :

5.62 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:

Hazardous Waste Management

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

Aquinas College has developed and implemented an Environmental Management System (EMS) in order to ensure compliance with existing and new environmental requirements, to reduce the impact of its operations, activities and services on the environment and to better satisfy the requirements and expectations of its faculty, staff, students, alumni and trustees. The EMS was designed to meet the overall requirements of the international standard ISO 14001 (2004). This program includes the identification of all environmental aspects and impacts, awareness and competence training, and better management to avoid regulated and non-regulated potential exposures. This proactive approach can help reduce the risk of non-compliance and improve health and safety practices for employees and the public.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

While Aquinas has minimal hazardous waste, it is all disposed of or recycled by certified and compliant companies. Universal and non-regulated chemical waste is collected and stored in marked containers and recycled with appropriate local companies when possible.

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:

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):

Aquinas College encourages that all unwanted and broken electronic items are recycled on campus, including cell phones, alarm clocks, radios, computer parts, and much more. Any item with a battery or a cord is accepted (excluding large appliances such as refrigerators). Collection sites are located all across campus in almost every building. Collected electronics are donated to Comprenew Environmental, a non-profit e-waste recycler who reprocesses all e-waste collected for resale or disassembles into component parts for reuse by suppliers. Electronic waste generated by the institution is very small, because almost all electronics are leased rather than purchased.

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

Comprenew Environmental is a universal waster handler (EPA #= MIK934727314). All materials are destined for total recycling in accordance with EPA, OSHA, Federal, State, and County regulations. Comprenew Environmental guarantees compliance with all local, state, and federal regulations and laws pertaining to the disposal, recycling, and transport of computer and other electronic equipment processes.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

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

Jessica Eimer
Program Director
Center for Sustainability

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:

High

Total water use::

	Performance Year	Baseline Year
Total water use	6,326,576.50 Gallons	21,252,924 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	6,326,576.50 Gallons	21,252,924 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	831	791
Number of residential employees	3	1
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,901	1,888
Full-time equivalent of employees	345.88	289.30
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	648,806 <i>Square Feet</i>	582,278 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	86.50 <i>Acres</i>	86.60 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2005	June 30, 2006

A brief description of when and why the water use baseline was adopted:

This is when the Center for Sustainability began tracking water use in our sustainability metrics.

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:

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

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

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:

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

Aquinas has a commitment to LEED buildings for all new construction and development. We follow the LEED guidelines for stormwater management. Out of 106 acres, over 80% is maintained as native vegetation allowing the water to penetrate and avoiding runoff.

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:

Aquinas has a small amount of permeable pavement for bicycle parking on the east side of campus. Out of 106 acres, over 80% is maintained as native vegetation allowing the water to penetrate and avoiding runoff. 21 acres of our campus is a forest, in an urban setting. We also have several rain gardens on campus.

A brief description of any rainwater harvesting employed by the institution:

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:

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

Aquinas has a small amount of permeable pavement for bicycle parking on the east side of campus.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A brief description of any bioswales on campus (vegetated, compost or stone):

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:

Wastewater Management

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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*.

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

Total wastewater discharged:

6,326,576.50 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

N/A

The website URL where information about the institution's wastewater management practices is available:

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

Jessica Eimer
Program Director
Center for Sustainability

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:

Through collaborative efforts of the Center for Sustainability and supporting sustainability committees and departments, we have experienced many successes over the past three years. We established a more aggressive Zero Waste goal, moving it from 2020 to 2014. We have encouraged recycling and composting throughout the campus by distributing composting crocs, setting up special collections for paper towels/Styrofoam/Terracycle/E-Waste/batteries/ink cartridges/Goodwill, phasing out non-compostable containers, hosting large zero waste events, and expanding our Zero-Waste education. Through these programs, we have improved our diversion rate from 45% to 75% in just two years.

We made the Sierra Club's Cool Schools list and the Princeton Review's Green Schools list every year. Currently, we are piloting a new, cross functional structure for our campus sustainability committees, which encompasses three overarching themes of infrastructure, community, and learning. Our hope is to create transformational change at Aquinas through diverse discussions among students, staff, and faculty.

In 2011, the Michigan Green Chemistry Clearinghouse was established through the collaborative efforts of Blue Sphere, Inc., GVSU, Sustainable Research Group, the Ecology Center, and the Center for Sustainability at Aquinas College. The college has successfully decreased our carbon footprint by 10% through a variety of energy efficiency measures. In the fall of 2013, we launched a new program called "AQ Bikes," a bike rental program for the Aquinas Community. To further encourage alternative transportation, we increased the public bus subsidy to \$0.25 per ride, a savings of \$1.25 for faculty, staff, and students.

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:

Each of the three committees have the following mission and charges.

The LEARNING COMMITTEE deals with curriculum, interpretation, and campus aesthetic. Vision: Aquinas College is an intellectual incubator integrating the Catholic Dominican tradition and the Economicology framework. Their first year tasks include:

1. Assist in the development of the Economicology component of the First Year Experience for first year students.
2. Identify and develop educational signage opportunities across campus, marketing sustainability attributes of campus.
3. Help organize the Spring educational workshop for sustainability
4. Be available to advise the Academic Master planning process.

The COMMUNITY COMMITTEE deals with governance, investment, and wellness. Vision: Demonstrating the relevancy and currency of the liberal arts, Aquinas students and faculty lead change to address contemporary human and ecological issues. Their first year tasks include:

1. Incorporate sustainability into the job descriptions of all staff.
2. Incorporate sustainability into the college's investment strategy
3. Establish a green revolving fund

The INFRASTRUCTURE COMMITTEE deals with energy, food, and materials. Vision: Aquinas College is a living lab of sustainable practices. Their first year tasks include:

1. Establish a Sustainable Food Purchasing Policy
2. Find a new location and help re-establish the community garden
3. Advise the college on a real time energy monitoring system.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Infrastructure:

Dr. Len Kogut (Co-Chair, Cabinet Member)
Kaitlyn Aholt (Co-Chair- Elected from Committee, Student)
Jessica Eimer (ex-officio, Director of Sustainability, Staff)
Doug Greenslate (ex-officio, Director of Housekeeping, Staff)
Julie Blaszak (ex-officio, Director of Residence Life, Staff)
Dr. Rob Peters (faculty)
Dr. Paul Brewer (faculty)
Cindy Dorman (staff)
Anne Marie Ferratt (staff)
Emily Elias (student)

Community:

Paula Meehan (Co-chair, Cabinet Member)
Dr. Todd Yarbrough (Co-Chair- Elected from Committee, Faculty)
Jessica Eimer (ex-officio, Director of Sustainability, Staff)

Veronica Beitner (ex-officio, Director of Wellness, Staff)
Sarah Johnson (ex-officio, Staff)
Kristina Raiz (Student)
Dr. Duane Ambrose (Faculty)
Cecilia Cunningham (Staff)
Jessica Vaglica (Staff)
Blake Bensman (Student)

Learning:

Dr. Chad Gunnoe (Co-Chair, Cabinet Member)
Stéphane Bédère (Co-Chair- Elected from Committee, Faculty)
Jessica Eimer (ex-officio, Director of Sustainability, Staff)
Kathy Kremer (ex-officio, Dean of Curriculum, Faculty)
Dr. Rebecca Coogan (Faculty)
Philip Mitri (Staff)
Brigid Avery (Staff)
Emily Cook (Student)
Gus Wasinski (Student)

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Center for Sustainability (C4S) at Aquinas College promotes principles and practices that restore our environment, foster economic prosperity, and build vibrant and healthy communities. Established in 2005 as a community resource, C4S has been building networks and partnerships between local businesses, students and faculty to support learning for sustainability. Among its activities, the Center for Sustainability:

- Links the community to sustainability resources and regional and local activities through an extensive website (

www.centerforsustainability.org

). The website provides a gateway to sustainable business practices and education that will help individuals to begin or further their journey toward sustainability.

- Sponsors lectures, workshops, and non-credit educational programs for organizations and individuals interested in sustainable business practices.
- Connects students and faculty of the Aquinas Sustainable Business program with area businesses seeking to launch or further their efforts toward sustainability.
- Serves as a central node for the networked activities of the Aquinas Campus Sustainability Initiative.

The Center for Sustainability heads the AQ Sustainability Initiative which provides an on-going process to assure that Aquinas College is the kind of place where people love to work and learn. The initiative involves protecting the natural beauty of the Aquinas College

campus while restoring the natural environment, improving financial stability and strengthening social relationships. Presently, the Center for Sustainability is focused on the implementation of the Zero-Waste Initiative.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jessica Eimer, Director of Sustainability

A brief description of each sustainability officer position:

The Campus Sustainability Director serves as the lead facilitator for campus sustainability efforts and the lead program staff for the Center for Sustainability. This person maintains, develops, and expands programs and projects to advance the triple bottom line performance of Aquinas College. This position works with all campus constituencies including faculty, staff, students, contractors, and vendors to meet the institutions sustainability goals and vision. The Campus Sustainability Director assists multiple committees in securing the adoption and implementation of college policies and educational efforts for sustainability.

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	No	---
Campus Engagement	Yes	No
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	---
Energy	Yes	Yes
Grounds	No	---
Purchasing	No	---
Transportation	Yes	No
Waste	Yes	Yes
Water	No	---
Diversity and Affordability	No	---
Health, Wellbeing and Work	Yes	Yes
Investment	No	---

A brief description of the plan(s) to advance sustainability in Curriculum:

The Academic Master Plan of the college includes several strategies for incorporating sustainability into the curriculum, including a first year experience for all incoming students with portions related to sustainability. Several other sustainability activities will be provided to students throughout their academic career. We also have a faculty sustainability fellows program, providing financial incentive for sustainability training related to the infusion of sustainability across curriculum..

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The number of faculty in the fellows program and the first year experience both have measurable objectives, based on percent participation.

Accountable parties, offices or departments for the Curriculum plan(s):

Dean of Curriculum and Provost.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Aquinas College's Climate Action Plan contains an extensive "human factor" section. Decreasing energy use offers one of the least expensive and most effective methods to improve the carbon footprint of an organization. A priority of the campus sustainability initiative has been--and will continue to be—encouraging responsibility for change at the individual level. Empowering students, staff, and faculty to conserve energy and resource use is essential for Aquinas to reach carbon neutrality. It will take the involvement of all stakeholders on Aquinas' campus to reduce carbon emissions.

Strategy Overview:

1. Educate AQ community about our collective environmental impacts;
2. Generate enthusiasm among individuals take action to reduce their environmental impacts;
3. Introduce campaigns to empower individual to take action in their community;

4. Employ technologies to further assist in reduction of individual's environmental impacts.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

Center for Sustainability, Dean of Curriculum

A brief description of the plan(s) to advance Public Engagement around sustainability:

The college's strategic plan includes several College Action Plans related to sustainability as follows: 1. Cultivate and support faculty, staff, and student activities to engage the community to: enhance the student experience; enhance faculty and staff resources; increase alumni engagement; increase community awareness; grow enrollment; and increase the donor base. 2. Develop and implement a transformational approach to sustainability, in line with the Catholic and Dominican Traditions, to further enhance our reputation as a sustainability leader in the region and throughout higher education.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Over 3 years, the college has a goal to implement or enhance 2 opportunities per department that utilize community engagement to achieve department objectives.

Accountable parties, offices or departments for the Public Engagement plan(s):

Dean of Curriculum

A brief description of the plan(s) to advance sustainability in Air and Climate:

The college completed a Climate Action Plan through the American College and University Presidents' Climate Commitment.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

100% reduction in Total scopes 1,2,3 Emissions by 2040 (Climate neutrality, 2009 as base year).

30% reduction in Total scopes 1,2,3 Emissions by 2015

50% reduction in Total scopes 1,2,3 Emissions by 2020

70% reduction in Total scopes 1,2,3 Emissions by 2025

85% reduction in Total scopes 1,2,3 Emissions by 2030

95% reduction in Total scopes 1,2,3 Emissions by 2035

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

Aquinas College has adopted a policy for new building construction and major renovation projects. All construction projects must be LEED certified by the U.S. Green Building Council. This policy ensures that quality, environmentally considerate buildings and projects are undertaken on campus. LEED buildings encourage designers to integrate green features in the planning phase, instead of trying to retrofit the structure later to include them. LEED certified buildings use local materials, recycle construction waste, and use building techniques to help reduce energy consumption and waste. Aquinas College hopes to limit the impacts on the environment during campus construction projects through this policy.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

We keep track of the proportion of LEED buildings on campus compared to the total building number. Several other objectives and strategies for buildings are incorporated into our climate action plan with deadlines.

Accountable parties, offices or departments for the Buildings plan(s):

Center for Sustainability and Physical Plant.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The College Wide Sustainability committee is developing a Sustainable Food Policy with measurable objectives.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

The College will develop a sustainable food purchasing policy by 2015 with the aspiration of decreasing our carbon footprint, enhancing wellness, and increasing consumption of locally sourced food by 50 % by 2020.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Director of Sustainability; Faculty Sustainability Liaison; Director of Food Service

A brief description of the plan(s) to advance sustainability in Energy:

The college completed a climate action plan through the American College and University Presidents' Climate Commitment. Because a large amount of our carbon footprint is attributed to energy use, many of the plan components relate to energy reduction and renewable energy.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

2 categories related specifically to Power Management and Procurement and the Built Environment. Measurable strategies and objectives were organized around a reduced carbon footprint through information analysis and sourcing of low-carbon or “zero-carbon” energy, as well as energy efficiency through mechanical retrofitting and deferred maintenance programs, design, renovation, and construction of efficient buildings.

Accountable parties, offices or departments for the Energy plan(s):

Center for Sustainability.

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The college’s Climate Action Plan contains an entire section on transportation. Strategy Overview: 1. Encourage use of mass transit or alternative travel by students, staff and faculty; 2. Create opportunity for telecommuting/teleconferencing practices by students, staff and faculty; and 3. Offset travel emissions.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Phase One Strategies: Full subsidization of the Rapid bus system; Increased promotion of alternative transportation options and resources.

Phase Two Strategies: On-line academic courses & educational programming; Bike share program; Preferred parking for alternative vehicles

Phase Three Strategies: Purchase LEFE or Electric Vehicles for campus owned vehicles; Electric lawn and snow removal equipment.

Phase Four Strategy: Purchase offsets for remaining travel emissions

Accountable parties, offices or departments for the Transportation plan(s):

Center for Sustainability, Dean of Curriculum, and Campus Safety.

A brief description of the plan(s) to advance sustainability in Waste:

As a part of the American College and University Presidents Climate Commitment, Aquinas College committed to becoming a zero waste to landfill campus by 2020. In 2012, the Center for Sustainability and Students Striving for Sustainability (S3) partnered to further Aquinas' commitment to sustainability by moving forward the goal to achieve campus-wide zero municipal solid waste by 2014.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

The college strives to incrementally reduce waste by 25% each semester over the two year period (by volume). The plan includes many strategies to meet that goal.

Accountable parties, offices or departments for the Waste plan(s):

Center for Sustainability and Housekeeping.

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The College developed a comprehensive wellness plan to enhance Health and Wellbeing in a sustainable fashion in 2013.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

The PRIMARY GOALS of the Aquinas College Wellness program are to:

- Offer customized and measurable programming for employees to engage in increased physical activity.
- Provide education and resources to assist in reducing the risk factors and unhealthy behaviors listed above and encouraging healthy lifestyle choices.
- Increase the number of AQ employees who qualify for the choice insurance program.

The SECONDARY GOAL of the Aquinas College Wellness program is to receive an average program participation of at least 55% for all programs/events.

The program OBJECTIVES for successfully completing these goals include:

- Provide wellness coaching for high-risk individuals with scheduled follow-up appointments and a plan of action for the improvement of health.
- Offering three health improvement programs/events that promote weight loss/maintenance, physical activity and proper nutrition
 - o Total Minute Challenge
 - o National Employee Health & Fitness Week
 - o Maintain Don't Gain
- Providing two education campaigns that will cover controlling blood pressure, lowering cholesterol, losing weight, maintaining healthy blood sugar levels, quitting tobacco use, eating healthier, being more active, and reducing stress

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Wellness Director

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The college's strategic plan includes several College Action Plans related to sustainability as follows: 1. Cultivate and support faculty, staff, and student activities to engage the community to: enhance the student experience; enhance faculty and staff resources; increase alumni engagement; increase community awareness; grow enrollment; and increase the donor base. 2. Develop and implement a transformational approach to sustainability, in line with the Catholic and Dominican Traditions, to further enhance our reputation as a sustainability leader in the region and throughout higher education.

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

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Student Senate is the third branch of the college governance structure. Senate is the avenue for student voice in college policy and activities. Senate represents the needs of the general undergraduate student. The students have a voice in strategic and long term college planning & prioritization of programs and projects. Representatives from the Student Senate, often the officers of the Student Senate themselves are invited to take part in the college's strategic planning retreat with the College's board of trustees future.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The Chair of the Senate meets regularly with administration and has a voice at Board of Trustees meetings. This position is elected by the student body.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
--	-----------

Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Like the other 2 governing bodies, the Student Senate has a right and responsibility to make formal recommendations to change or augment the college's mission, vision, etc...and initiate new programs. For example during the 2013/14 academic year, they successfully proposed a new diversity and inclusion statement to address the LGBT community.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The Staff Assembly is the second branch of the college governance structure and is the avenue for staff voice in college policy and activities. The 4 positions on the executive committee of the Staff Assembly are all nominated and elected by their peers.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

1. The Director of Sustainability and team proposed a new economicology/sustainability statement in 2013 and it was accepted.
2. A group of staff members (Campus Safety, Wellness, and Sustainability) started a successful bike sharing program in 2013.
3. Many staff members serve on the college's strategic leadership team.
4. The Facilities Committee of the college includes several staff members.
5. Many staff members serve on the college's budget advisory committee.
6. A communications committee with numerous staff members is currently engaged in a process-based management exercise to improve our campus communication processes.
7. Through many of the committees described above, staff members have a say in the prioritization of programs (especially the budget advisory committee).

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Faculty Assembly is the first branch of the college governance structure and is the avenue for faculty voice in college policy and activities. The 4 positions on the executive committee of the Faculty Assembly are all nominated and elected by their peers.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

1. Like the other 2 governing bodies, the Faculty Assembly has a right and responsibility to make formal recommendations to change or augment the college's mission, vision, etc..
2. A group of faculty members and administration are currently on a team writing the new Academic Master Plan for the college.
3. Many faculty members serve on the college's strategic leadership team.
4. The Facilities Committee of the college includes several faculty members.
5. Many faculty members serve on the college's budget advisory committee.
6. A communications committee with numerous faculty members is currently engaged in a process-based management exercise to improve our campus communication processes.
7. Through many of the committees described above, faculty members have a say in the prioritization of programs (especially the budget advisory committee).

The website URL where information about the institution's governance structure is available:

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

Jessica Eimer
Program Director
Center for Sustainability

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 Center for Diversity and Inclusion serves as a safe space for all members of the Aquinas community to engage in empathic cross-cultural exploration, as well as to develop a deeper understanding of their individual cultural identity. Particular emphasis is placed on fostering the holistic development of racially and ethnically underrepresented students. The Director provides leadership and strategic direction for college diversity initiatives including monitoring the college's diversity plan; develops relevant programmatic learning outcomes that address community needs around diversity and inclusion issues; provides/coordinates intercultural competency trainings; collaborates with other campus offices in providing recommendations for policies, practices and programs that enhance underrepresented student success; oversees the execution of cultural heritage programs and underrepresented student support services; develops and implements programs and educational opportunities related to diversity, inclusion and social justice; serves as a resource for concerns and inquiries regarding diversity, equity and bias issues.

The full-time equivalent of people employed in the diversity and equity office:

1.50

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.aquinas.edu/multicultural>

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:

Staff/Administrators - online training provided through Human Resources office.

Faculty - Workshop provided during summer institute.

Students - ongoing workshop opportunities provided (emphasis on student leaders).

The website URL where information about the cultural competence trainings is available:

<http://www.aquinas.edu/multicultural>

Assessing Diversity and Equity

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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) :

Pulse survey (annual for sub-group of students), focus groups with underrepresented students (annual), Residential Life survey (annual). Results for most surveys are shared with Dean and recommendations are made in collaboration with the Director and Dean to address areas of concern.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Data on graduation and retention rates are compiled upon request (most recently 2014). Advisory council is being developed to help narrow gaps between underrepresented and majority students. The same is true for the lack of student diversity compared to area served

by college.

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://www.aquinas.edu/ir>

Support for Underrepresented Groups

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

All support services on campus are open to students from all backgrounds (including counseling office, academic advising, etc.)

Additionally there are supportive programs which target underrepresented students specifically including:

Center for Diversity & Inclusion - mentoring, peer support, academic support, other support such as multicultural student organization advising

Disabilities Services - mentoring, peer support, academic support, other programs (

www.aquinas.edu/aac/disability

)

Student Support Services - mentoring, peer support, academic support, other programs (

www.aquinas.edu/ssc

)

Campus Life - multicultural student organizations (

www.aquinas.edu/students

)

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.aquinas.edu/multicultural>

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:

We have an ad hoc group of staff/faculty that convenes as needed.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://aquinas.edu/dos>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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?:

No

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

There is a twenty thousand dollar grant from student support services (SSS) that is awarded. This grant matches at least the minimum Pell Grant award for first and second year students impacting at least 20 SSS student participants.

SSS Scholarship opportunities - Five @ \$1,000, five @ \$500, four @ \$500, four @ \$250 dollars.

Sponsorship of AQ service learning up to \$300 dollars per participant.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Students grade point averages are monitored and there are service requirements for scholarships that awarded to SSS participants

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Aquinas is involved in a number of community outreach to local institutions including: Baxter Community Center, MLK Middle School, Wyoming Public Schools, Grand Rapids Girls Choral Academy, Upward Bound/TRiO.

Membership in the "To College, Through College" Lumina Grant project.

A brief description of the institution's scholarships for low-income students:

There are no specific scholarships for low-income students currently. All aid is based on FAFSA, Grades, and student's ACT scores.

A brief description of any programs to guide parents of low-income students through the higher education experience:

We offer college planning presentations which are typically held in the evening to include parents as well. These presentations include financial aid information and take place at most high schools in the lower peninsula.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

As mentioned previously, we are in contact with a group of advisers in Michigan who are placed in high schools that are typically first generation and low income students. We are also a compact member in the "To College, Through College" Lumina Grant. This is an initiative by Mayor George Heartwell that focuses on increasing America's success in higher education. It focuses not only on the amount of residents that enroll in college, but more importantly those who complete college.

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:

All financial aid is based off of FAFSA, GPA, and ACT scores.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

None

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

There are several scholarships for our adult population/continuing-ed students. Some of these scholarships include the Donnelly scholarship which is an agreement between over 100 school districts and businesses around west Michigan. There is also the Hruby scholarship for students who participate in volunteering and/or community service. Aquinas is also in the process of developing a new scholarship that is tied to transfer GPA's.

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:

Aquinas participates in an outreach with Marywood. It is understood that Marywood leases a portion of their facility to a private day care provider and is a head start program site.

A brief description of other policies and programs to support non-traditional students:

We offer night time classes in order to allow non-traditional students to not only take the classes that they need, but be able to have time to work and meet their lifestyle needs.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	18
The graduation/success rate for low-income students	42
The percentage of student financial need met, on average	85
The percentage of students graduating with no interest-bearing student loan debt	33

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:

8.30

The website URL where information about the institution's affordability and access programs is available:

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

Jessica Eimer
Program Director
Center for Sustainability

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.

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

Assessing Employee Satisfaction

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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:

50

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

A 31 question Likert-scale survey is made available to all faculty and staff at the institution.

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 President and Cabinet review the survey results and read all open-ended survey comments. These are discussed at multiple Cabinet meetings. Action plans are developed and assigned to the Vice Presidents for follow-through. Issues raised are also brought forward and considered when updating the strategic plan and setting annual project priorities.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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):

Student -

Wellness initiatives are supported by the institution and housed under Integrative Campus Health. There is a budget assigned to be used in Wellness programming that includes areas of physical, emotional, social, spiritual, occupational, and intellectual (financial). This is achieved in a collaborative approach with other Student Affairs Division members, collaboration with Metro Health medical services, athletics and the academic house. In addition, free counseling sessions are available to all registered students throughout the academic year with our Career and Counseling Services.

Staff/Faculty-

Wellness Initiatives are supported by the institution and housed under Integrative Campus Health. There is a budget assigned to be used in Wellness programming. In addition, there is a partnership with a Corporate Wellness team that works to help define and promote this model. Onsite physical and intellectual programming is offered to all employees and their designated eligible dependent. This is achieved

in a collaborative approach with Athletics and Dining Services. In addition, the College offers additional mental health services with the Employee Assistance Center and other wellness services with our insurance carrier, Priority Health. Other community resources are promoted as they come available with institutions such as Trinity Health.

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

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

Jessica Eimer
Program Director
Center for Sustainability

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?:

No

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:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

[STARS Reporting Tool | AASHE](#)

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

37,000,000 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)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 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:

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

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:

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

It is the desire of Aquinas College, to the best of its ability, to conform to the Socially Responsible Investment Guidelines put forth by the United States Conference of Catholic Bishops (USCCB). While the Investments Subcommittee acknowledges that any investments in commingled funds cannot accommodate this investment constraint, the Committee will apply social screens whenever possible to these types of investments. Current Investment Managers screen the portfolios to remove securities that violate the spirit of the USCCB Guidelines.

Approximate percentage of the endowment that the negative screens apply to:

90

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:

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:

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:

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

Investment Disclosure

Responsible Party

Jessica Eimer
Program Director
Center for Sustainability

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?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

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.