

Saint John's University

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

Date Submitted: Jan. 15, 2015

STARS Version: 2.0

Table of Contents

Institutional Characteristics	3
Institutional Characteristics	3
Academics	12
Curriculum	12
Research	31
Engagement	38
Campus Engagement	38
Public Engagement	60
Operations	74
Air & Climate	74
Buildings	84
Dining Services	94
Energy	101
Grounds	110
Purchasing	118
Transportation	129
Waste	141
Water	153
Planning & Administration	162
Coordination, Planning & Governance	162
Diversity & Affordability	179
Health, Wellbeing & Work	191
Investment	201
Innovation	209
Innovation	209

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

Submission Note:

This submission contains data for FY2014 and where applicable, is only for University-owned buildings. Some data was adjusted to represent only the university by multiplying by the fraction of square footage attributed to the university.

"---" 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	---
Medical school	No	---
Pharmacy school	No	---
Public health school	No	---
Veterinary school	No	---
Satellite campus	No	---
Hospital	No	---
Farm larger than 5 acres or 2 hectares	No	---

Agricultural experiment station larger than 5 acres or 2 hectares	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:

152,164,296 US/Canadian \$

Total campus area:

302 Acres

IECC climate region:

Cold

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

1,346,820 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

154,858 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

154,858 Square Feet

Floor area of residential space:

546,328 Square Feet

Electricity use by source::

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

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Saint John's provides 20-25 percent of its electricity needs from its on-campus cogeneration facility. The cogeneration facility uses natural gas primarily and also uses fuel oil #2 when necessary. The remaining portion of electricity used on campus is purchased from the MROW eGrid subregion.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	5
Fuel oil	---
Geothermal	---
Natural gas	95

Other (please specify and explain below)

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

All buildings on campus, with the exception of Seton Apartments, are heated using steam generated on campus in the cogeneration facility. No steam is purchased. Seton Apartments use electric heating rather than steam.

Academics and Demographics

Criteria

n/a

Submission Note:

Some of the monks who live in the Saint John's monastery teach and work at the University. The monastery housing is not technically considered university housing since the Abbey is a separate entity.

Faculty residents are university-employees who live in the on-campus residential buildings to serve as a resource for residents. Some of these FRs are members of the monastic community, and were counted because they reside in a university-owned building.

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

Number of academic divisions:

2

Number of academic departments (or the equivalent):

56

Full-time equivalent enrollment:

1,845

Full-time equivalent of employees:

506

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,789

Total number of graduate students:

106

Number of degree-seeking students:

1,895

Number of non-credit students:

0

Number of employees:

506

Number of residential students:

1,502

Number of residential employees:

22

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

Jacob Saffert
Sustainability Fellow
Office of 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	950	50
Number of sustainability courses offered	35	0
Number of courses offered that include sustainability	48	0

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

25

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

45

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.xlsx](#)

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.csbsju.edu/Documents/CSB%20Sustainability/Curriculum%20-%202013%20submission.pdf>

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

We examined all courses with the help of each department chair to identify which are related/focused on sustainability. We did this for the 2013-2014 academic year. The course descriptions were examined and, with input from the professors, was used to identify these courses.

The data on the total number of courses offered by the institution was provided by the office of the registrar. The 1000 course figure is the estimated number of courses which are offered each semester (undergraduate and graduate). To separate the graduate courses from the [Campus Sustainability Data Collector](#) | [AASHE](#)

undergraduate courses, the course catalog was used. There are approximately 50 graduate courses offered each semester, meaning that about 950 of the 1000 courses are undergraduate.

It is important to note that the 1000 course figure counts each course section as a separate course, while the 35 sustainability courses were only counted once each regardless of how many were offered.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

Since the curriculum at Saint John's University is shared with the College of Saint Benedict, this information is identical to the CSB STARS report.

"---" 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:

46

Total number of graduates from degree programs:

938

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:

Environmental Studies majors and minors include the criteria outlined for this credit. Peace Studies majors are also included.

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

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

<http://stars.aashe.org/media/secure/130/4/160/924/Curriculum.xlsx>

Undergraduate Program

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

Student Learning Goals

- Graduates will meet an established standard for environmental literacy.
- Graduates will demonstrate the ability to analyze environmental issues from an interdisciplinary perspective.
- Graduates will participate in experiential learning (service learning, internships, volunteer work) as a means of exploring the practical application of their knowledge, gaining jobs skills, and broadening the positive environmental impacts of their academic work.
- Graduates will be able to analyze a variety of ethical standards toward the environment, including those of the Catholic and Benedictine traditions.
- Graduates will possess the appropriate knowledge, skills, and abilities to succeed in entry-level positions with public natural resource agencies and similar private environmental organizations.
- Graduates will be prepared to begin advanced study in appropriate cognate fields.
- Graduates will be equipped with the tools necessary to establish patterns of life-long appreciation of and stewardship for the environment.

- Graduates will possess the analytical, research, and communication skills necessary to educate themselves about and to take action on important future environmental issues within their communities.

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

<http://www.csbsju.edu/environmentalstudies/curriculum/esmajor>

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):

Environmental Studies Minor

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

Environmental studies takes a multidisciplinary approach to the study of human interactions with the natural environment. It integrates the different perspectives of the humanities, social sciences, biological sciences, and physical sciences and applies these perspectives to pressing environmental concerns.

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

<http://www.csbsju.edu/environmentalstudies/curriculum/esminor>

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

Forestry Pre-Professional Program

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

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

<http://www.csbsju.edu/academic-advising/forestry>

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

Jacob Saffert
Sustainability Fellow
Office of 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*.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

This institution has a short-term Ecuador program in which selected students participate in a summer long program in which they promote sustainability across the country. This institution also offers students a chance to visit Holden Village Eco-Village for a week-long program. This retreat involves taking the Amtrak from campus to Washington. The retreat focuses on living sustainability without modern technology, living simply and appreciating nature. Visitors to the village are also asked to volunteer while there. The social, economic and environmental aspects of sustainability are addressed at Holden Village.

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

<http://www.csbsju.edu/OEA/Programs/Short-Term/EcuadorGenderShort-Term.htm>

Sustainability Literacy Assessment

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

100

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):

[Sustainability Student Survey.docx](#)

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

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

The Office of Sustainability developed a survey using other surveys from other institutions as a reference. They specialized the survey for the needs of our institution.

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

Our institution gives all incoming Freshman and Senior students during their time in college. The Freshman do the survey in the beginning of their year and the seniors do the survey before they graduate. This was we can analyze the trends in the students through their academic years.

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

The most recent results will be analyzed once the survey is conducted later this year.

A survey conducted before and after the CSB/SJU Year of Sustainability (Fall 2010-Spring 2011) gave these results. A majority of respondents found it important that CSB/SJU become a leader in sustainability and the environment. Slightly less than half of the student respondents attended a Year of Sustainability event. 91% of student respondents used the Link as their primary of mode of transport between campuses. A large majority of respondents expected to learn more about sustainability while at CSB/SJU. The Year of Sustainability brought a substantial increase in the awareness of the Offices of Sustainability on campus.

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

Incentives for Developing Courses

Responsible Party

Jacob Saffert

Sustainability Fellow

Office of 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:

This institution has programs to support all faculty course development efforts and some particular incentives for sustainability-related courses. The majority of this comes in the form of support.

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

Faculty members are given support to develop new programs. This includes time and resources available to add or create new courses that are related to sustainability.

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

Campus as a Living Laboratory

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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:

Annual research opportunities exist in the area of paleoclimatology and dendrochronology. See link for more details:

<http://www.csbsju.edu/research-tree-rings>

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:

Recent student research conducted through the senior environmental studies thesis project involved the topic of environmentally-friendly paints. Bird-safe building design has also been researched along with many other topics.

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:

Student research and initiative led to the construction of a winter greenhouse which is primarily heated with passive solar energy. For more information:

<http://www.csbsju.edu/documents/environmental>

[studies/curriculum/395/johnson\(0\).pdf](#)

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:

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:

Recent student research conducted through the senior environmental studies thesis project involved alternatives to the traditional "American lawn" and other topics.

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:

Recent student research conducted through the senior environmental studies thesis project involved alternative transportation, bikeability, and many other topics.

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:

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:

Recent student research conducted through the senior environmental studies thesis project involved water conservation on campus and other topics.

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:

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:

Recent student research conducted through the senior environmental studies thesis project proposed the acceptance of EBT and SNAP at farmers markets to increase affordability and access to healthy food options.

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:

The Rooney Grant program provides funding for CSB/SJU students and staff to conduct research and similar projects related to public health. This grant has been awarded to fund research on the links between bikeability, public health, and the environment. For more information on this research:

<http://www.mncenter.org/Portals/0/3%20-%20issues/land%20use/Saffert%20Bikeability%20and%20Public%20Health%20Paper.pdf>

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:

The SJU Office of Sustainability offers internships to students to help with event planning and other public engagement 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:

Recent student research conducted through the senior environmental studies thesis project involved eco-tourism and many other topics.

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

Jacob Saffert
Sustainability Fellow
Office of 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:

12

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

133

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

9

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:

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

Derek Larson - Environmental Studies/History

Troy Knight - Environmental Studies

Jean Lavigne - Environmental Studies

Diane Veale-Jones - Environmental Studies

Ernest Diedrich - Economics

Steve Schwarz - Management

Richard Wielkiewicz - Psychology

Jeff Anderson - Peace Studies

Bill Lamberts - Biology

Richard Bresnahan - Art/Pottery

Rachel Melis - Art

Steve Stelzner - Psychology

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

The data for this section is the same as the data provided in the STARS report completed by the College of St. Benedict because we share the same academic system.

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

Jacob Saffert
Sustainability Fellow
Office of 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?:

Yes

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

All Environmental Studies majors are required to conduct research in some aspect of sustainability in order to obtain their degree. The institution also offers summer research opportunities for current students to pursue an interest in sustainability (hand-made, sustainable paper from locally-harvested grasses, for instance).

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

<http://csbsju.edu/EnvironmentalStudies/Curriculum/SeniorResearch/PastTheses.htm>

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:

Our institution has a workshop, Blue Stem Workshop, which provides training for faculty seeking to integrate sustainability into existing curriculum or to develop new courses.

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?:

Yes

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

Although SJU does not have a written policy regarding interdisciplinary research and the tenure process; inter- and multi-disciplinary research has always been considered valid during the tenure decision-making process. As evidence, each of our institution's Environmental Studies department faculty members has participated in 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 CSB/SJU libraries have been working on a Sustainability Research Guide. The in-progress guide can be viewed at the link below.

Library materials are selected to support the curriculum, so the librarians do tend to purchase a variety of books on sustainability to support the various classes taught on the subject here. However, there is not a specific policy about selecting books for sustainability.

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

<http://libguides.csbsju.edu/sustainability>

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

44

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

CSB/SJU does not have an open access policy. We do have an Institutional Repository, DigitalCommons@CSB/SJU, which allows faculty to submit their research as allowable by copyright, but we do not have any policy, to my knowledge, requiring or promoting that research be published open access.

A copy of the open access policy:

The open access policy:

CSB/SJU does not have an open access policy.

The website URL where the open access repository is available:

<http://digitalcommons.csbsju.edu/>

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

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

Jacob Saffert
Sustainability Fellow
Office of 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*.

Submission Note:

The Saint John's Office of Sustainability is looking into implementing an eco-rep program.

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

Student Orientation

Responsible Party

Jacob Saffert

Sustainability Fellow

Office of 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:

New students are educated about the sustainable practices happening on campus and encouraged to participate. All new students are given reusable cups and encouraged to use them in their dorm. Corn utensils and recyclable plates are used during meals. Overall students are encouraged to learn about various sustainable practices and join in by doing the same.

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

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	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:

Our institution has two such groups meeting on campus regularly: ECHO and the Sustainability Alliance. Both groups focus on bringing environmental awareness to campus and promoting sustainable practices. These groups are responsible for planning events to promote sustainability. These clubs are both student-governed with a faculty/staff advisor. The Outdoor Leadership Center and the Peer Resource Program both advocate sustainability on campus as well.

The website URL where information about student groups is available:

<http://www.csbsju.edu/x12720.xml>

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:

A greenhouse was recently constructed at SJU. The structure uses passive solar heating to allow for vegetable growing even during the cold winter months. The produce is sold to SJU Dining Services to be used in the on-campus dining hall.

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

<http://cdm.csbsju.edu/cdm/compoundobject/collection/CSBArchNews/id/42134/rec/2089>

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

The Donald McNeely Center for Entrepreneurship was involved in the establishment of the solar winter greenhouse.

Students in Free Enterprise is an organization that develops business leaders for the future. They focus on improving lives, strengthening communities and developing socially responsible business leaders. Sustainability plays a key role in this process. It should also be noted that SJU has its own student-started and student-operated coffee shop called Johnnie Java, which supports fair-trade coffee products.

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

<http://cdm.csbsju.edu/cdm/compoundobject/collection/CSBArchNews/id/42134/rec/2089>

A brief description of the sustainable investment or finance initiatives:

SJU has set aside a sum of money that will be used to grant zero interest loans to projects with cost savings. The cost savings will pay back the loan until 120% of the loan is paid off. As the fund grows, more and larger projects can be initiated. There are a multitude of ways we can decrease consumption of energy and products. The results are decreased operating costs and a more sustainable campus. Since part of sustainability is equity, anyone can submit a proposal and it will be reviewed. Projects will be audited and results will be posted to prove the viability and legitimacy of the fund. A committee of faculty, staff, administration, and students will govern the fund. If you would like to learn more about the funds read the charter pages in the Related Links area on this page.

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

<https://www.csbsju.edu/sju-sustainability/what-were-doing/track-our-progress/sustainable-revolving-loan-funds>

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

Throughout the year there are various speakers and events related to sustainability. These events act to give students more resources and information about sustainable practices. These events include learning about zero waste living and sustainable local foods.

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

<http://www.csbsju.edu/outdooru/education/events/lectureseries>

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

While there are many examples of cultural arts events, installations or performances related to sustainability, some include the maple syrup festivals and the St. John's pottery exhibits.

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

<http://www.csbsju.edu/saint-johns-pottery/stoked-exhibition>

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

Our institution has an Outdoor Learning Center (OLC) and Arboretum which provides educational experiences for students outdoors. These events include ice skating, cross country skiing, canoeing, hiking, camping, etc. The purpose is to educate students about our local environment while being sustainable. Both programs follow the Leave No Trace principle.

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

<http://www.csbsju.edu/Arboretum/Education/CSBSJU/OutdoorRecreation/OLC.htm>

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

The entire campus designated the 2010-2011 academic year as the Year of Sustainability. The themed activities and programming incorporated sustainability into all aspects of student life including curriculum, residential life and the Physical Plant on campus.

Additionally, every student at Saint John's must complete a year-long seminar course during their first year. These courses come in a wide range of topics including sustainability.

The website URL where information about the theme is available:

<http://www.csbsju.edu/Sustainability/Year-of-Sustainability.htm>

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

Saint John's has two living-learning communities focused on sustainability. These eco-houses take some responsibility to educate the greater SJU community about issues of sustainability by organizing events and leading by example.

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

<http://www.csbsju.edu/sju-residential-life-and-housing/housing-options/living-learning-communities>

A brief description of sustainability-focused student employment opportunities:

The SJU Office of Sustainability typically hires 1-5 students to help in the office and to gain experiences related to sustainability programming and education.

Saint John's Outdoor University employs several student naturalists. Other departments and offices on campus also hire student employees whose work at least partially focuses on sustainability.

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

Jacob Saffert
 Sustainability Fellow
 Office of 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	No
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The website focuses on the sustainability actions going on around campus during the year. This includes information about the energy challenge, solar energy, sustainable revolving loan funds, recycling, climate action plan, environmental values and environmental action. It provides links to various events regarding sustainability on campus. It also provides links to additional information, contact information and outside sources for more information about sustainability.

The website URL for the central sustainability website:

[Campus Sustainability Data Collector](#) | [AASHE](#)

<http://www.csbsju.edu/Sustainability.htm>

A brief description of the sustainability newsletter:

The "What's Up with Saint John's Sustainability" comes out bimonthly and includes information about campus sustainability: recent news, events, upcoming events and conservation tips. Information about forums on campus and speakers are provided along with links for more information. Various campus events in relation to sustainability are also highlighted such as energy audits of on-campus houses and information about local farmers markets.

The website URL for the sustainability newsletter:

<http://www.csbsju.edu/sju-sustainability/what-were-doing/sustainability-newsletter>

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

The SJU Office of Sustainability maintains a presence on both Twitter and Facebook.

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

<https://www.facebook.com/sustainableSJU?ref=hl>

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

Students majoring in Environmental Studies are required to complete an independent senior research project. That research can be presented at various events on campus including the annual Scholarship and Creativity Day or Thursday Forums.

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 :

On the McKeown center there is green signage that highlights what LEED points were given.

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:

We change our displays from time to time, but there has been information on sustainable food systems in the refectory. We also make it known that we use 100% recycled napkins. Locally-sourced food is typically identified in the dining hall as well.

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:

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:

The Office of Sustainability is currently completing a sustainability map in collaboration with Saint John's Outdoor University. It will be completed soon and posted on the CSB/SJU website.

The website URL of the sustainability walking map or tour:

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

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

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

The CSB/SJU website has a map of the Lake Wobegon regional trail and the many walking paths of the Abbey Arboretum. Additionally, there is signage indicating a bike route on the county road which comes to campus.

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

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

A green guide was developed in 2011. This provides facts about campus sustainability and tips for what residents can do to be more sustainable.

We have posters on how to recycle posted within the dorms.

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:

There are various columns about sustainability programs, projects, and events throughout the year.

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):

The Office of Sustainability also distributes stickers with the office's logo to raise awareness for sustainability initiatives.

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

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

No

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

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

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

No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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):

Spring Energy Challenge

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

This institution participated in the Energy Challenge during the month of February. The various residence halls on campus competed against each other to see who could decrease their energy consumption the most throughout the month. Students were educated about how to best conserve energy. The results for each hall for each week were posted in a public location so the results could be tracked.

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

Overall the energy use decreased throughout the month, demonstrating a positive effect. The competition led to decreased energy consumption and increased awareness about sustainability. The competition aspect allowed students to have an incentive to decrease energy use.

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

<http://www.csbsju.edu/Sustainability/Energy-Challenge.htm>

The name of the campaign (2nd campaign):

First-Year Energy Challenge and Green Room Certification Competition

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

This project is similar to the spring energy challenge, but it is more focused. It only involves the first-year residents. They compete to conserve electricity usage. The competition included education about ways to conserve and be more efficient. The building which reduced electricity consumption by the greatest amount received a prize. The campaign also pushed our green room certification program. The floor with the highest percentage of green certified rooms won a prize.

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

We had a significant increase in the number of rooms which are certified through our green room certification program. Additionally, 561 kWh were saved during the week.

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

http://www.csbsju.edu/Documents/Sustainability/energy_challenge/Final%20Results.png

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

Recycling, food waste reduction education, and other such campaigns have also been carried out. These have focused on the broader campus community including all students, faculty and staff.

Employee Educators Program

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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?:

No

Total number of employees:

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

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

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

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

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

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

Jacob Saffert
Sustainability Fellow
Office of 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:

The SJU Office of Sustainability created an employee green guide, which is given to each new employee (staff and faculty) of the university. The guide includes suggestions for more sustainable commuting and office energy saving tips. The waste/recycling system is also explained.

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

Staff Professional Development

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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 :

Staff members are able and encouraged to attend book groups, speakers and forums that develop sustainability within the staff. Staff may also apply for professional development funds.

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

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

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

Jacob Saffert
 Sustainability Fellow
 Office of 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:

St. John's University has a formal partnership with The Avon Hills Initiative, which is a local community-based organization working to increase awareness of the land development pressures facing the Avon Hills through education, community organization, and local government. Through coordination with the Initiative, SJU hosts the annual Avon Hills Conference in the spring. Additionally, SJU is also coordinating a Move-Out program with the local Catholic Relief Services to recycle used dorm furniture and electronics at the end of each spring semester.

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):

SJU is also coordinates a Move-Out program with the local Catholic Relief Services to recycle used dorm furniture and electronics at the end of each spring semester.

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

No

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

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:

<http://www.csbsju.edu/Arboretum/Education/Community/AvonHillsInitiative.htm>

Inter-Campus Collaboration

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

During the UMACS conference in the spring of 2009, Derek Larson and Theo Eggermont presented on STARS in order to help people understand the rationality behind and the process of STARS.

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:

Avon Hills Initiative, UMACS, AASHE, ACUPCC.

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

The SJU Office of Sustainability collaborates with the sustainability office at our sister school, the College of St. Benedict.

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

<http://www.csbsju.edu/sustainability-at-csb-and-sju>

Continuing Education

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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.

Submission Note:

The MN Master Naturalist Volunteer training sessions do not occur every year so they were only counted as half of a course. With the 6 teacher forums, continuing education courses offered totaled 6.5.

"---" 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:

6.50

Total number of continuing education courses offered:

6.50

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:

Saint John's Outdoor University offers continuing education courses. A total of six forums about environmental education are hosted annually.

Saint John's Outdoor University also offers Minnesota Master Naturalist Volunteer trainings periodically. These training sessions do not occur every year so they were only counted as half of a course.

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

Jacob Saffert
Sustainability Fellow
Office of 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:

797

Total number of students :

1,845

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:

13,536

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:

SJU student transcripts include an experiential learning designation for some courses. Students must take earn at least one EL designation in order to graduate. Completing community service for credit or as a component of a course are two ways to earn the designation.

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

Yes

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

There is a work culture at SJU of allowing flexible work schedules in order to accommodate employees who wish to participate in community services. Additionally, SJU partners with the United Way to provide another avenue for employees to serve the community. Employees are encouraged to donate a portion of their paycheck to the United Way.

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

<http://csbsju.edu/Service-Learning.htm>

Community Stakeholder Engagement

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of Sustainability

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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?:

Yes

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

This institution has a program in which every year students go to the state capitol to lobby for higher education. Although students are encouraged to lobby for any issue, the majority of the focus is on higher education. The event allows students to actively participate in politics, meet with representatives and network with alums.

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

Jacob Saffert
Sustainability Fellow
Office of Sustainability

Criteria

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

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

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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

Jacob Saffert
Sustainability Fellow
Office of 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	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

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

Yes

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

The GHG emissions inventory was conducted in accordance with the American College and University Presidents Climate Commitment (ACUPCC). The Saint John's University sustainability staff selected the Clean Air-Cool Planet (CA-CP) calculation tool, version 7.0, supplemented by the World Resources Institute's (WRI) Greenhouse Gas Protocol. The WRI GHG Protocol is the most widely accepted international standard for GHG accounting and is the basis of the CA-CP tool. The inventory of emissions included those arising from on-campus energy production, purchased electricity, heating and cooling, vehicle fleet operations, business travel (by air and personal vehicle), faculty and student commuting, solid waste management, refrigerants, fertilizer use, and wastewater treatment. The SJU Sustainability Fellow, Jacob Saffert, was responsible for data collection and emissions calculations for the fiscal year 2014 report.

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

Yes

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

The SJU Office of Sustainability was responsible for completing the inventory. The final FY2014 inventory was reviewed by the OSB/SJU Physical Plant Staff, the VP of Finance, and the members of the sustainable campus committee. When applicable, individual [Campus Sustainability Data Collector](#) | [AASHE](#)

sections of the report were also reviewed by the office/department which provided the data. The completed report was also submitted to ACUPCC.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>9,372 Metric Tons of CO2 Equivalent</i>	<i>30,031 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>523 Metric Tons of CO2 Equivalent</i>	<i>794 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>5,623 Metric Tons of CO2 Equivalent</i>	<i>10,284 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>0 Metric Tons of CO2 Equivalent</i>	<i>0 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:

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	1,502	1,693
Number of residential employees	22	22
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,845	2,080
Full-time equivalent of employees	506	451
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, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

SJU became a charter signatory of the ACUPCC in 2007. The university then carried out the greenhouse gas inventory for FY2008. That year was selected as the baseline.

Gross floor area of building space, performance year:

1,346,820 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	<i>154,858 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>586.20 Metric Tons of CO2 Equivalent</i>
Commuting	<i>2,104.20 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>---</i>
Capital goods	<i>---</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>1,500.10 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>6.10 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>44.70 Metric Tons of CO2 Equivalent</i>

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

44.7 MT eCO₂ came from paper usage at SJU during FY2014.

Greenhouse gas emissions from study abroad air miles are listed under the section titled "Fuel- and energy-related activities not included in Scope 1 or Scope 2," which totaled 1,500.1 MT eCO₂ in FY2014.

A copy of the most recent GHG emissions inventory:

[2014 GHG Inventory Narrative.docx](#)

The website URL where the GHG emissions inventory is posted:

[Campus Sustainability Data Collector | AASHE](#)

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

In the past three years, many energy efficiency and building retrofit projects have been undertaken. Additionally, the on-campus cogeneration power plant stopped burning coal. Cleaner burning natural gas is now used.

Outdoor Air Quality

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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.

Submission Note:

The only sulfur oxide accounted for by this calculator was sulfur dioxide (SO₂). The calculator also does not provide emissions data for ozone (O₃), lead (Pb), hazardous air pollutants (HAPs), or ozone-depleting compounds (ODCs). The calculator did provide annual emissions estimates for ammonia (NH₃; 0.2852 tons/year) and volatile organic material (VOM; 0.4706 tons/year).

The data for particulate matter was further broken down by size of the particle. Total PM equaled 0.6793 tons/year, PM₁₀ totaled 0.6617 tons/year, and PM_{2.5} totaled 0.6486 tons/year. As expected, the vast majority of PM emissions were smaller than 2.5 microns in diameter. Larger particles are more easily captured by emissions control technologies.

Nitrous oxide data is further broken down also. Total NO_x emissions are estimated at 8.8263 tons/year. Just 0.1884 tons of that quantity is made of NO₂.

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

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

No

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant

emissions from mobile sources:

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

Yes

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

The SJU Office of Sustainability completed an inventory of significant air emissions from on-campus stationary sources for fiscal year 2014 (July 2013-June 2014). The calculations were made using estimations from a calculator provided on the Illinois Environmental Protection Agency's website. During FY2014, two fuel sources were used in the cogeneration power facility at Saint John's: natural gas and #2 fuel oil. The portion of the power plant's FY2014 operations included 1,695,136 therms of natural gas and 35,063 gallons of #2 fuel oil. The emissions were calculated individually, the totals were added together, and the combined data is reported below.

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

	Weight of Emissions
Nitrogen oxides (NO_x)	8.83 <i>Tons</i>
Sulfur oxides (SO_x)	2.54 <i>Tons</i>
Carbon monoxide (CO)	7.21 <i>Tons</i>
Particulate matter (PM)	0.68 <i>Tons</i>
Ozone (O₃)	0 <i>Tons</i>
Lead (Pb)	0 <i>Tons</i>
Hazardous air pollutants (HAPs)	0 <i>Tons</i>
Ozone-depleting compounds (ODCs)	0 <i>Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	0 <i>Tons</i>

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

Jacob Saffert
Sustainability Fellow
Office of 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.

Submission Note:

Saint John's currently only has one LEED-certified building on campus, the McKeown Center. SJU does not plan to seek formal certification on future building projects, but will incorporate many of the green building designs and concepts used in the LEED standard in all upcoming renovation and construction projects.

"---" 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)	Yes
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:

Constructed in 2009, the McKeown Center was the first LEED Certified building at Saint John’s. It was given gold certification by the U.S. Green Building Council for its use of sustainable materials and technology in its construction and its operation. It serves as the community and event center for Flyntntown.

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

1,346,820 *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)	11,872 <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	---
Mid-Level	---
Highest Achievable Level	---

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	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

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

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

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.usgbc.org/DisplayPage.aspx?CategoryID=19>

Building Design and Construction

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

Constructed in 2009, the McKeown Center was the first LEED Certified building at Saint John’s. It was given gold certification by the U.S. Green Building Council for its use of sustainable materials and technology in its construction and its operation. It serves as the community and event center for Flyntntown.

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

44,123 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	11,872 <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	---
Mid-Level	---
Highest Achievable Level	---

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

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

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

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

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

A copy of the guidelines or policies :

[McKeown Center Tour guide.docx](#)

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:

Although construction of new buildings on campus will not include mandatory LEED or other formalized green building certification. However, the sustainable building methods, materials and operations which are included in those green building standards will be

considered and incorporated in all future building projects.

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.usgbc.org/DisplayPage.aspx?CategoryID=19>

Indoor Air Quality

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

0 Square Feet

Gross floor area of building space:

1,346,820 Square Feet

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

There is no regular auditing or monitoring system in place for indoor air quality. However, there are online mechanisms that allow occupants to register complaints, and all buildings are constructed in accordance with the guidelines released by the American Society of Heating, Refrigerating and Air-Conditioning Engineers (

ashrae.org

).

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

<http://www.csbsju.edu/Environmental-Health-Safety/Programs/Indoor-Air-Quality.htm>

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

Jacob Saffert

Sustainability Fellow

Office of 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:

19.47

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

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

Saint John's University Dining Services serves a variety of locally-sourced foods. Some local sources include Plum Crazy Orchard, Kemp's Dairy, St. Joseph Meat Market, Klein's Honey Farm, Gaia Garden Designs, Dutch Maid Bakery, Gold'n Plump, Forest Mushrooms. These and other locally-sourced products are served in SJU dining rooms and on our catering menus. The Refectory also hosts monthly Local Foods Days to showcase local, seasonal foods throughout the school year.

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:

Saint John's University Dining Services serves a variety of locally-sourced foods. Some local sources include Plum Crazy Orchard, Kemp's Dairy, St. Joseph Meat Market, Klein's Honey Farm, Gaia Garden Designs, Dutch Maid Bakery, Gold'n Plump, and Forest Mushrooms. These and other locally-sourced products are served in SJU dining rooms and on our catering menus. The Refectory also hosts monthly Local Foods Days to showcase local, seasonal foods throughout the school year.

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

SJU Dining Services staff works with the university's food and beverage providers to take inventory of sustainable food and beverage purchases.

Total annual food and beverage expenditures:

2,675,104.22 US/Canadian \$

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

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

Has the institution achieved the following?:

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

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

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

[Campus Sustainability Data Collector | AASHE](#)

available:

<http://csbsju.edu/sju-dining-service/sustainability-links>

Low Impact Dining

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

100

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

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

Yes

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

Yes

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

Yes

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

There is a vegetarian entrée option served with every meal, and there are a variety of fruits, vegetables and grains/breads available all the time. Weekly menus are available at

<http://csbsju.edu/SJU-Dining-Service.htm>

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

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

<http://csbsju.edu/SJU-Dining-Service.htm>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

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

Jacob Saffert
Sustainability Fellow
Office of 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	35,926 MMBtu	56,257 MMBtu

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	27,358 MMBtu	44,651 MMBtu
District steam/hot water	0 MMBtu	0 MMBtu

Gross floor area of building space::

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

Gross floor area	1,346,820 <i>Gross Square Feet</i>	1,873,268 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	154,858 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	8,293
Cooling degree days	529

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

The baseline chosen is fiscal year 2008. This is the first full fiscal year after SJU signed the ACUPCC agreement in 2007.

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

Academic and staff buildings have thermostats which are controlled by the KMC building management system software. During non-work hours (i.e. overnight and over weekends) the set points for those thermostats is lowered during the heating season and raised during the cooling season.

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

LED lighting has been installed in the SBH Auditorium, the Quad/Refectory, and the Hill Museum and Manuscript Library. LED installation is being considered for other locations on campus. Additionally, fluorescent lighting on campus has been upgraded from T-8 to T-12. New induction lighting is used in the swimming pool. The three sophomore dormitories (Patrick, Boniface, and Bernard) have all received upgraded, energy efficient lighting in the lounges and corridors.

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

Motion sensors are used in several areas on campus. They are used to control the lights between the stacks in the library. They are also used in some stairwells, offices, and classrooms.

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

The SJU solar winter greenhouse employs passive solar heating as its primary heat source.

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

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

As the on-campus Power Plant heats and cools our buildings, it also creates approximately one-fourth (25%) of the electricity consumed on campus. The primary role of steam production is to heat and cool our buildings; the electricity is a side benefit. Our boilers produce high pressure steam, which spins turbines to generate electricity. The turbines drop the steam from high pressure steam down to the low pressure steam that is used by campus buildings and steam chillers.

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

The Physical Plant and facilities staff are constantly looking into retrofit projects for older buildings. Many of the principles and standards established through the LEED certification program are considered when renovated pre-existing buildings.

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

Heating, cooling, ventilation, and lighting (indoor and outdoor) on campus is controlled by a system provided by KMC Controls. The building and facilities manager and maintenance staff have access to this system to diagnose and solve problems with campus mechanical

and lighting systems and to make their operation as efficient as possible. On-campus electrical use and generation, steam and chilled water production, and domestic water use is metered with the ION+ metering system from Schneider Electric. Electricity use is metered for each building, and steam and chilled water production is metered for each boiler and chiller. Additionally, the natural gas consumption of the boilers is metered through the same system. The real-time and historical ION+ metering data is available through a web browser to anyone on campus.

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

All appliances purchased through SJU Custodial Services are ENERGY STAR certified. This includes washers and driers in residence halls along with many other appliances.

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

There are currently plans for a stormwater treatment project. This would involve controlling runoff, rain gardens, etc. Construction on this project is expected to begin in 2015.

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

Saint John's has looked into and is considering installing Vending Miser systems around campus in order to reduce electricity usage by vending machines.

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

Many other energy efficiency projects have take place throughout the recent years. Some of them include:

- An evaluation of all steam traps in mechanical rooms and tunnels began in 2012. All traps have been inventoried, and any leaking or defective valves have been repaired or replaced. This has been a major undertaking, and while the savings cannot easily be quantified, the resulting steam savings are expected to be significant. The inventory will continue over the next year to include traps within buildings.
- In 2011, fluorescent lighting fixtures across the entire campus were upgraded from T-8 to new, more efficient T-12 models.
- In 2009, electric meters were installed on all campus buildings to aid in tracking our energy consumption and conservation efforts. In subsequent years, steam and condensate meters have also been installed. Learn more about this project and see real time and historic data on energy usage for campus buildings.
- The lights in the Warner Palaestra pool were replaced in 2010 with highly efficient induction lights. This upgrade was funded through the Sustainable Revolving Loan Fund and will result in significant energy and maintenance savings.
- In spring of 2010, Physical Plant crews installed steam by-pass valves for buildings with older pneumatic controls for heating and cooling systems. These valves will result in energy savings by allowing for modulation and control of the heat supply during the transitional spring and fall months.
- As part of the 2009 Refectory Renovations, a new make-up air unit and new hoods were installed. Electrical savings as compared to code minimum are estimated to be over 270,000 KWH annually and over eight million lbs of steam will be saved annually.

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

<http://www.csbsju.edu/sju-physical-plant/energy-and-sustainability>
Campus Sustainability Data Collector | AASHE

Responsible Party

Jacob Saffert

Sustainability Fellow

Office of 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	0 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 MMBtu

Total energy consumption, performance year:

201,720.28 MMBtu

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

Our solar farm does not count towards this credit because it is officially a Saint John's Abbey project and is not directly connected with the university. We do not retain the associated environmental attributes or renewable energy credits (REC).

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

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

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

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

<http://www.csbsju.edu/SJU-Sustainability/Renewable-Energy.htm>

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

Jacob Saffert
Sustainability Fellow
Office of 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).

Submission Note:

The source of these answers was a phone interview on 11/6/14 with John Elton of the SJU Grounds Department.

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

	Area
Total campus area	302 Acres
Footprint of the institution's buildings	30.90 Acres
Area of undeveloped land, excluding any protected areas	151.10 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	120 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

There is no set IPM plan on campus; pest control problems (which occur very rarely) are dealt with on a case-by-case basis. If possible, no action is taken and the pests are left to run their course. However, when problems do arise they are dealt with in a manner consistent with the U.S. EPA's IPM criteria. Every effort is made to choose the least harmful, most targeted control method. For example, the campus gardens had an army worm infestation last year which they addressed using a mixture of dish soap and water.

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

Plant selection is a key part of the SJU Grounds Department's sustainable landscape management plan. The soil conditions of different locations are considered when selecting which plants to use. For example, a garden that is in a dry area should have plants that can tolerate dry conditions. This limits the amount of watering that needs to be done to maintain the gardens. Selecting plants which are appropriate for the soil type of a specific area on campus can also decrease fertilizer usage, since the soil will already have the proper

nutrients for the given plant variety.

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

Native cultivars are frequently selected for use in the gardens around campus.

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

Leaves and grass clippings are put in a compost pile and actively composted, after which the black dirt is used in the monastic and campus gardens.

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

The SJU Grounds Department composts leaves and trimmings. The compost is then used in place of some fertilizers in the on-campus gardens.

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

Annuals are grown on campus using compost and organic fertilizer. Additionally, pots are washed, disinfected and reused from year to year rather than buy new ones every planting season. The pots would otherwise end up in the landfill because they are not recyclable. An all-natural disinfectant is used to clean the pots.

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

There are several rain gardens on campus. Natural hydrology is considered during any major building project.

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

The grounds department tries not to use sand, salt, or other chemicals if possible. When absolutely necessary, low-impact sidewalk salt that does not damage the grass or other plant life is used. Grits are also used regularly.

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

The St. John's Abbey Arboretum surrounds university-owned property. The land is FSC-certified and sustainably managed.

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:

<http://www.csbsju.edu/sju-physical-plant/shops/grounds-department>

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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?:

Yes

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:

The Saint John's Abbey Arboretum is adjacent to the university campus. The Saint John's Abbey Arboretum is owned and managed by the monastery. The Abbey's lands include over 2,500 acres of sustainably-managed prairie, forest, lakes, and wetland. For over 150 years, the Abbey Arboretum has provided renewable products for the Abbey and university. Wood from the Abbey Arboretum is certified through independent audits by the Forest Stewardship Council (FSC) to demonstrate the sustainable harvest and management of the forest. The beautiful environment which surrounds the campus serves as the setting for outdoor activities and environmental education opportunities. Many members of the SJU community use the lands of the Arboretum.

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:

<http://www.csbsju.edu/outdooru/abbeyarboretum/plantsandwildlife>

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

Some trees are barked to create woodpecker habitat, and the 2740-acre Saint John's Arboretum is a game preserve. Most of the activity takes place in the arboretum. On the developed areas of the campus, certain types of flowering vines are planted to attract hummingbirds.

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

<http://www.csbsju.edu/Arboretum.htm>

Purchasing

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

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

Electronics Purchasing

Responsible Party

Jacob Saffert

Sustainability Fellow

Office of 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.

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

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

Yes

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

The electronics purchasing policy, directive, or guidelines :

IT Services has been using energy consumption as a factor in its hardware purchasing decisions for many years. Hazardous waste disposal/recycling considerations and conflict minerals are also added factors.

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

All of the desktops, laptops and monitors we purchase are EPEAT Gold.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 <i>US/Canadian \$</i>
EPEAT Silver	0 <i>US/Canadian \$</i>
EPEAT Gold	396,000 <i>US/Canadian \$</i>

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

396,000 *US/Canadian \$*

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

<http://www.csbsju.edu/IT-Services.htm>

Cleaning Products Purchasing

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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?:

No

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

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

SJU Dining Services currently is in the practice of only purchasing Green Seal certified cleaning products.

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 cleaning and janitorial products)?:

No

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

Total expenditures on cleaning and janitorial products:

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?:

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:

Office Paper Purchasing

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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.

Submission Note:

It was estimated that SJU used 735 cases (10 reams of 500 sheets per case) during fiscal year 2014. Cost was calculated using an estimated of \$40/case.

"---" 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:

This institution has a stated preference to purchase recycled paper whenever possible. The majority of paper used on campus is purchased from the same supplier and 30% recycled content is always used. The institution aims to purchase recycled paper whenever possible. The paper used on campus also comes from sources which are certified by the Forest Stewardship Council (FSC).

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

followed :

This institution has a stated preference to purchase recycled paper whenever possible. The majority of paper used on campus is purchased from the same supplier and 30% recycled content is always used. The institution aims to purchase recycled paper whenever possible.

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 <i>US/Canadian \$</i>
30-49 percent	29,400 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	0 <i>US/Canadian \$</i>

Total expenditures on office paper :

29,400 *US/Canadian \$*

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

Inclusive and Local Purchasing

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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?:

No

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

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

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

Jacob Saffert
Sustainability Fellow
Office of 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.

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

Guidelines for Business Partners

Responsible Party

Jacob Saffert

Sustainability Fellow

Office of 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.

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

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

Jacob Saffert
Sustainability Fellow
Office of 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 :

130

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

Jacob Saffert
Sustainability Fellow
Office of 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:

80

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)	20
Walk, bicycle, or use other non-motorized means	80
Vanpool or carpool	0
Take a campus shuttle or public transportation	80
Use a motorcycle, scooter or moped	0

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

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

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

5

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)	95
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	2
Take a campus shuttle or public transportation	1
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

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

Support for Sustainable Transportation

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

The university has bike racks around campus. There are showers and lockers available for use by employees and students in the Warner Palaestra.

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:

Bicycle racks are provided near residential, academic and office spaces on campus.

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 Saint John's Campus is connected with the Wobegon Trail which is used by bicyclists, walkers, etc. The campus has a network of 6.5 miles of sidewalks. Because much of the campus is not really on public roads, the construction of bicycle lanes is not believed to be necessary in many areas. Stearns County Road 159, the main road to/around campus is a bike-friendly road. There is signage alerting drivers that they are on a bike route.

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:

We have a green bike program that allows students to check out bikes. We also have a great bike trail nearby that connects the Saint John's campus to the Saint Ben's campus and to other nearby communities.

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:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The Link operates between classes and every half hour every day. It is free and open to anyone. CSB/SJU also offers a shuttle services to places such as grocery stores and the mall. That shuttle service operates on the weekends.

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

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

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

Yes

A brief description of the car sharing program:

CSB/SJU have a car sharing program through Enterprise. For more information:

<http://www.csbsju.edu/center-for-entrepreneurship/student-run-ventures/enterprise-car-share>

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:

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

Yes

A brief description of the telecommuting program:

If it is appropriate for the job type and arranged with a supervisor, telecommuting is an option.

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:

Some staff work 4 days a week during the summer and faculty who live in Minneapolis/Saint Paul, will commute 2-3 days a week. Working longer days to cut down on the number of commuting days is also an option available to employees. These arrangements are made between employees and their supervisors.

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

No

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

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

No

A brief description of other sustainable transportation initiatives and programs:

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

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

Jacob Saffert
Sustainability Fellow
Office of 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*.

Submission Note:

The waste and recycling figures were calculated using estimated from Waste Management based on volume of waste, rather than actual weight.

SJU does encourage the donation and reuse of goods through programs such as moving out events and the furniture swap. These goods are not weighed, however, so that data cannot be provided at this time. In the future, SJU will consider the possibility of doing so.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	336 Tons	383.28 Tons
Materials composted	0 Tons	0 Tons

Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	868 Tons	960.85 Tons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,502	1,502
Number of residential employees	22	22
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,896	2,080
Full-time equivalent of employees	506	451
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, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

The baseline year was selected as 2008, the first year after SJU signed the ACUPCC.

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

Saint John's has competed in Recyclemania in the past, which requires the weighing of solid waste and recycling.

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

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

SJU's Custodial Services operates and maintains a large stored surplus of university office supplies and furniture in a storage facility connected to Virgil Michel Hall. This allows the university to draw furniture from this surplus, instead of purchasing new items and increasing waste.

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

Student employees submit their timesheets online through the Banner Self-Service Web Program.

Course catalogs are only available online - the last time our institution distributed paper copies was Fall 2007.

Student Directories are only available online - the last time our institution distributed paper copies was Fall 2004.

Class Schedules area available both online and in print version for students. Our institution also provides a Banner Web Service portal for students to access the complete and updated class schedule at any point online. This is the most-utilized version of the class schedule at our institution.

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

We instituted a printing fee policy, which began during Fall 2011. We hope that this policy will create a substantial reduction in wasted printing paper.

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

A new Move-Out program has been instituted this year which provided a variety of outlets for students to reduce their waste upon moving out of their residences. The outlets included: 1) Donation boxes on every residential floor specifically for clothes, school supplies, shoes, and non-perishable food. These boxes were be collected and donated to Catholic Relief Services. 2) E-Waste bins on every first-year floor for electronic waste such as computers, TVs, printers, stereos, and cellphones. These bins were be collected and recycled properly instead of being landfilled. 3) Large metal dumpsters for clean metal items such as futon frames, aluminum, steel, etc. These dumpsters were taken to a local scrap recycler.

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

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

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:

There is no trayless dining program on campus. This option is currently being considered for the Refectory, SJU's main dining hall.

During the 2013-2014 academic year, the SJU Office of Sustainability worked with Dining Services to administer short quizzes about food waste to students. The campaign reached several hundred students at CSB/SJU in the Refectory.

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):

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):

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 student-run coffee shop on campus offers a discount for students who buy and use their reusable mugs. The to-go dining option offers a discount for reusable mugs and refills.

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

SJU pays local farmers to pick up the food waste from on-campus dining halls. The waste is fed to pigs.

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

Waste Diversion

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

336 Tons

Materials disposed in a solid waste landfill or incinerator :

868 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:

We have an extensive commingled recycling system throughout all public buildings, offices, athletic facilities, and residential halls. We provide recycling bins to all employees and students, both privately (in individual dorm rooms and offices), and in all public areas. There is also an educational signage and poster system in place to make our recycling program more convenient, visible, and understandable. All of our food waste is sent to a local pig farm where it recycled into pig feed. SJU has also participated in Recyclemania to increase recycling on campus and interact with students by personal education in the residential halls. At the end of the year, we have a Move-Out program which encourages students to donate unwanted items that would otherwise be put in the trash. In May 2014, we arranged a year-end furniture swap. Monitoring waste and recycling dumpsters is carried out so as to find ways to reduce waste and increase recycling.

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

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

All pre-consumer food waste is sent to a local farm for use as pig feed.

I see this as more sustainable as calories remain calories and re-enter the food system more directly, as opposed to being composted, planted, fertilized, transported, etc.

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

All post-consumer food waste is sent to a local farm for use as pig feed.

I see this as more sustainable as calories remain calories and re-enter the food system more directly, as opposed to being composted, planted, fertilized, transported, etc.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	---
Food composting	No
Cooking oil	---
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	---
Laboratory equipment	---

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

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

Construction and Demolition Waste Diversion

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

St. John's has not had a major construction project in the last three years. With the library learning commons project, there will soon be construction waste. That project has not began yet, however.

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

Institution has not conducted a major construction, renovation and/or demolition project in the previous three years.

Hazardous Waste Management

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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.

Submission Note:

<http://www.csbsju.edu/Biology/Student-Resources/Chemical-Inventory-and-Safety/Chem-Hygiene-Plan/Appendix-C.htm>

This information was taken from SJU's previous STARS report.

"---" 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:

CSB|SJU takes a number of steps to reduce chemical waste, which are outlined online at our website. They include:

- 1) Purchasing smaller amounts of chemicals needed. This ultimately saves money as well because buying in bulk means certain chemicals could spoil and be wasted.
- 2) Centralized purchasing program to ensure full utilization of chemical products.
- 3) Order reagent chemicals only in amounts needed.

- 4) Maintain a limited inventory of chemicals on hand so those chemicals do not expire or deteriorate and necessitate disposal.
- 5) Institute microchemistry (scaling down the experiment to require fewer resources and therefore reduce generated waste).
- 6) Increase the use of instruments that require less reagent or smaller or fewer samples
- 7) Procedures that reduce or eliminate the volume of hazardous waste are encouraged. Workers should use the smallest quantity possible of hazardous materials. Whenever possible, the use of hazardous materials should be avoided.

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

In brief, we monitor site-specific generator volume at annual reporting and question or make adjustments thereon. The primary control is education through annual trainings. As for disposal, we a contract with the University of Minnesota for removal/disposal of academic and some non-academic hazardous waste. For universal waste, each has a contract vendor for each specific waste stream. The Director of Environmental Health & Safety here at SJU, Ganard Orionzi, receives manifest records to monitor routine or high-volume waste streams. Check our website (URL) in the public notes for additional information.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Our institution does not have a chemistry department (it is located at our sister school, The College of St. Benedict), and therefore the only laboratory chemicals used on campus are found within the biology department.

Regarding a chemical inventory system, we do have a campus-wide inventory system which has a “chemical exchange” function. The biology department states that if we have something in stock that we never use (chemicals), we list it in the chemical exchange. However, in terms of “reusing” chemicals, in most cases, that is not possible. If it is, the chemicals are reused. For sustainability, it is the goal of the biology department to make and use the minimum amount required for our activity.

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):

All institution-based e-waste is handled by IT Services, which monitors and maintains all computers/electronics on campus. All of this e-waste is recycled through companies in St. Cloud, MN.

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

All institution-based e-waste generated on our campus is recycled at various sites in St. Cloud, which are monitored by the Minnesota Pollution Control Agency.

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

<http://www.csbsju.edu/Environmental-Health-Safety/Policies/Haz-Mat.htm>

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

Jacob Saffert
Sustainability Fellow
Office of 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.

Submission Note:

Vegetated grounds were calculated by taking the university area and subtracting the building area.

Our water treatment plant serves a greater population than just the university. The proportionate usage is likely the same (so our numbers are unrepresentative of our per capita usage).

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	69,382,942 <i>Gallons</i>	92,745,100 <i>Gallons</i>

Potable water use::

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

Potable water use	58,747,742 <i>Gallons</i>	84,238,900 <i>Gallons</i>
--------------------------	---------------------------	---------------------------

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,502	1,640.40
Number of residential employees	22	22
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,845	2,015
Full-time equivalent of employees	506	136
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,346,820 <i>Square Feet</i>	1,873,268 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	271.10 <i>Acres</i>	271.10 <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, 2013	June 30, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

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:

The power plant chemically treats, softens and "cycles up" the water used in the evaporative cooling towers up to 3 times. Boiler water is chemically treated and cycled up to as much as 30 "cycles" of concentration. As an additional conservation measure, the campus strives to maintain steam traps and condensate return systems in such a manner as to return 80-90% of water back to the boilers, thus reducing the raw water make-up required for them. We also created a collection and pump system where a portion of the non-contact cooling water can be used in the pottery studio for their clay production purposes. For the future, we also intend to automate boiler chemical control and blow down as well as a brine reclamation system to reclaim a portion of salt brine back into the softening process which will reduce water, salt and lessen the waste water in the softening process

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

Virgil Michel, Flynntown Apartments, and the McKeown Center all have water meters at the building level.

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

Saint John's is exploring the possibility of installing waterless urinals in the upcoming renovation of the library learning commons. There is no systematic practice of building retrofitting for the purpose of water conservation.

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

The campus does not have an official policy, but only energy star appliances are purchased whenever possible. Front load washers are the campus standard because they use about 1/3 the water per load.

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

The McKeown Center, Abbey Cemetery, and Abbey Guesthouse rain gardens are explicitly xeriscaped. The McKeown center rain garden utilizes two plants which bloom at different times of the season. Overall, we have limited automatic irrigation installed on campus so we try to minimize the use of plants that will demand a lot of watering, seeing as much of the irrigation is done manually.

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

No weather informed irrigation technologies are used on campus. The majority of campus is irrigated with a lake water system which draws water directly from the lake as opposed to using well water or domestic sources.

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:

Rainwater Management

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

Stormwater impacts are carefully considered with all projects involving excavation/site work by facilities staff.

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:

The campus does not have an official stormwater management policy. However, Physical Plant reviews stormwater impacts with each major renovation project completed that encompasses excavation/site work. We also work closely with Engineers and the County to ensure stormwater is properly addressed. Given the campus' proximity to multiple lakes, shoreland alteration permits are required through the County for nearly any projects involving excavation. For larger projects such as the athletic complex, the County also requires stormwater and erosion controls plans.

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:

The campus currently has raingardens at the McKeown Center, near the Abbey Guesthouse, and near the Abbey Cemetery. Planning is also underway for the addition of filtration basins/systems near the Watab and Mary Hall parking lots and under the existing sand volleyball courts.

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

The Seton apartments have vegetated roofs.

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

A pervious paver system was installed throughout the patio and parking areas at the McKeown Center when that building was constructed in 2010. There is also pervious concrete outside the north entrance to Simons Hall.

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

A brief description of any rain gardens on campus:

There are rain gardens incorporated into the design of the Abbey Guesthouse, the Cemetery, and the McKeown Center.

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

One located near the Guesthouse, and one holding pond is near Stumpf Lake (as part of Power House operations).

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

There are various grassed areas around campus (along the roads and by the athletic fields especially) that have been sculpted to address stormwater runoff.

A brief description of any other rainwater management technologies or strategies employed by the institution:

There is a project in its initial stages to add major rainwater management improvements including:

1. Rain gardens and infiltration areas along both Watab parking lots
2. Converting the volleyball courts into an infiltration basin (replacing the base material and then relaying the sand) to allow for both infiltration and continued use of the courts
3. An underground stormwater storage system at the north end of the Flagpole parking lot.

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

Wastewater Management

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

37,010,000 Gallons

Wastewater naturally handled:

37,010,000 Gallons

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

Saint John's University has its own wastewater treatment plant. The plant uses mechanical processes to treat the wastewater. Aluminum sulfate (alum) is the only chemical used in the process. This limits the phosphorus discharge. Bacteria is kept active in the treatment process by pumping air into the water. Once leaving the plant, the treated water is released into the Gemini ponds, where natural systems including bacteria and plants further treat the water.

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

[http://www.csbsju.edu/sju-physical-plant/shops/wastewater-treatment-plant-\(wwtp\)](http://www.csbsju.edu/sju-physical-plant/shops/wastewater-treatment-plant-(wwtp))

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

Jacob Saffert
Sustainability Fellow
Office of 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:

The sustainability committee is made up of representatives of many offices on campus, all of whom are working towards making SJU sustainable. Any Revolving Loan requests must get approved by this group. The committee meets on a monthly basis throughout the academic year.

Does the institution have at least one sustainability committee?:

Yes

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

The Sustainable Campus Committee is charged with fulfilling the requirements set forth by the ACUPCC. This includes quantifying and reducing greenhouse gas emissions, advising the sustainability office, providing oversight and motivation to/for all things sustainability related on campus (dining, recycling, waste, grounds, transportation, energy, etc.)

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

President Michael Hemesath
Dick Adamson, Co-Chair (VP for Finance and Administration)
Jacob Saffert (Sustainability Fellow, SJU Office of Sustainability)
Thomas Vogel (Physical Plant)
Br. Lew Grobe
Br. Nicholas Moe (Physical Plant)
Bill Boom (Physical Plant director)
Br. Isidore Glyer (Abbey Guesthouse)
Eva Haber (Manager of Custodial Services)
Mattie Hawley (Assistant Dean of Students)
Troy Knight (Environmental Studies Professor)
Br. Benedict Leuthner (Abbey Business Office)
Walter Kieffer (Faculty Resident)
Thomas Kroll (Saint John's Outdoor University)
Gary Jorgensen (Physical Plant)

Adria Gillitzer (Dining Services)
John Taylor (Institutional Advancement)

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

<http://www.csbsju.edu/sju-sustainability/about-us>

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:

As a Benedictine institution, we take seriously our commitment to stewardship and to incorporating the goals of sustainability into every facet of campus life. As a university, we have the duty to prepare students to be responsible citizens, prepared to meet the social, ethical, local and global challenges of today. To these ends, the Office of Sustainability was created to help connect the Saint John's community with the information and tools necessary to make our institution sustainable for generations to come.

The Office of Sustainability at SJU is committed to creating a sustainable campus by focusing on the triple bottom line: equity, economy and the environment.

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

1

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

<http://www.csbsju.edu/sju-sustainability>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jacob Saffert

A brief description of each sustainability officer position:

The fellow takes direction from the sustainable campus committee and reports to the Vice President of Finance and Administration. The fellow is in charge of program development, formal and informal education of the student body and staff in regards to conservation, energy, water, food, waste, recycling and advancing sustainability in these areas. The fellow is also responsible for reporting on the sustainability progress of the university.

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

<http://www.csbsju.edu/sju-sustainability/about-us>

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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	---	---
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	No	No
Purchasing	---	---
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	---	---
Health, Wellbeing and Work	---	---
Investment	No	No

Other

No

No

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

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

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

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

Additional sustainability-related research is conducted every year through the environmental studies department's senior research requirement.

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

Every year, additional research is completed by each senior environmental studies student.

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

Environmental Studies Department

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

The Office of Sustainability is responsible for advancing campus engagement around sustainability. The office's plan can be found on the CSB/SJU webpage.

<http://www.csbsju.edu/sju-sustainability>

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

Outcomes from energy challenges and similar events are calculated.

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

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

The Office of Sustainability plans to advance campus engagement around sustainability through planning events and organizing educational activities.

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

Attendance at sustainability-related events is monitored.

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

Office of Sustainability

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

SJU is a signatory of ACUPCC and has calculated its carbon emissions for each year since signing the agreement.

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

Improvements in emissions are calculated.

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

Office of Sustainability

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

Sustainable building techniques and materials are considered on new construction projects and renovations.

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

Reduce the energy consumption and environmental impact of new and renovated buildings.

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

Office of Sustainability, Physical Plant, facilities staff

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

SJU Dining Services is considering trayless, increasing local/sustainable food choices, new to-go container options, etc.

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

SJU Dining Services aims to have 20% of its offerings to be local/sustainable foods.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

SJU Dining Services and Office of Sustainability

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

St. John's is looking into expanding renewable energy production on campus.

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

The energy production, as well as carbon savings, from these projects will be considered before construction and will be measured once installed.

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

Facilities staff

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

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

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

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

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

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 measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

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:

As a Benedictine institution, we take seriously our commitment to stewardship and to incorporating the goals of sustainability into every facet of campus life. As a university, we have the duty to prepare students to be responsible citizens, prepared to meet the social, ethical, local and global challenges of today.

The Office of Sustainability at SJU is committed to the effort of creating a sustainable campus by focusing on the triple bottom line: equity, economy and the environment.

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

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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 SJU Board of Trustee has a student trustee who serves on the board. The Board of Regents also has a student trustee.

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 Board of Regents also has a student trustee. The SJU Board of Trustee has a student trustee who serves on the board.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Trustees accept the responsibility to fulfill certain obligations which include the following:

- Dedication to the University
- Meeting Attendance & Preparation
- Committee Service & Participation
- Other Board Activities & Functions
- Financial Support
- Advocacy & Promotion
- Service to the Entire University
- Evaluation & Re-nomination

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:

Some members of the Board of Regents are currently staff members at SJU

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	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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 SJU Board of Trustees has one faculty trustee. The Board of Regents also has faculty members.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

The SJU Board of Trustees has one faculty trustee. The Board of Regents also has faculty members.

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:

Trustees accept the responsibility to fulfill certain obligations which include the following:

- Dedication to the University
- Meeting Attendance & Preparation
- Committee Service & Participation
- Other Board Activities & Functions
- Financial Support
- Advocacy & Promotion
- Service to the Entire University
- Evaluation & Re-nomination

The website URL where information about the institution's governance structure is available:

<http://www.csbsju.edu/trustees-sju>

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

Jacob Saffert
Sustainability Fellow
Office of 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:

Diversity advancement at SJU is fostered through the Intercultural Directions Council, whose primary role is to "empower, facilitate, assess and provide data, resources and feedback to the CSB|SJU communities so as to enhance intercultural competence. This process will embrace an integral and collaborative approach that over time engages all aspects of both institutions. The Strategic Directions Council expects the IDC to provide quality and timely information in order to inform the SDC in institutional planning." (from website provided below)

The Intercultural and International Student Services Office is another entity involved in diversity on campus. There are two full-time employees, one part-time staff person, and 15 part-time student employees.

The full-time equivalent of people employed in the diversity and equity office:

10

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://csbsju.edu/IDC.htm>

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:

Several on-campus organizations, including the International Student Program and the Intercultural Center, have numerous events throughout the academic year which are available to all faculty, staff, students, and employees of the university. These events/activities are meant to increase cultural awareness and strengthen the SJU community. This past year, these events included events such as Festival of Cultures.

The website URL where information about the cultural competence trainings is available:

<http://www.csbsju.edu/IC/events.htm>

Assessing Diversity and Equity

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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) :

The Intercultural Directions Council did a campus climate survey for students, staff, and faculty in April 2014. We have just begun sharing the student data with campus. We thought broadly about climate, and so included questions about race/ethnicity, gender (identity), sexual orientation, socioeconomic status, religion, and sex.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The university has collected a great deal of data about retention and graduation rates of different populations of students.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The April 2014 survey mentioned above also asked questions to employees about diversity and equity.

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:

Support for Underrepresented Groups

Responsible Party

Jacob Saffert

Sustainability Fellow

Office of 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:

SJU has a university-sponsored program called Intercultural LEAD, whose mission statement reads: "The Intercultural Leadership Education and Development Fellowship Program (Intercultural LEAD) engages and supports historically underrepresented, high achieving first generation college students who have demonstrated leadership ability and a commitment to intercultural awareness."

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.csbsju.edu/IC/intercultural-lead.htm>

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:

Discrimination or harassment relating to race, religion, color, national origin, sex, sexual orientation, age, marital status, disability, familial status, status with regard to public assistance, or other legally protected category or characteristic is not only a violation of this policy and our values but it is also prohibited by both state and federal law. There is an online reporting form which can be used to report any experienced or witnessed incident, act of discrimination or hate crime.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.csbsju.edu/human-rights/human-rights/csbsju-human-rights-policy>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

St. John's University encourages a diverse faculty by supporting under-represented groups. This includes mentoring and support programs and other programs to help those students succeed in higher education.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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:

CSB|SJU offers a wide range of financial support packages available to students through the Financial Aid Office, including scholarships, grants, student employment, and loans. This aid may also include study abroad programs and other service trips available to students.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

CSB|SJU supports various staff training programs to help them better serve students from low-income backgrounds.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

As referenced above, CSB|SJU supports incoming first-generation students from low-income backgrounds through the Upward Bound program, which provides various services to help prepare the students for college and supports them throughout the year.

A brief description of the institution's scholarships for low-income students:

Various scholarships are available specifically for low-income students through the Financial Aid Office. These forms of aid are case-specific and the Financial Aid Office is always willing to work with individual students from low-income backgrounds to best suit their familial- or economic status-based needs.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The first-generation programs also assist parents of low-income students. During orientation there are also sessions for parents about what to expect of new students. A newsletter is also sent to parents to give them more information about the institution and what students are experiencing.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

This institution actively recruits students from low-income backgrounds to ensure campus diversity. Within the admissions department, there is a position directly assigned to recruit low-income and first-generation students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

The institution awards substantial merit- and need-based aid to admitted students. Several institutional scholarship programs (e.g. Intercultural Lead, Benedictine, FoCuS,) specifically target students from low-income families.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

While the institution does not commit to meet the full demonstrated need of aid applicants, an effort is made to meet as much of the student's need as possible. Low-income students are given preference for Federal Perkins Loan funds, minimizing their need to utilize

non-federal private loans. Essentially all low-income students are offered student employment (work-study) as part of their financial aid package, providing them both transferable job skills and a source of income for tuition and miscellaneous expenses.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The financial aid office regularly works with students who are having financial challenges, due to changes in their family's financial situation, for example. Additional financial aid can typically be extended for legitimate and documented changes in a family's financial circumstances.

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:

The institution does not have scholarships specifically for part-time students. Part-time students are charged a pro-rated tuition rate, and have access to state and federal financial aid. If they receive institutional scholarship funding, it is pro-rated based on their tuition charges.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The institution enrolls very few students with child-care needs. On the occasion a student has such needs, the financial aid office works with the student to assess their situation and develop a plan to meet the student's needs as best as possible.

A brief description of other policies and programs to support non-traditional students:

The institution enrolls a very small number of non-traditional students, but they are given access to institutional funding, as well as state and federal aid for which they are eligible.

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	24
The graduation/success rate for low-income students	90

The percentage of student financial need met, on average	92
The percentage of students graduating with no interest-bearing student loan debt	25

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:

25

The website URL where information about the institution's affordability and access programs is available:

<http://csbsju.edu/FinancialAid.htm>

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

Jacob Saffert

Sustainability Fellow

Office of 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.

Number of employees:

510

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

510

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Compensation Program Vision Statement

In support of each institution's mission, the College of Saint Benedict and Saint John's University's compensation program is intended to provide competitive and equitable salaries to attract, retain, and engage highly qualified administrators and support staff.

CSB/SJU will:

- Provide competitive salaries based on multiple markets and relevant industries within which the institutions compete for talent. It will promote internal equity within the university and college, while considering the institutions' financial resources.
- Develop a sustainable compensation program.
- Aspire to recognize and reward individual expertise, job performance, and sustained contributions towards fulfillment of each institution's mission.
- Administer the compensation program for both institutions using the same guiding principles.
- Ensure credibility and understanding of the compensation program through a commitment to transparent communications.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

No

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

Yes

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

Assessing Employee Satisfaction

Responsible Party

Jacob Saffert

Sustainability Fellow
Office of 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?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

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

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 year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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):

This institution has a Health-at-Work program which allows employees to utilize various health/wellness aspects of campus. This includes counseling, referral, and well-being services. Students also have access to a health center on campus.

<http://www.csbsju.edu/chp>

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

Campus Sustainability Data Collector | AASHE

Responsible Party

Jacob Saffert

Sustainability Fellow
Office of Sustainability

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

Jacob Saffert

Sustainability Fellow

Office of 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?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

"The primary responsibilities of the committee are to 1) maximize the total return on the endowment over the long term... and 2) invest in a morally responsible manner."

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

The investment committee is a part of the board of trustees. The board of trustees is comprised of alumni, faculty/staff, members of the monastic community, students, and others.

Examples of CIR actions during the previous three years:

The committee makes investment decisions with consideration of social and moral implications, but those decisions are not publicly available.

The website URL where information about the CIR is available:

Responsible Party

Jacob Saffert

Sustainability Fellow

Office of 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:

178,297,814 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:

Not Applicable

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

Campus Sustainability Data Collector | AASHE

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

Managers who separately invest funds for the university are directed to invest the funds in accordance with SJU's guidelines.

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

The following directions are given to the investment managers and university staff:

A. No investment in corporations whose business activities involve:

- Aborting of human fetuses

B. No investment in corporations who derive substantial revenue (defined as 10% or greater) from business activities which are in direct conflict with Catholic and Benedictine principles:

- Production or development of weapons inconsistent with Catholic teaching on war (e.g., biological and chemical weapons, arms designed or regarded as first-strike nuclear weapons, indiscriminate weapons of mass destruction, etc.)

- Contraceptives

- Tobacco

Approximate percentage of the endowment that the negative screens apply to:

33

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?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

The investment managers will be encouraged to invest in corporations that:

- Engage in economic conversion from military to non-military production

- Adhere to practices which protect the global environment

- Implement socially just employment practices and industrial relations here and abroad

- Valuse being a good corporate citizen to all locations

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:

Not applicable

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:

Not applicable

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

Investment Disclosure

Responsible Party

Jacob Saffert
Sustainability Fellow
Office of 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

Responsible Party

Theo Eggermont
Sustainability Fellow
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome :

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Theo Eggermont
Sustainability Fellow
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Theo Eggermont
Sustainability Fellow
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

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.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---

Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
