

University of Pittsburgh

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

| |
|-----------------------------|
| Credit |
| Institutional Boundary |
| Operational Characteristics |
| Academics and Demographics |

Institutional Boundary

Criteria

This won't display

Submission Note:

A portion of the University's medical school facilities are managed and operated by the University of Pittsburgh Medical Center (UPMC) and are therefore not included in this submittal.

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

Institution type:

Doctorate

Institutional control:

Public

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

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

| | | |
|--|----|----|
| Agricultural experiment station larger than 5 acres or 2 hectares | No | No |
|--|----|----|

Reason for excluding agricultural school:

Does not exist

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Does not exist

Reason for excluding satellite campus:

Reporting only Pittsburgh Campus - regional campuses managed separately

Reason for excluding hospital:

Owned, managed, and operated by University of Pittsburgh Medical Center (UPMC)

Reason for excluding farm:

Does not exist

Reason for excluding agricultural experiment station:

Does not exist

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

2,980,000,000 US/Canadian \$

Total campus area:

145 Acres

IECC climate region:

Cold

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

12,006,047 Gross Square Feet

Conditioned floor area:

12,006,047 Square Feet

Floor area of laboratory space:

2,601,286 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

19,355 Square Feet

Floor area of residential space:

2,274,259 Square Feet

Electricity use by source::

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

| | |
|---|-------|
| Biomass | 0 |
| Coal | 41.39 |
| Geothermal | 0 |
| Hydro | 0.56 |
| Natural gas | 20.38 |
| Nuclear | 35.24 |
| Solar photovoltaic | 0.07 |
| Wind | 1 |
| Other (please specify and explain below) | 1.33 |

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

The PJM fuel mix for the Pittsburgh area also includes .23% oil, .3% captured methane gas, .56% municipal solid waste, and .24% wood. In addition, a small amount (<1%) of electricity is generated on-site via solar photovoltaic arrays on one University building.

Energy used for heating buildings, by source::

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

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

Note: Most University of Pittsburgh facilities are heated by steam which is generated via two steam plants fueled by 100% natural gas. The plants are also capable of burning oil, but only as a backup fuel source in case of emergencies.

Academics and Demographics

Criteria

n/a

Submission Note:

Distance Education - The University does not calculate FTE status. The figure included above is the total headcount of students enrolled exclusively in distance education courses. The 414 students include 32 undergraduates and 382 graduate students.

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

Number of academic divisions:

19

Number of academic departments (or the equivalent):

121

Full-time equivalent enrollment:

26,617

Full-time equivalent of employees:

11,461

Full-time equivalent of distance education students:

414

Total number of undergraduate students:

18,757

Total number of graduate students:

9,860

Number of degree-seeking students:

28,101

Number of non-credit students:

548

Number of employees:

12,186

Number of residential students:

7,900

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Gena Kovalcik

Codirector

Mascaro Center for Sustainable Innovation

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*.

Submission Note:

The number of graduate course offerings was not available at the time of this submission. Since an entry was required, an estimate of 1,100 courses was entered, based upon enrollment data (graduate enrollment is approximately 50% that of undergraduate enrollment).

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

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

| | Undergraduate | Graduate |
|--|----------------------|-----------------|
| Total number of courses offered by the institution | 2,670 | 2,868 |
| Number of sustainability courses offered | 47 | 11 |
| Number of courses offered that include sustainability | 68 | 17 |

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

19

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

121

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):

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

<http://www.engineeringx.pitt.edu/MCSI/courses/>

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

<http://www.engineering.pitt.edu/MCSI/courses/>

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

A University wide Sustainability task force was created in September 2013 by the Provost's office representing faculty from throughout the campus community. As part of the task force's mission the group collected information on current courses and is in the process of creating a new certificate in sustainability as well as new course offerings.

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):

n/a

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

Additional URLs where publicly available sustainability course inventory that includes a list of degree programs that have specified learning outcomes are available:

http://www.ucis.pitt.edu/global/sites/www.ucis.pitt.edu.global/files/2134courselistBklt_0.pdf

<http://www.gspia.pitt.edu/Academics/DegreePrograms/MasterofInternationalDevelopment/tabid/96/Default.aspx>

"---" 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:

725

Total number of graduates from degree programs:

7,746

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:

Swanson School of Engineering, Graduate School of Public and International Affairs, Environmental Studies, Global Studies Certificate Program.

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

Swanson School of Engineering –

The Engineering for Humanity certificate is open to all undergraduate students and both guides and formalizes student participation in engineering projects in which social and/or environmental sustainability is a core thrust. Moreover, the certificate program addresses the significance of cultural, political, and business forces in rapid and effective penetration of new technologies. This certificate will allow students to earn credit for service learning projects. Students have the option of pursuing either a U.S. or international track. The certificate embodies significant flexibility, with only 2 of 5 courses being explicitly defined, so participating students may tailor course work to their region and topic of interest. It is expected that with appropriate planning at least two of the courses will align with departmental BS graduation requirements.

Freshman Engineering Program:

ENGR 0012: Appreciate an understanding of professional and ethical responsibilities:

In the writing component of this course, students are required to research a product or service that someone in their selected field would be involved with during their career. The topic must address a present day issue and part of the paper must address the ethical responsibility of engineers to address sustainability in any type of engineering design. The freshman conference also includes over 40 practicing engineers that act as conference session chairs. These chairs meet with the students at least twice during the process, and one meeting is to discuss the paper topic and the value of being a professional engineer, and the second meeting addresses the ethical issues in including sustainable issues into the design constraints of every project.

(

http://engineering.pitt.edu/Freshman/ENGR_0012/Spring_2013/Layouts/Course_Objectives/

)

Global Studies Certificate:

Through the graduate and undergraduate certificate program, students develop an awareness of major currents of global change and the issues it raises, the capacity for effective communication across cultural and linguistic boundaries, and personal adaptability to diverse cultures. Student chose one of six global concentrations (Changing identities in global world; Communication, technology and society;

Conflict and conflict resolution; Global economy and global governance; Global Health; and Sustainable development) and unit it with a study of a particular region and language.

(

<http://www.ucis.pitt.edu/global/students>

)

Graduate School of Public and International Affairs – Master of International Development

Major in Planning and Environmental Sustainability: Students in the development planning & environmental sustainability major learn to become informed, responsible leaders whose decisions will affect future generations. The program builds a sound knowledge base in the fundamentals of the discipline: economics, project planning and the balance of environmental preservation and financial feasibility. Students learn how to understand the political and economic context of markets; the role of foreign aid, policy and international environmental law; as well as strategic thinking for developing countries.

(

<http://www.gspia.pitt.edu/Academics/DegreePrograms/MasterofInternationalDevelopment/MajorinDeve>

[lopmentPlanningEnvironmental/tabid/97/Default.aspx](http://www.gspia.pitt.edu/Academics/DegreePrograms/MasterofInternationalDevelopment/MajorinDevelopmentPlanningEnvironmental/tabid/97/Default.aspx)

)

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

<http://www.engineering.pitt.edu/SubSites/MCSI/MCSIFourColumn.aspx?id=2147502576>

Undergraduate Program

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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 Program, Department of Geology and Planetary Science

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

Founded in 1996, the Environmental Studies program has become one of the most successful interdisciplinary majors at the University of Pittsburgh. Our program equips students with an understanding of earth systems and the impact of humans on the biosphere, atmosphere and hydrosphere. ES graduates have gone on to careers in government, industry, sustainability, advocacy, enforcement, education, law, and international policy.

The complexities of human interaction with nature demand a truly interdisciplinary approach. Our students gain this comprehensive background through coursework, internships, field camps, undergraduate research and study abroad opportunities. The Department of Geology and Planetary Science's Environmental Studies program has produced Fulbright, Udall and Truman scholarship winners, and our alumni now work in both corporate and nonprofit sectors. The program has developed strong ties with Pitt's Honors College as well as the Graduate School of Public Health and the Graduate School of Public and International Affairs, plus a number of professional certificate programs.

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

<http://www.geology.pitt.edu/environmental-studies>

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):

Engineering for Humanities Certificate

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

The Engineering for Humanity certificate is open to all undergraduate students and both guides and formalizes student participation in engineering projects in which social and/or environmental sustainability is a core thrust. Moreover, the certificate program addresses the significance of cultural, political, and business forces in rapid and effective penetration of new technologies. This certificate will allow students to earn credit for service learning projects. Students have the option of pursuing either a U.S. or international track. The certificate embodies significant flexibility, with only 2 of 5 courses being explicitly defined, so participating students may tailor course work to their region and topic of interest. It is expected that with appropriate planning at least two of the courses will align with departmental BS graduation requirements.

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

<http://www.engineeringx.pitt.edu/SubSites/MCSI/MCSIFourColumn.aspx?id=2147502144>

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

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

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

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

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

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

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

Responsible Party

Gena Kovalcik

Codirector

Mascaro Center for Sustainable Innovation

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master's In Public Administration, Energy and Environment

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

Energy and Environment explores the politics and policies of the worldwide energy industry, examining ways to meet global energy needs in a sustainable, environmentally conscious way. Pittsburgh is a global epicenter of one of the biggest energy revolutions of the 21st century – the shale gas boom. New technologies like “fracking” are making billions of dollars of natural gas accessible to world markets for the first time, generating thousands of new jobs from Europe to North America. Western Pennsylvania sits atop one of the largest and most productive shale deposits anywhere on the planet, raising major questions about how to extract the gas responsibly, how to protect communities from environmental harm, and how to tax and regulate the rapid growth. GSPIA Students study the economics of the global energy industry, environmental sustainability, and regulatory policy in one of the world’s best living laboratories. Graduates are prepared for jobs at environmental protection agencies, energy corporations, and a host of local, state, and national government offices that make energy policy.

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

[Campus Sustainability Data Collector | AASHE](#)

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

Master's in International Development, Energy and Environment

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

Energy and Environment explores the politics and policies of the worldwide energy industry, examining ways to meet global energy needs in a sustainable, environmentally conscious way. Pittsburgh is a global epicenter of one of the biggest energy revolutions of the 21st century – the shale gas boom. New technologies like “fracking” are making billions of dollars of natural gas accessible to world markets for the first time, generating thousands of new jobs from Europe to North America. Western Pennsylvania sits atop one of the largest and most productive shale deposits anywhere on the planet, raising major questions about how to extract the gas responsibly, how to protect communities from environmental harm, and how to tax and regulate the rapid growth. GSPIA Students study the economics of the global energy industry, environmental sustainability, and regulatory policy in one of the world’s best living laboratories. Graduates are prepared for jobs at environmental protection agencies, energy corporations, and a host of local, state, and national government offices that make energy policy.

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

<http://www.gspia.pitt.edu/Academics/DegreePrograms/MasterofInternationalDevelopment/MajorinEnergyandEnvironment/tabid/2008/Default.aspx>

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

Master's in Geology and Planetary Science with a focus in human-environmental interactions

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

Graduate study in the Department of Geology and Planetary Science provides students with a strong foundation in various aspects of the geosciences. Areas of specialization may include environmental and isotope geochemistry, applied geophysics and tectonics, paleoclimatology, planetary science, remote sensing and GIS, volcanology, and human-environmental interactions. The department offers degree programs which lead to an MS or PhD in geology and planetary science, as well as a professional MS degree in geographic information systems and remote sensing.

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

<http://www.geology.pitt.edu/masters-program>

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

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

No

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

Campus Sustainability Data Collector | AASHE

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Gena Kovalcik

Codirector

Mascaro Center for Sustainable Innovation

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:

Undergraduate Summer Research Opportunities - The Mascaro Center for Sustainable Innovation offers twelve-week summer programs aimed at providing talented undergraduate students with creative opportunities that go beyond the engineering classroom curriculum and enable them to develop their own ideas, working independently or in a group on hands-on research projects in sustainable engineering with advice and guidance from a faculty mentor.

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

<http://www.engineeringx.pitt.edu/SubSites/MCSI/MCSIFourColumn.aspx?id=2147502573>

Sustainability Literacy Assessment

Responsible Party

Gena Kovalcik

Codirector

Mascaro Center for Sustainable Innovation

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

0

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

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

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

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

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

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

Incentives for Developing Courses

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.

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

Campus as a Living Laboratory

Criteria

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

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

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

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

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

Research

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

| |
|----------------------|
| Credit |
| Academic Research |
| Support for Research |
| Access to Research |

Responsible Party

Gena Kovalcik

Codirector

Mascaro Center for Sustainable Innovation

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:

58

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

1,883

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

11

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:

1. Stephen Chaudoin, Political Science
2. Pierre Landry, Political Science
3. B. Guy Peters, Political Science
4. Jeff Slack, Architectural Studies
5. C. Drew Armstrong, Architectural Studies
6. Werner Troesken, Economics
7. Arie Beresteneau, Economics
8. Daniel Mosse, Computer Science
9. Bruce Childers, Computer Science
10. Sangyeun Cho, Computer Science
11. Panos Chrysanthis, Computer Science
12. Alexandros Labrinidis, Computer Science
13. Rami Melhem, Computer Science
14. Kirk Pruhs, Computer Science
15. Youtao Zhang, Computer Science
16. Taieb Znati, Computer Science
17. Dan Bain, Geology and Planetary Science
18. Anna C. Balazs, Chemical Engineering
19. Eric Beckman, Chemical Engineering
20. Melissa Bilec, Civil & Environmental Engineering
21. Kevin Chen, Electrical & Computer Engineering
22. William Clark, Mechanical Engineering & Materials Science
23. Daniel G. Cole, Mechanical Engineering and Materials Science
24. Di Gao, Chemical & Petroleum Engineering
25. Kent Harries, Civil & Environmental Engineering
26. Alex K. Jones, Electrical and Computer Engineering
27. Vikas Khanna, Civil and Environmental Engineering
28. Mark Kimber, Mechanical Engineering and Materials Science
29. Paul W Leu, Industrial Engineering
30. Steven P. Levitan, Computer Engineering
31. Xu Liang, Civil & Environmental Engineering
32. Haitao Liu, Department of Chemistry
33. Ian Nettleship, Mechanical Engineering & Materials Science
34. Greg Reed, Electrical and Computer Engineering
35. Piervincenzo Rizzo, Civil and Environmental Engineering
36. Laura Schaefer, Mechanical Engineering & Materials Science
37. Ravi Shankar, Industrial Engineering
38. Larry J. Shuman, Industrial Engineering
39. Sachin Velankar, Chemical & Petroleum Engineering
40. Goetz Vesper, Chemical & Petroleum Engineering

41. Radisav D. Vidic, Civil & Environmental Engineering
42. Jeff Vipperman Mechanical Engineering & Materials Science
43. Lisa Mauch Weiland, Mechanical Engineering & Materials Science
44. Judith C. Yang, Chemical and Petroleum Engineering
45. Minhee Yun, Electrical & Computer Engineering
46. Mark Abbott, Geology and Planetary Science
47. Daniel Bain Geology and Planetary Science
48. Rosemary Capo Geology and Planetary Science
49. Emily Elliott, Geology and Planetary Science
50. William Harbert, Geology and Planetary Science
51. Michael Ramsey, Geology and Planetary Science
52. Brian Stewart, Geology and Planetary Science
53. Joseph Werne, Geology and Planetary Science
54. John C. Camillus, School of Business
55. Susan K. Cohen, School of Business
56. Brett Crawford, School of Business
57. William E. Hefley, School of Business
58. Ravi Madhavan, School of Business

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

The University created a Sustainability Task Force whose mission has been to inventory current faculty engaged in sustainability research as well as provide opportunities for additional faculty to develop sustainability related research.

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

1. Dr. Emily Elliott received an NSF CAREER award for her proposal "Air-ecosystem-water interactions of reactive nitrogen in urban systems" from the Hydrologic Sciences directorate. Her research program examines the tight coupling between human activities and reactive nitrogen distributions in atmospheric, terrestrial and hydrologic systems at multiple spatial scales using stable isotope biogeochemistry. These coupled relationships are being investigated in agricultural, energy production, transportation, and human-built environments to determine how best to manage inputs of reactive nitrogen to protect water quality, air quality, ecosystem and human health.
2. Thanks to the preliminary results from MCSI sponsored research seed grants a team of faculty received a \$297,047 NSF grant to prepare students to develop the next generation of solar cells. Engaging engineering students in the development of low-cost, high-efficiency solar cells through innovative instruction is the focus of the grant awarded to Paul W. Leu, assistant professor of industrial engineering; Guangyong Li, assistant professor of electrical engineering; Jung-kun Lee, assistant professor of materials science; and Sam Spiegel, chair of the Disciplinary Literacy in Science team and associate director of outreach and development of the Engineering Education Research Center. The second awarded to Dr. Leu is a \$296,593 NSF grant to study nanosphere coatings on silicon thin film photovoltaics. This project will also educate and outreach to next-generation engineers through open source software development, the introduction of various education modules, and involvement with the Pitt Office of Diversity's INVESTING NOW summer program.
3. Dr. Lisa Weiland, Associate Professor of Mechanical Engineering and Materials Science recently received a Small Business Innovation Research (SBIR) grant and was approved for an entrepreneurial leave from the University of Pittsburgh in order to advance her hydrokinetic energy harvesting technology and start her new company 1st Principles Engineering. Dr. Weiland's early sustainability

work was funded through MCSI seed grant research.

The website URL where information about sustainability research is available:

<http://www.engineeringx.pitt.edu/MCSI/research/>

Support for Research

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

The Mascaro Center offers a 12-week paid undergraduate summer research program aimed at providing talented undergraduate students with creative opportunities that go beyond the engineering classroom curriculum and enable them to develop their own ideas and work independently on hands-on research projects in sustainable engineering with advice and guidance from a faculty mentor. Students from throughout the University are encouraged to apply and participate. Through the MCSI research seed grant program, MCSI also supports graduate student fellowships for award periods of up to 3 years for graduate student research in the broad area of sustainability.

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

<http://www.engineeringx.pitt.edu/MCSI/>

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

Campus Sustainability Data Collector | AASHE

Yes

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

The Mascaro Center for Sustainable Innovation supports an annual seed grant program aimed at engaging a core team of researchers who are passionate about sustainability. The goal of the program is to support proof-of-concept development of solutions that will enhance the national and local visibility of University's sustainable engineering programs while also providing platforms for follow-on funding, community engagement and technology transfer. MCSI's leadership team also helps to coordinate and support the development of large federal team grants in sustainable engineering.

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

<http://www.engineeringx.pitt.edu/MCSI/research/>

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

No

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

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

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

No

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

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

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

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

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

Student Educators Program

Responsible Party

Erika Ninos
Sustainability Program Coordinator
PittServes

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 University does not currently participate in a Student Sustainability Educators program, but may consider this in the future.

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

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

Yes

Number of degree-seeking students enrolled at the institution:

28,101

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

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

4

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

A NSF-funded project that forms a unique team, "ENERGY-NET" is comprised of geoscientists and learning researchers from the University of Pittsburgh with the Carnegie Museum of Natural History. Together, the aim of ENERGY-NET is to use an Earth Systems Science framework to guide experiential learning focused on the intersecting lenses of energy, the environment, and society for museum visitors, underserved youth, and communities in the Western Pennsylvania region.

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

Interview with principal investigator. Dr. Emily Elliott, or grad student Rob Rossi. Currently 16 underserved high school students are mentored through this program.

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

ENERGY-NET trains undergraduates to develop a rich set of experiential learning activities to enhance public knowledge about the complex dynamics between energy, environment, and society for demonstration at Carnegie Museum of Natural History. In turn, these students mentor teens from under-represented populations, providing rich learning experiences in earth systems science and life skills, and providing networking opportunities with geoscientists. The ultimate goal is to Institutionalize ENERGY-NET collaborations between geosciences expertise, learning researchers, and museum staff to yield long-term improvements in public geoscience education and geoscience workforce recruiting.

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

ENERGY-NET is funded by NSF Award #1202631 from the Geoscience Education program to PI Elliott and Co-I's Bain (Pitt), Crowley (Pitt), and Steiner (CMNH).

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

Arrival Survival Green Team

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

3,887

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

The University of Pittsburgh recruits between 80-150 student volunteers each fall semester to function as a "green tea," during Arrival Survival and orientation activities. these students are able to move into residence halls early and receive specialized training in campus sustainability practices. They are available during the move in period to assist with recycling and are a presence at large orientation events to act as eco-ambassadors.

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

Students are recruited during the regular housing sign up period and 2nd and 3rd year mentors are recruited from previous green teams and from the campus sustainability student leaders.

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

The student green team is provided a day long training session on campus sustainability, specifically in terms of recycling practices during Arrival Survival. They move in two day early in order to acclimate to the campus and to participate in team-building exercises and trainings.

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

The Green Team members are able to move into their residence halls early at no additional costs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

2015 was designated by Provost Patti Beeson as the Year of Sustainability at Pitt. One of the highlights of new student orientation during the fall of 2014 was Pitt's annual world record attempt, which had a sustainability focus this year:

<https://www.youtube.com/watch?v=HfZKxn1yJtk>

Sustainability Scavenger Hunt: Designed site listing and site map for incoming freshmen to find sustainability sites on campus at their pre-arrival orientation. Marked the sites with eye-catching "Go Green" signs that give educational information relevant to the sustainable aspects of the site. Participants in the event, which runs at each of the 11 "PittStart" sessions throughout the summer, are entered into a

raffle to win a campus bike package.

During Pitt's orientation week, Freshman students were offered a "Discover U" tour of sustainable highlights on campus, including LEED Gold Certified facilities, green roofs, dining hall food composting, the campus student "Plant to Plate" garden, and even a view of Pitt's resident Peregrine falcon nesting site on the iconic Cathedral of Learning. See page 11 of this link: (

http://www.fye.pitt.edu/documents/90900%20FYE%20STUDENT%20schedule%20bookFINAL_LINKS.pdf

), under Discover Pitt, Discover U, Choose Your Adventure.

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

<http://www.eswusa.org/drupal/chapters/pitt/projects/pittstart-sustainability-scavenger-hunt>

Responsible Party

Erika Ninos

Sustainability Program Coordinator

PittServes

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

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

The Pitt Environmental Action Coalition (PEAC) is a coalition of student groups at the University of Pittsburgh who focus on issues regarding sustainability and environmental justice. Current PEAC members include Free the Planet, Take Back the Tap, Fair Food Cooperative and Students for Sustainability. PEAC student groups work cooperatively and share resources to best achieve each group's individual goals. The University also has an active chapter of Engineers for a Sustainable World and the Student Government Board includes an environmental committee.

Free the Planet (FTP) is a student environmental organization at the University of Pittsburgh working on campus and in the community to foster awareness about important environmental issues while taking action to resolve them. FTP's primary goal is to creatively instill a passion for sustainable, environmentally friendly, and healthy living in Pitt's student body and beyond. FTP regularly organizes educational events, community service, and various action-based campaigns to accomplish this goal.

Take Back the Tap works to protect safe, accessible, clean water for all, both here in the U.S. and around the world. At Pitt this campaign's main goal is to advocate for access to public drinking water, and for reducing the use of bottled water on campus.

Students for Sustainability (SfS) is a student environmental organization geared towards the implementation and development of environmentally conscious and sustainable initiatives. We are largely on campus and surrounding area oriented, and are focused on "greening" our campus community through hands on projects and environmental education programs. Our goal is to establish and inspire environmental action in Pitt's students.

Plant to Plate is a student organization at the University of Pittsburgh consisting of 3 elements: the farm, the kitchen, and the community. Plant to Plate manages an urban garden on campus, which provides produce for students and a local food bank, and engages the campus community around issues related to food and sustainability.

Engineers for a Sustainable World is a national non-profit which brings together technically minded people to impact problems of sustainability both locally and globally. While projects vary between chapters, ESW at Pitt is focused primarily on local and on-campus efforts, on the grounds that in working towards a sustainable world, there is as much of a need to reduce the impacts of the developed world as to bring basic standards of living to less developed nations.

The Student Government Board Environmental Committee educates and advocates for environmental issues affecting University of Pittsburgh students living on and off-campus. The Environmental Committee's responsibilities include giving support to Board Member's projects that involve environmental issues.

The mission of the University of Pittsburgh Green Fund is to finance and support student-initiated projects and programs that make Pitt's operations more environmentally sustainable, socially equitable and energy efficient. By supporting these initiatives, The Pitt Green Fund empowers project proposers to make a visibly positive change on campus, and thus helps to educate the entire Pitt community about sustainability principles that can be applied in everyday life.

The website URL where information about student groups is available:

<http://www.pittenvironmental.org/groups>

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

The garden is maintained by one of the University's many sustainability student organizations, Plant 2 Plate. This organization's threefold mission is to teach students how to grow food in a natural and sustainable manner, teach them how to prepare this food, and encourage them to spread this knowledge to the community. All of the farming activities are facilitated by the on-campus garden. Much of the produce harvested from the garden is donated to the local food bank.

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

<http://www.pitt.edu/~sorc/plant2plate/index.html>

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

The Grounds for Growth program was a student initiated program in collaborations with our University food service provider Sodexo. Sodexo's Student Sustainability Intern works with staff in the Oakland Bakery and Market to collect and package the spent coffee grounds for distribution to gardeners and farmers in the local community. More information about these and dining services sustainability initiatives can be found at the link below.

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

<http://www.pc.pitt.edu/dining/>

A brief description of the sustainable investment or finance initiatives:

The mission of the University of Pittsburgh Green Fund is to finance and support student-initiated projects and programs that make Pitt's operations more environmentally sustainable, socially equitable, and energy efficient. By supporting these initiatives, The Pitt Green Fund empowers project proposers to make a visibly positive change on campus, and thus helps to educate the entire Pitt community about sustainability principles that can be applied in everyday life.

The Pitt Green Fund is managed by the Green Fund Advisory Board (GFAB), and receives its budget from the Student Activities Fee via the Student Government Board.

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

<http://pittgreenfund.com/>

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

The Heinz Distinguished Lectureship is supported by a gift from the Heinz Endowments for the establishment of a Green Construction and Sustainable Development Program in the Pitt Swanson School of Engineering's Department of Civil and Environmental Engineering. The program is co-sponsored by the Mascaro Center for Sustainable Innovation. The lectureship is open to the community and aims to bring to the University innovative, thought-provoking, and forward-looking concepts appropriate for sustainable infrastructure development. Another annual sustainability event is the Student Sustainability Symposium, which highlights students' green efforts and accomplishments in the past year while creating an inclusive space for an open dialogue about sustainability. This past year was the 7th annual symposium. A site with more details can be found at:

<http://www.chronicle.pitt.edu/story/students-convene-sake-environment>

The University's Purchasing department hosts an annual Spring Supplier Show Celebrating Diversity and Sustainability. This year's event, held on April 3, 2014, featured a presentation on the University's 2013 Report on Sustainability. Local vendors also showcase their sustainable products during this event. More information can be found at

<http://www.cfo.pitt.edu/pexpress/divsus/>

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

<http://www.engineering.pitt.edu/SubSites/MCSI/MCSIFourColumn.aspx?id=2147505795>

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

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

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

The University of Pittsburgh Outdoors Club began in the late 1960's as an informal group of students with an affinity for adventure. Today, it is a fully recognized student organization complete with elected officers. The club has weekly meetings, and sponsors frequent outdoorsy activities such as camping, hiking, biking, rock climbing, etc.

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

<http://pittoutdoors.blogspot.com/>

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

The University Provost, Patricia E. Beeson, declared 2014 the "Year of Sustainability". This declaration is backed by a \$37.5 million investment in support of sustainability research and education, also announced in 2014.

The website URL where information about the theme is available:

<http://www.news.pitt.edu/news/university-pittsburgh-announces-375-million-investment-support-sustainability-academi>

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

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

A brief description of sustainability-focused student employment opportunities:

The University of Pittsburgh offers hands on and practical student based sustainability employment with internships through the Departments of Housing, Dining Services and Facilities Management. Student interns work on recycling and composting education programs, have created and assisted in instituting responsible dining programs (Bring Your Own Bag) and they learn valuable marketing and outreach skills through their positions. They are encouraged to work cooperatively with other departments and divisions across campus on a variety of sustainability related projects. In addition, the University of Pittsburgh Student Government Board appoints the SGB Environmental Chair each year to advise SGB members on environmental and sustainability related programs and initiatives and to create an agenda for new programming in this area.

The Mascaro Center for Sustainable Innovation offers a 12-week paid undergraduate summer research program that pairs students with members of the Engineering faculty to conduct research in sustainable engineering.

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

<http://www.engineeringx.pitt.edu/MCSI/>

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

N/A

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

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

The University of Pittsburgh Honors College offers many co-curricular student program and funding opportunities including the Community Based Research Fellowship which allows an undergraduate researcher to work with a community, community leader, or non-profit organization to develop a research project that seeks to explore and address an issue that is important to the given community. The results or outcomes of the research are intended to inform actions for positive social change. In addition to fellowship programs the UHC offers field study programs in Wyoming and summer research programs which have a sustainability related focus.

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

<http://www.honorscollege.pitt.edu/home>

Outreach Materials and Publications

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

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

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

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

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

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

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

| | |
|--|-----|
| A sustainability newsletter | Yes |
| Social media platforms that focus specifically on campus sustainability | Yes |
| A vehicle to publish and disseminate student research on sustainability | Yes |
| Building signage that highlights green building features | 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 | Yes |
| A sustainability walking map or tour | Yes |
| A guide for commuters about how to use alternative methods of transportation | Yes |
| Navigation and educational tools for bicyclists and pedestrians | Yes |
| A guide for green living and incorporating sustainability into the residential experience | 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:

Our central sustainability website, SustainablePitt, provides a comprehensive overview of the University's sustainable happenings in areas such as education, research, community, and campus.

The website URL for the central sustainability website:

<http://sustainable.pitt.edu/>

A brief description of the sustainability newsletter:

The Student Government Board Environmental Committee publishes a newsletter about various environmental events past, present, and future.

The website URL for the sustainability newsletter:

<http://pub.lucidpress.com/thegreenupdate/>

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

Twitter:

@PittMCSI - Mascaro Center for Sustainable Innovation

@PITTGreenFund - Pitt's Student Government fund for sustainable student projects

@ESWPitt - Engineers for a Sustainable World (student group)

@Pitt_EWB - Engineers Without Borders (student group)

@Pitt_SGD - Sustainability and Green Design research group (Civil & Environmental Engineering)

Facebook:

Pitt Environmental Studies Department -

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

Pitt Environmental Action Coalition (compilation of student groups)

<https://www.facebook.com/groups/671203689661559/>

Pitt's chapter of Engineers for a Sustainable World -

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

Plant to Plate: Pitt's Urban Garden -

<https://www.facebook.com/groups/683799488334130/>

Pitt Green Fund:

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

And many more.

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

<https://twitter.com/search?q=pitt%20sustainability&src=typd>

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

The Mascaro Center for Sustainable Innovation supports an annual seed grant program aimed at engaging a core team of researchers who are passionate about sustainability. Seed grants support graduate student and post-doctoral fellows on one-year research projects. The Mascaro Center also offers a 12-week summer undergraduate research program aimed at providing talented undergraduate students with opportunities for hands-on research projects in sustainable engineering. Students present their research findings at an annual Undergraduate Research Program Symposium (link to 2014 schedule can be found at

www.engineering.pitt.edu/MCSI/

under URP Research Symposium.

Additionally, the Environmental Studies department holds an annual Student Sustainability Symposium where undergraduate students present their findings on sustainability projects. The 2014 theme was "Changing the Way We Think to Create the World We Want" (

<http://www.news.pitt.edu/news/pitt-students-host-sustainability-symposium-april-16>

)

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

<http://www.engineering.pitt.edu/MCSI/>

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

Electronic building signage is incorporated into green construction projects in the form of informational slide shows to educate visitors and building occupants on the sustainable features of the facility. Bronze display plaques are also installed in all LEED certified facilities.

Sustainability-focused bulletin boards have been designed to promote environmental initiatives in residence halls. These designs and materials are available to all Resident Assistants for use in their assigned areas.

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

<http://www.engineering.pitt.edu/MCSI/resourceRA/>

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

Signage at Market Central, the campus's largest dining facility, indicates that the post-consumer waste that students are producing is being "reduced from 20 trash cans to 3" by volume. This signage, along with Sodexo's "Better Tomorrow Commitments", are put on public display in appropriate areas.

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

<http://www.pc.pitt.edu/dining/sustainability.php>

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

Untreated water from an underground aquifer is used to water gardens and hanging flower baskets on campus. A university vehicle has been fitted with a tank to transport the water around campus, and this tank is fitted with informational signage. Use of water from the aquifer reduces Pitt's impact on the City of Pittsburgh's water treatment and distribution facilities.

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

<http://www.tour.pitt.edu/tour/aquifer>

A brief description of the sustainability walking map or tour:

The University's website offers multiple on-line tours of campus. One of these tours is dedicated to sustainability at Pitt, and features photos and descriptions of green buildings, the University's ultra-low emission steam plant, dining hall composting, student rain garden, and other highlights.

In addition, a sustainability walking tour is conducted as part of the "Discover U" program during Freshman orientation week.

The website URL of the sustainability walking map or tour:

<http://www.tour.pitt.edu/tour-categories/sustainability>

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

This online guide for commuters effectively outlines the numerous savings and benefits of carpooling, vanpooling, and bicycling. An additional URL that highlights even more alternative transportation can be found here:

<http://www.commuter.pitt.edu/tool-kit/>

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

<http://www.pts.pitt.edu/Commuting/carpooling/index.php>

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

Pitt's Department of Parking, Transportation, and Services includes several pages dedicated to commuting alternatives, including bicycling. The bicycling page includes information on bike trails, biking safety tips, cycling organizations, bike rental, and much more.

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

<http://www.pts.pitt.edu/Commuting/bicycling/>

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

Pitt's Housing Services Department hosts a website that describes the many ways resident students can contribute to the University's sustainability efforts. Areas highlighted include recycling, student environmental competitions, sustainable design and construction projects, and energy/utilities. The website is maintained by the department's student sustainability coordinator.

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

<http://www.pc.pitt.edu/housing/sustainability.php>

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

The Pitt News regularly covers sustainability events and initiatives. Recent topics have included the establishment of a student sustainability office, recycling of coffee grounds, the Real Food Challenge, hydration stations, RecycleMania, and sustainable off-campus living.

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

<http://www.pittnews.com/>

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

The "University of Pittsburgh: 2013 Report on Sustainability" fully outlines the institutions sustainability efforts on campus and in the greater community. This publication is the first of its kind at Pitt, and includes information related to sustainable campus operations, education and research, and community outreach and leadership. The report was released in January, 2014, and the University intends to publish this report on an annual basis.

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

<http://sustainable.pitt.edu/node/1206>

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

Yes

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

The Mascaro Center for Sustainable Innovation (MCSI) maintains an informative website that updates students, faculty, and the public of its exciting happenings.

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

http://www.engineering.pitt.edu/MCSI/Campus_Sustainability_Data_Collector_|_AASHE

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

Yes

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

The University of Pittsburgh's Office of Facilities Management maintains a website displaying greenhouse gas inventories, energy conservation, green initiatives, etc.

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

<http://www.facmgt.pitt.edu/Sustainability.html>

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

Yes

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

The University's Read Green program has replaced University mass mailings with paperless email messages. The program began as an opt-in basis in 2011, but in January 2014, Read Green became the default delivery method for all faculty and staff.

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

<http://technology.pitt.edu/about/green-IT-at-Pitt/read-green.html>

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

Yes

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

The University Times, Pitt's bi-weekly faculty and staff newspaper, frequently features sustainability updates. Recent articles have focused on Pitt's inclusion in the Princeton Review Guide to 332 Green Colleges, a recent donation of \$37.5 million to extend sustainability efforts throughout Pitt's academics and research, RecycleMania, electronics recycling, and Pitt's Read Green paperless mass mailing initiative.

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

<http://www.utimes.pitt.edu/?s=sustainability>

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

Yes

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

Pitt Magazine has featured the University's sustainability initiatives in several editions, with the most prominent coverage in the summer 2012 edition. An article entitled "Green Way" highlighted many advances to help educate Pitt's alumni, faculty, and staff communities to the University's sustainable activities.

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

http://www.zinio.com/reader.jsp?issue=416237435&o=ext&WT.mc_id=PUB_CUS_Pitt_Mag_Summer12

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

Yes

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

The Pitt Chronicle features stories on many sustainable happenings at Pitt, such as the ultra-low NOx Carrillo Street Steam Plant, student environmental competitions, Pitt's first place finish in the Pittsburgh Green Workplace Challenge, and ongoing reporting on the 2014-2015 "Year of Sustainability", among many others.

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

http://www.chronicle.pitt.edu/search_view?keys=year+of+sustainability

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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):

RecycleMania

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

The University is participating for the 7th consecutive year in the national RecycleMania competition. Student organization Free the Planet takes the lead in promotional activities for the competition, including tours of the University's recycling facility, tabling events, and the Game Day Basketball competition). RecycleMania is not limited to student participation but is directed at the entire University community.

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

During the 8 weeks of the 2014 RecycleMania competition, the University recycled over 740,000 pounds of materials, earning 10th place in the Gorilla category out of 336 participating schools. Pitt scored in the top 20 schools in 2 additional categories, ranking 15th overall in cardboard recycling and 16th in paper recycling. Among Pennsylvania schools, Pitt ranked first in the Gorilla, Paper, and Cardboard categories.

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

http://www.pittnews.com/news/article_861358e0-acef-11e4-a576-1bde7ac9d714.html

The name of the campaign (2nd campaign):

Pittsburgh Green Workplace Challenge

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

The Pittsburgh Green Workplace Challenge, run by Sustainable Pittsburgh, gives businesses, non-profits, municipalities, colleges/universities, and K-12 schools the opportunity to include sustainability-based activities in an approachable competition that provides tools, information, and guidance necessary to reduce costs, improve performance, and increase long-term environmental sustainability.

The University of Pittsburgh earned first place in 2014 in the University category by documenting approximately 60 sustainable actions.

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

Pitt's documented actions earned 322 points, more than twice as many as its closest competitor. Documented energy savings in five buildings amounted to 1.9 million kilowatt hours of energy. This is just a fraction of the campus's annual energy savings. Additional information can be found in the two publications below:

<http://www.engineering.pitt.edu/News/2014/Pitt-captures-one-of-the-top-honors-in-Sustainable-Pi>

[ttsburgh-s-Green-Workplace-Challenge/](#)

<http://powersource.post-gazette.com/powersource/companies-powersource/2015/02/17/FirstEnergy-swings-to-a-loss-last-quarter/stories/201502170203>

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

http://www.gwcpgh.org/images/GWC_Finale_results062614.pdf

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

This year marked the University's third year of participation in the Panther Power Down Showdown. The program promotes energy reduction in a friendly yet competitive atmosphere. Throughout October, residence halls compete to achieve the greatest percent reductions in energy usage. The winning residence hall receives a monetary prize which is used to support an event chosen by the students and organized by the RAs, but everyone involved walks away with a better understanding of the lifestyle choices necessary for more sustainable energy usage. The competing dorms saved a combined total of 127,657 kWh during the Panther Power Down Showdown, preventing 194,039 tons of CO₂ emissions. The amount of energy saved could power 32 average homes during that same month.

https://my.pitt.edu/portal/server.pt/community/panther_power_down_showdown/918/welcome/2695161

Employee Educators Program

Criteria

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

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

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

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

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

Employee Orientation

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).

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

Staff Professional Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

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*.

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

Inter-Campus Collaboration

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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.

Submission Note:

<http://pittsburghclimate.org/higher-education/>

<http://www.gwcpgh.org/>

<http://www.2030districts.org/pittsburgh>

<http://www.otma-pgh.org/>

<http://onlyinoakland.org/obid/overview-2/>

"---" 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:

The University published a comprehensive Report on Sustainability in January 2014 (

<http://www.sustainable.pitt.edu/reports/2013-report>

). The report has been shared both inside the University (full Board of Trustees, academic departments, student groups), as well as Peer institutions and local Sustainability focused organizations (GBA, Sustainable Pittsburgh, etc.) The Report has been presented at many events, including the "Spring Supplier Showcase, Celebrating Diversity and Sustainability" (

<http://www.cfo.pitt.edu/pexpress/divsus/>

), the Student Sustainability Symposium, and others.

Pitt has also made presentations to many outside organizations, including workshops for the Pittsburgh Green Workplace Challenge and the Pittsburgh 2030 District, and on the academic side, has presented research at many national and international conferences and symposia.

The University produces many publications that have highlighted sustainability on campus, including Pitt Magazine, the Pitt Chronicle, the University Times, and The Pitt News, among others.

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:

Higher Education Climate Consortium (HECC), Pittsburgh 2030 District, Oakland Transportation Management Association (OTMA), Oakland Business Improvement District (OBID), Pittsburgh Green Workplace Challenge, Pittsburgh 2030 District.

The University is a founding member of the Higher Education Climate Consortium, a group of sustainability-focused representatives from local and regional institutions of higher learning. The group, which was initiated by the Pittsburgh Climate Initiative, meets approximately each quarter to share ideas and best practices to promote sustainability on college and University campuses.

In 2014, Pitt became a founding partner in Oakland expansion of the Pittsburgh 2030 District. The goal of the District is to enroll as many partners as possible within the district boundaries and to reduce energy consumption by 50% by the year 2030.

Pitt is also an active partner with the Oakland Transportation Management Association (OTMA) and the Oakland Business Improvement District (OBID), and is the reigning champion of the Pittsburgh Green Workplace Challenge (University Category).

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

The University's membership in HECC entails quarterly meetings to share experiences and work collaboratively toward the advancement of sustainability on the schools' campuses.

The efforts of OTMA partners, including the University of Pittsburgh, led to the successful updating of 11 high-traffic pedestrian intersections along Fifth and Forbes avenues.

Since 1999, OBID's Clean and Green Program has swept more than 90 tons of garbage from the streets of Oakland.

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

<http://pittsburghclimate.org/higher-education/>

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

Total number of students :

17,256

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

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

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

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

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

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

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

<http://www.studentaffairs.pitt.edu/pittserves>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Criteria

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

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

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

Trademark Licensing

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.

Hospital Network

Criteria

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

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

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

Operations

Air & Climate

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

| |
|--------------------------|
| Credit |
| Greenhouse Gas Emissions |
| Outdoor Air Quality |

Greenhouse Gas Emissions

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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 EUJ-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

Submission Note:

We reported "Yes" for purchased goods and services because our inventory includes purchased paper. We did not include other purchased goods or services in our inventory.

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

Yes

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

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

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

Yes

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

The inventory was completed through a partnership with Pitt's Facilities Management Division and the Mascaro Center for Sustainable Initiatives (part of the Swanson School of Engineering). The inventory was quantified via the Clean Air/Cool Planet Calculator.

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 inventory was completed through a partnership with Pitt's Facilities Management Division and the Mascaro Center for Sustainable Initiatives (part of the Swanson School of Engineering). Information was gathered from many functional areas of the University and checked for validity by the Mascaro Center team.

Scope 1 and Scope 2 GHG emissions::

| | Performance Year | Baseline Year |
|---|--|--|
| Scope 1 GHG emissions from stationary combustion | <i>27,900 Metric Tons of CO2 Equivalent</i> | <i>9,200 Metric Tons of CO2 Equivalent</i> |
| Scope 1 GHG emissions from other sources | <i>3,001 Metric Tons of CO2 Equivalent</i> | <i>1,300 Metric Tons of CO2 Equivalent</i> |
| Scope 2 GHG emissions from purchased electricity | <i>135,500 Metric Tons of CO2 Equivalent</i> | <i>138,700 Metric Tons of CO2 Equivalent</i> |
| Scope 2 GHG emissions from other sources | <i>29,400 Metric Tons of CO2 Equivalent</i> | <i>55,100 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>541 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:

1,568 MWh of electricity attributes were purchased from Community Energy for the period of October 1, 2009 through September 30, 2011. Half of this amount is attributed to the performance year.

Figures needed to determine “Weighted Campus Users”::

| | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of residential students | 7,200 | 7,200 |
| Number of residential employees | 0 | 0 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 26,323 | 24,301 |
| Full-time equivalent of employees | 11,825 | 11,214 |
| 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, 2010 | June 30, 2011 |
| Baseline Year | July 1, 2007 | June 30, 2008 |

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

The University's first comprehensive GHG inventory was completed in FY2008. This year was selected as the University wanted to capture baseline data prior to operation of a new state-of-the-art natural gas-fired steam plant. Prior to the plant's construction, the majority of Pitt's steam supply was generated by a much older plant that burned primarily coal. In 2009, the new plant came on line, and the older plant switched all operations to natural gas.

Gross floor area of building space, performance year:

9,447,142 Square Feet

Floor area of energy intensive building space, performance year:

| | Floor Area |
|-------------------------------------|------------------------------|
| Laboratory space | <i>2,163,313 Square Feet</i> |
| Healthcare space | <i>0 Square Feet</i> |
| Other energy intensive space | <i>19,355 Square Feet</i> |

Scope 3 GHG emissions, performance year::

| | Emissions |
|---|---|
| Business travel | <i>34,700 Metric Tons of CO2 Equivalent</i> |
| Commuting | <i>20,200 Metric Tons of CO2 Equivalent</i> |
| Purchased goods and services | <i>1,500 Metric Tons of CO2 Equivalent</i> |
| Capital goods | <i>0 Metric Tons of CO2 Equivalent</i> |
| Fuel- and energy-related activities not included in Scope 1 or Scope 2 | <i>13,400 Metric Tons of CO2 Equivalent</i> |
| Waste generated in operations | <i>2,100 Metric Tons of CO2 Equivalent</i> |
| Other categories (please specify below) | <i>0 Metric Tons of CO2 Equivalent</i> |

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

None reported

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://www.facmgmt.pitt.edu/Sustainability/FY2011GHG.pdf>

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

previous three years:

Responsible Party

Keith Duval
Health and Safety
Environmental Health & Safety

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:

Weight of emissions from 2013 annual emission statement for the University of Pittsburgh. O₃ and ODCs were not reported.

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

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

Yes

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

The University of Pittsburgh is in full compliance with the Diesel Powered Motor Vehicle Idling Act (Pennsylvania Act 124), which went into effect in February, 2009. While Pitt was in the process of enacting changes to comply with this law, Citizens for Pennsylvania's Future (Penn Future) approached the University, stating that it was in non-compliance. Pitt responded immediately, and Penn Future made the following statement:

“We’re happy that the University of Pittsburgh took action as soon as we pointed out the problem to them,” continued Sage. “They have gone from clean air scofflaw to clean air hero quickly. We salute Pitt and urge others to follow the Panthers’ lead.”

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 University was issued a Title V Major Source Operating Permit on 12/19/13. The permit establishes pollutant limits for boilers, spray booths, and emergency generators. All of the sources have been identified and inventoried. The University submits required semiannual reports as well as annual air emission inventory statements to the Allegheny County Health Department.

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

| | Weight of Emissions |
|--|----------------------------|
| Nitrogen oxides (NOx) | 11.50 <i>Tons</i> |
| Sulfur oxides (SOx) | 0.50 <i>Tons</i> |
| Carbon monoxide (CO) | 24.90 <i>Tons</i> |
| Particulate matter (PM) | 1.20 <i>Tons</i> |
| Ozone (O3) | 0 <i>Tons</i> |
| Lead (Pb) | 0 <i>Tons</i> |
| Hazardous air pollutants (HAPs) | 0.10 <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:

Ultra lox-NOx burners with flue gas recirculation for NOx control at Carrillo St. Steam Plant;
All equipment is properly installed, maintained, and operated with air pollution control practice; Processes are properly maintained and operated according to manufacturer's specifications; Inks & solvents remain closed at all times; Fabric filters for particulate control are in place and operating at all times & inspected weekly; Boilers and space heaters burn natural gas only; Maximum allowable sulfur content of No. 2 fuel oil is 15 ppm for generators; Operational limits in place for generators; Generators are maintained according to manufacturer's specifications.

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

<http://www.chronicle.pitt.edu/story/carrillo-street-steam-plant-one-cleanest-university-heating-plants-nation>

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

<http://www.sustainable.pitt.edu/>

<http://www.sustainable.pitt.edu/campus>

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

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

Yes or No

| | |
|--|----|
| LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC) | No |
| The DGNB system, Green Star Performance, or another 3-tier GBC rating system | No |
| BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system | No |
| Other non-GBC rating systems (e.g. BOMA BEST, Green Globes) | No |

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

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

11,337,618 *Square Feet*

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

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

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

| | Certified Floor Area |
|----------------------|-----------------------------|
| Minimum Level | --- |

| | |
|--------------------------|-----|
| 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:

757,008 Square Feet

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

[Statement on Sustainability.pdf](#)

The date the guidelines or policies were formally adopted:

June 17, 2008

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

McGowan Institute for Regenerative Medicine (LEED Gold NC, 2005)

Biomedical Science Tower 3

Bouquet Gardens Building J

Falk School

Petersen Sports Complex

Sennott Square

Campus Sustainability Data Collector | AASHE

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

Examples include a comprehensive recycling program, building automation, building energy sub-metering, energy conserving equipment and lighting, low or no-VOC paints, adhesives, carpets, etc. Carpets with recycled content, and low-flow plumbing fixtures, to name only a few.

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

<http://www.sustainable.pitt.edu/reports/2013-report>

Building Design and Construction

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

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

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

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

And/or

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

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

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

Submission Note:

The University currently holds six (6) LEED Gold and two (2) LEED Silver certifications. Two of these projects were completed prior to the eligible dates for this submission. In addition to these projects, the University is pursuing LEED certification for eight (8) additional projects either recently completed or currently in design or construction.

"---" 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:

Benedum Hall Phase I (LEED C&S - Gold)
 Mascaro Center for Sustainable Innovation (LEED NC - Gold)
 Chevron Science Center Addition (LEED NC - Gold)
 Mark A. Nordenberg Hall (LEED NC - Silver)
 Thomas E. Starzl Biomedical Science Tower 12th floor Renovation (LEED CI - Gold)
 Mid-Campus Research Complex Renovation (LEED NC - Silver)

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

809,642 *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) | 227,471 <i>Square Feet</i> |
| 2nd Highest Level (e.g. LEED Gold) | 302,958 <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 | <i>0 Square Feet</i> |
| Mid-Level | <i>0 Square Feet</i> |
| Highest Achievable Level | <i>0 Square Feet</i> |

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

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

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

0 Square Feet

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

0 Square Feet

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

279,213 Square Feet

A copy of the guidelines or policies :

[Professional Design Manual.docx](#)

The date the guidelines or policies were adopted:

June 6, 2014

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

The University has published professional design standards which often exceed required regulatory standards for new construction and renovation projects. The standards are updated regularly to incorporate new practices and technologies. Sustainable practices are identified throughout the standards with a green leaf symbol. Please see here for additional information:

<http://www.facmgt.pitt.edu/sustainability/designconstruction.html>

. A current copy of the design manual can be found at

<http://www.facmgt.pitt.edu/DesignManual.htm>

(last updated 6/6/2014).

Buildings constructed or renovated during the last 5 years, in accordance with these standards, but not certified by a third party, are as follows:

Falk School Renovation and Addition
Bouquet Gardens Building J
University Club Renovation
O'Hara Student Center Renovation
Petersen Sports Complex

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

All new construction and major renovation projects are considered for LEED Certification, and certification is pursued for the majority of these projects. The University has developed and ensures compliance with design standards that stipulate sustainable and energy conserving measures for all new construction and renovation projects. The standards are provided to all design professionals, and FM's on-staff architects, engineers, and project managers ensure full compliance with these standards throughout the construction process.

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.facmgt.pitt.edu/sustainability/designconstruction.html>

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

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

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

"---" 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:

12,006,047 *Square Feet*

Gross floor area of building space:

12,006,047 *Square Feet*

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

The department of Environmental Health and Safety has a policy on Indoor Air Quality (see link below). This policy does not regularly audit or monitor air quality in the course of normal operations, but rather upon request from building occupants. Concerns may be reported electronically or via phone and are fully investigated. The Department of Environmental Health and Safety and the Facilities Management Division work together to ensure proper indoor air quality via design standards and proper building operations. All new construction and renovation projects are designed to meet or exceed ASHRAE requirements for indoor air quality.

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

<http://www.ehs.pitt.edu/assets/docs/indoor-air.pdf>

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

See also:

<http://www.tomorrowstarts2day.com/commitments.html>

<http://bettertomorrow.sodexousa.com/s/#!/we-do/our-commitments-to-the-environment/overview>

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

"---" 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:

22

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:

An inventory of specific purchases is not available. However, the coffees and teas from Starbucks and Aspetto are Fair Trade certified. The dairy products are sourced locally from Schneider Dairy farm and local produce is purchased through the fresh foods distributor Paragon. Many of UNFI snacks in our campus convenience store are USDA certified organic.

Sodexo, the University's dining services provider, has established a set of "Better Tomorrow Commitments" which include specific timelines for environmental achievements related to local sourcing, sustainable seafood, waste, and other factors.

<http://bettertomorrow.sodexousa.com/s/#!/we-do/our-commitments-to-the-environment/overview>

.

Sodexo is phasing out seafood that is not certified by either the Marine Stewardship Council or the Global Agriculture Alliance's Best Aquaculture Practices Program, and has committed to sourcing 100% of contracted seafood from sustainable sources by 2015.

<http://www.tomorrowstarts2day.com/planet.html>

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)?:

Yes

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:

22

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:

An inventory of specific purchases is not available. However, the coffees and teas from Starbucks and Aspetto are Fair Trade certified. The dairy products are sourced locally from Schneider Dairy farm and local produce is purchased through the fresh foods distributor Paragon. Many of UNFI snacks in our campus convenience store are USDA certified organic.

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

There are several different sustainable food and beverage purchasing programs. The coffees and teas from Starbucks and Aspetto are Fair Trade certified. Many of UNFI snacks in our campus convenience store are USDA certified organic. The dairy products are sourced locally from Schneider Dairy farm and local produce is purchased through the fresh foods distributor Paragon. The following is excerpted from Sodexo's website (

<http://bettermorrow.sodexousa.com/s/#!/we-do/our-commitments-to-the-environment/overview>

):

"At Sodexo, we are committed to purchasing sustainable products and to implementing sustainable operating practices that reduce consumption of energy and water and minimize the waste we produce. With these commitments we can reduce the impact of our own corporate environmental footprint, offer our expertise as partners in our clients' sustainability efforts, and make a difference in the supply chain by partnering with suppliers. Our commitments to protect the environment are also commitments to delivering great service to our clients while minimizing our impacts on ecosystems and maximizing our positive influence on the communities we serve."

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

N/A

Total annual food and beverage expenditures:

10,157,946 US/Canadian \$

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

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

Has the institution achieved the following?:

| | Yes or No |
|---|-----------|
| Fair Trade Campus, College or University status | No |
| Certification under the Green Seal Standard for Restaurants and Food Services (GS-46) | --- |
| 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:

For the 8th consecutive year, Sodexo has received RobecoSAM's Industry Leader, Gold Class distinction for excellent sustainability performance.

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

<http://www.pc.pitt.edu/dining/sustainability.php>

Low Impact Dining

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

Submission Note:

Expenditures on conventionally and sustainably produced animal products are not available.

See also:

<http://www.tomorrowstarts2day.com/planet.html>

<http://bettertomorrow.sodexousa.com/s/#!/we-do/our-commitments-to-the-environment/overview>

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

0

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

Our current inventory does not track these products separately from other items.

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"):

Vegan dining options are offered on campus - Tutto Fresco in Market Central (largest dining facility on campus) serves Vegan options at all times, and the Cathedral Cafe and other selected venues now offer vegan options as well.

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

N/A

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

<http://www.pc.pitt.edu/dining/>

Annual dining services expenditures on food:

8,143,287 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

0 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

0 US/Canadian \$

Energy

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

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

| |
|-----------------------------|
| Credit |
| Building Energy Consumption |
| Clean and Renewable Energy |

Building Energy Consumption

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Please see additional information on Pitt's energy conservation initiatives on pages 10-13 of the University's 2013 Report on Sustainability:

<http://sustainable.pitt.edu/node/1206>

. At the University of Pittsburgh, we firmly believe that the most sustainable energy is the energy we never use.

"---" 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 | 1,830,313 <i>MMBtu</i> | 1,656,042 <i>MMBtu</i> |

Purchased electricity and steam:

| | Performance Year | Baseline Year |
|-----------------------------------|----------------------|----------------------|
| Grid-purchased electricity | 716,902 <i>MMBtu</i> | 720,443 <i>MMBtu</i> |

| | | |
|---------------------------------|----------------------|----------------------|
| District steam/hot water | 996,676 <i>MMBtu</i> | 828,013 <i>MMBtu</i> |
|---------------------------------|----------------------|----------------------|

Gross floor area of building space::

| | Performance Year | Baseline Year |
|-------------------------|-------------------------------------|------------------------------------|
| Gross floor area | 10,038,870 <i>Gross Square Feet</i> | 9,447,142 <i>Gross Square Feet</i> |

Floor area of energy intensive space, performance year::

| | Floor Area |
|-------------------------------------|------------------------------|
| Laboratory space | 2,601,286 <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 | 6,184 |
| Cooling degree days | 773 |

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 |

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

2011 was the year of the University's 2nd Greenhouse Gas inventory, and was selected as a baseline as we believe the data set was more accurate than that used for the previous inventory.

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

The University's standard temperature range is between 71 - 74 degrees F. Individual thermostats give building occupants the ability to control their space temperatures by 1 degree within that range.

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

LED lighting has recently been installed in several significant locations within the University, and is planned for several large renovations in the near future. For example, the University's two largest lecture halls are currently being retrofitted with LED lighting. The University carefully considers and tests new technologies prior to large-scale implementations to ensure suitability and performance.

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

Motion-activated occupancy sensors are required for all new construction and renovations on Pitt's campus. The vast majority of public spaces in University facilities have been retrofitted with energy efficient lighting and occupancy sensors.

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

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

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

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

The University periodically performs retro-commissioning in existing facilities in order to ensure that buildings are operating optimally and to identify areas for energy and operational improvements. Building commissioning is performed by independent third parties for major construction and renovation projects. Major recommissioning efforts have been recently completed for the University's two main chilled water generation facilities.

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

Nearly all University facilities are submetered for electric, steam, chilled water, natural gas, and water/sewage. Electric, steam, and chilled water meters are electronic and connected to the University's extensive Automated Logic energy management system. It is estimated that 90% of University facilities are controlled by the Automated Logic system, which controls building temperatures, humidity, and other environmental conditions according to building schedules and demands. An Aircurity demand controlled ventilation system has been installed in several recent projects to improve energy efficiency and air quality in research spaces by meeting space demands according to actual air quality measurements rather than a set number of air changes per hour. A new Enterprise Energy Management system has been implemented to track energy and water use and cost for all buildings. The system pulls live meter data for electricity, steam, and chilled water consumption from the Automated Logic system, and provides engineers and energy managers with the ability to quickly compare and trend utility consumption and costs by building and in total. A module within the system will also track savings from energy conservation projects. The system has the ability to also distribute consumption and cost by building and to electronically send billing data to the University's Accounts Payable system.

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

Facilities management has developed design standards which require energy efficient equipment and systems. For example, we require that all new motors are rated as "premium" efficiency, and we specify minimum standards for lighting and HVAC systems. We require design professionals to adhere to these standards for all projects. In addition, the University's purchasing department identifies and recommends energy efficient products for individual department purchases. The University has made significant investment in upgrading lighting and mechanical systems in many campus buildings. The current 12-year facilities plan prioritized upgrades to research facilities, both to meet the requirements of modern research and to improve energy efficiency in these high use facilities. Many of these projects have been implemented in recent years or are currently in construction, including comprehensive upgrades to the Swanson School of Engineering's Benedum Hall, the Chevron Science Center, the Mid-Campus Research Complex, the Clapp/Langley/Crawford natural sciences complex, the Graduate School of Public Health, and the Salk Hall Dental and Pharmacy complex.

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

The University has very limited accent lighting on campus, and has been working to reduce this over the years. For campus safety, our standard outdoor lighting is energy efficient as well. In addition, we have been working to reduce the number of non-native plant species and use water from an underground aquifer to water flower beds and hanging baskets on campus. Several green roofs and a rain garden have been installed to reduce the impact on Pittsburgh's aging sewage infrastructure.

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

The University's contracted vending machine providers have been phasing in newer machines with both LED and sensor technology. It is estimated that approximately 30% of the glass-front machines on campus are equipped with one or both of these technologies. As machines are upgraded and replaced over time, the new machines will be equipped with both sensors and LED lighting. All components of machines provided by the University's beverage vendor are Energy Star certified.

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

Pitt completed a comprehensive energy master plan in 2000 to lay the groundwork for an extensive energy conservation campaign that continues today. Examples of projects include many lighting upgrades, variable frequency drives on fan systems, replacement of old, inefficient mechanical and electrical systems, efficiency upgrades and "free" cooling implementations at the University's two central chilled water plants, upgrades to nearly 100 campus elevators, steam trap surveys and replacements, building submetering, and, probably providing the greatest impact, the installation of a very robust energy management system that controls environmental conditions in almost all campus building areas. In all, the University estimates that over \$50 million in energy cost avoidance has been realized since the University started tracking improvements in 1996. While the University has continued to grow, both in size and complexity, we have managed to reduce electricity consumption per square foot and, taking into account the very cold winter we experienced in 2014, held relatively steady in heating energy consumption since 2011, even with the addition of high-demand laboratory space.

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

<http://sustainable.pitt.edu/node/1206>

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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 | 10.75 <i>MMBtu</i> |
| Option 2: Non-electric renewable energy generated on-site | 0 <i>MMBtu</i> |
| Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes | 0 <i>MMBtu</i> |
| Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option) | 10,877.46 <i>MMBtu</i> |

Total energy consumption, performance year:

1,830,313 *MMBtu*

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

The University recently installed solar arrays on the roof at the School of Engineering. The installation is primarily for teaching and research purposes, but generates a small amount of electricity that is used in the building. See

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:

Purchased renewable energy credits as follows:

Green Mountain, wind energy, 3,194 MMBtu total for two year purchase. Contract awarded 5/8/2013.

Green Mountain, wind energy, 5,841 MMBtu total for 2 year purchase. Contract awarded 12/13/2013.

Renewable Choice Energy, 9,108 MMBtu total for 2 year purchase. Contract awarded 8/12/2013.

Green Mountain, wind energy, 3,617 MMBtu for two year purchase. Contract awarded 2/12/2014.

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

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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 building footprint and undeveloped land data is not currently available, but the University's urban campus is very dense with a very limited amount of undeveloped land. We have entered VERY rough estimates for these areas since we were required to enter data to complete this credit. The University will consider work to calculate this data for future submissions.

Please see pages 16-17 of the University's 2013 Report on Sustainability:

<http://www.sustainable.pitt.edu/reports/2013-report>

Additional photos and information:

<http://www.facmgmt.pitt.edu/sustainability/campusgreening.html>

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

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

| | Area |
|--|-------------|
| Total campus area | 146 Acres |
| Footprint of the institution's buildings | 120 Acres |
| Area of undeveloped land, excluding any protected areas | 0 Acres |

Area of managed grounds that is::

| | Area |
|--|-------------|
| Managed in accordance with an Integrated Pest Management (IPM) Plan | 26 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 :

The intent of the program is to provide a comprehensive IPM program for the campus. The program is developed to be proactive versus reactive. The IPM program is a planned program of long-term surveillance and suppression. The program documents the monitoring of the campus grounds and facilities. This data interpretation provides an accurate determination of pest activity on the campus therefore

providing opportunities for control and suppression. The program extends beyond treatment processes. The data is used to develop tools to prevent the populations from spreading and developing breeding locations by way of barrier based protection and food and water source reduction. Data is compiled and made available electronically for review by the University by the Pest Control Operators.

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

The University does not currently have a formal sustainable landscape planning document, but has established practices that meet many of the criteria described under this credit. A concerted effort has been made in recent years to increase the quantity of perennials, native and drought-tolerant plants. No chemical fertilizers are used in flower beds, opting instead for organic mushroom manure. Very little chemical fertilizer is used on campus. All landscape waste is composted off-site, and mulching lawnmowers are used. All mulch used on campus is made from recycled materials. Many hillsides have been planted with ground cover to reduce stormwater runoff and mowing requirements, and several large concrete areas have been replaced with green space. Irrigation is limited, and where necessary, irrigation is provided during optimal times to reduce water usage. A very effective, eco-friendly snow melting material is used on sidewalks to reduce damage to plants and lawns. The University is currently developing landscape standards for our Professional Design Manual that will address all content areas covered by this credit.

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

The University is working on a more detailed tree maintenance program to better document and improve campus tree management, and has been working to plant additional trees in many areas. Trees, shrubs, and other landscape materials are carefully relocated to other areas of campus when impacted by renovation and construction projects. A concerted effort has been made in recent years to increase the use of native and ecologically appropriate, low maintenance plants. A project at an on-campus elementary school enlisted volunteers to clear a large hillside of invasive species and transform the area into nature trails and an outdoor classroom setting. Eco-conscious snow melting materials are used to protect plants and lawn areas.

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

All landscape materials removed from campus are picked up by a local contractor for composting, and the University is investigating possibilities for composting landscape waste on campus. All mulch used on campus is made from recycled materials. Mulching lawnmowers are used, dropping clippings back on the lawns to reduce landscape waste.

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

No chemical fertilizers are used in flower beds, opting instead for organic mushroom manure. Mulching mowers reduce the need for chemical fertilizers by returning nutrients to the soil through grass clippings.

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

Plants are purchased from local growers and all mulch used on campus is made from recycled materials. More native and drought tolerant plants have been incorporated into landscape designs in recent years.

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

The University has installed green roofs in six campus locations to reduce stormwater runoff and lessen the impact on the City of Pittsburgh's aging stormwater system. Bioswales are being constructed as part of a new construction project to provide natural drainage to the site. A student rain garden was constructed in a problem area on campus, and sites are being evaluated for additional installations. A natural underground aquifer was discovered during construction of a campus building and an access point was built into the project to allow access to the untreated water. The water is collected into a specially designed truck and is used in summer months for watering flowerbeds and hanging baskets.

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

A very effective, eco-conscious snow melting material is used on sidewalks to reduce damage to plants and lawns during harsh Pittsburgh winters.

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

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

No

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

<http://www.sustainable.pitt.edu/reports/2013-report>

Biodiversity

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Purchasing

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

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

Responsible Party

Renee Galloway

Supplier Diversity & Sustainability Coordinator
Purchasing

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

While much of the electronic equipment purchased by the University is certified by EPEAT or other certifying agencies, no records exist to quantify the expenditures by the levels provided above.

"---" 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:

[Computer purchasing guidelines.pdf](#)

The electronics purchasing policy, directive, or guidelines :

The University's purchasing department encourages departments to procure environmentally responsible products through its Environmentally Preferable Purchasing program (EPP). Purchasing has developed a page within its PantherExpress website that describes [Campus Sustainability Data Collector | AASHE](#)

its sustainable purchasing program. Please see

<http://cfo.pitt.edu/pexpress/purchases/buyingGreen.php>

. and

<http://cfo.pitt.edu/pExpress/purchases/GreenCommitment.pdf>

For information specific to electronics purchasing, please see

<http://cfo.pitt.edu/pExpress/purchases/TTTComputers.pdf>

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

The University's Purchasing Services Department strives to promote sustainability awareness to its faculty, staff and students through Environmentally Preferable Purchasing. EPP is the procurement of goods and services that have a reduced impact on human health and the environment compared to competing products serving the same purpose. It is an essential part of our search for high quality products and services at competitive prices. A major contributor is the annual Sustainability and Diversity Show that showcases the sustainable efforts and products of key suppliers.

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

No

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

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

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

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

available:

<http://cfo.pitt.edu/pExpress/purchases/TTTComputers.pdf>

Cleaning Products Purchasing

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Submission Note:

The expenditures on Green Seal and/or EcoLogo certified cleaning products is approximately \$125k-\$150k for Facilities Management only. The total may be more, but the data is not readily available as multiple responsibility centers purchase these products.

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

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

Yes

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

[Sustainable purchasing commitment.pdf](#)

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

Since purchasing of cleaning products falls under the responsibility of multiple units within the University, Pitt's PantherExpress purchasing website provides guidelines and resources for selecting environmentally responsible products. The largest departmental purchase of cleaning products falls under the Facilities Management Division, which has been steadily increasing the use of "green" products in Pitt's educational and general facilities. Concentrated cleaning products are used to reduce chemical use as well as packaging and transportation impacts, and new products are tested for effectiveness as they become available. The University has met recently with a vendor to evaluate new Greenworks products for large scale implementation. The use of deionized water to replace cleaning products is also be expanded on campus.

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

The university encourages departments to select from environmentally preferred options. The PantherExpress website (

<http://cfo.pitt.edu/pexpress/index.php>

) provides tips and resources for departmental managers to guide them through the procurement process. Procurement of cleaning commodities is handled by the cost centers requiring the materials. Each division has the opportunity to review, test, and implement their own preference of product manufacturer through the University's Approved Vendor listing. These vendors are instructed to recommend Green Seal and Eco-friendly products as part of their product listings and specifications for bid proposals. Additionally, as new products are developed the vendors are instructed to raise awareness through continuing discussion and education. Total spend is difficult to report as multiple departments purchase these materials. Numbers below are for Facilities Management only.

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?:

No

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

Facilities Management has not entirely adopted a Green Seal of ISSA program, but has incorporated many certified products into cleaning operations.

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

[Sustainable purchasing - cleaning products.pdf](#)

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

Most campus buildings are maintained by on-staff custodial employees. One exception to this is a large campus building that is maintained by a contracted cleaning company. That specific contract requires "green" cleaning procedures and products.

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

<http://cfo.pitt.edu/pexpress/purchases/cleaning.php>

Office Paper Purchasing

Responsible Party

Renee Galloway

Supplier Diversity & Sustainability Coordinator
Purchasing

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:

See also:

http://cfo.pitt.edu/pExpress/purchases/Green_GeneralGuidelines.pdf

<http://cfo.pitt.edu/pexpress/purchases/buyingGreen.php>

<http://www.cfo.pitt.edu/pexpress/purchases/paper.php>

<http://cfo.pitt.edu/pExpress/purchases/GreenCommitment.pdf>

http://cfo.pitt.edu/pExpress/purchases/Green_CommoditySpec.php

"---" 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:

[sustainable purchasing - paper.pdf](#)

The paper purchasing policy, directive or guidelines:

The University's Purchasing Services Department strives to promote sustainability awareness to its faculty, staff and students through Environmentally Preferable Purchasing. EPP is the procurement of goods and services that have a reduced impact on human health and the environment compared to competing products serving the same purpose. It is an essential part of our search for high quality products and services at competitive prices. A major contributor is the annual Sustainability and Diversity Show that showcases the sustainable efforts and products of key suppliers.

The university encourages departments to select from environmentally preferred options. The PantherExpress website (

<http://cfo.pitt.edu/pexpress/index.php>

) provides tips and resources for departmental managers to guide them through the procurement process. Procurement of office paper is handled by the cost centers requiring the materials. Each division has the opportunity to review, test, and implement their own preference of products through the University's Approved Vendor listing. These vendors are instructed to recommend environmentally responsible products as part of their product listings. Additionally, as new products are developed, the vendors are instructed to raise awareness through continuing discussion and education.

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

Efforts to increase Sustainable Purchasing of green products at the University of Pittsburgh are ongoing. During FY 14, the University's contracted office supplies provider, Office Depot, an industry leader in sustainability, made major contributions to this effort. For office paper, overall spend has continued to decrease and has contributed to less printing overall as well as increased duplex or double-sided printing which fosters sustainable practices. However, the overall paper purchases within the sustainability solution (includes recycled and Forest Stewardship Council (FSC) Certified) has increased from 43% of total spend in FY13 to 60% in FY14.

Raising awareness on the sustainable aspects of using remanufactured toner/inkjet cartridges continues. While spending was down 4% from FY13, the percentage of ink cartridges with recycled content increased from 9% in FY13 to 14% in FY14.

Another University supplier contributing to Sustainable Purchasing efforts is Franklin Interiors which represents Steelcase Furniture. During fiscal year 2014, 100% of the Steelcase products purchased were a potential contribution to LEED projects. Pitt's Steelcase furniture purchases also included 86% holding BIFMA (Business and Institutional Furniture Manufacturers Association) and 44% achieved Cradle to Cradle certification.

Contracted suppliers play a major role in supporting sustainable purchasing initiatives by also participating in the University's annual Spring Supplier Show – Celebrating Diversity and Sustainability. Raising awareness campus-wide on sustainable purchasing practices continues to be a top priority at the University of Pittsburgh.

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

No

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 | --- |
| 30-49 percent | --- |
| 50-69 percent | --- |
| 70-89 percent (or FSC Mix label) | --- |
| 90-100 percent (or FSC Recycled label) | --- |

Total expenditures on office paper :

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

<http://www.cfo.pitt.edu/pexpress/purchases/paper.php>

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

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

All

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

All

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

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

UNIVERSITY OF PITTSBURGH POLICY 05-02-18

CATEGORY: FINANCIAL AFFAIRS

SECTION: Purchasing

SUBJECT: Supplier Code of Conduct

EFFECTIVE DATE: November 1, 2011 Revised

PAGE(S): 4

I. SCOPE

This policy establishes a code of conduct for current and potential University suppliers.

II. INTENT

The University of Pittsburgh is committed to conducting its business in an ethical, legal and socially responsible manner. The University expects its suppliers to share this commitment and, therefore, has established this Supplier Code of Conduct. Although there may be different legal and cultural environments applicable to its suppliers, University suppliers must meet the following minimum requirements in order to do business with the University.

III. SUPPLIER CODE OF CONDUCT

Compliance with Laws, Regulations and Published Standards

University suppliers must comply with all applicable laws, codes or regulations of the countries, states and localities in which they operate. This includes, but is not limited to, laws and regulations relating to environmental, occupational health and safety, and labor practices. In addition, University suppliers must require their suppliers (including temporary labor agencies) to do the same. University suppliers must conform their practices to any published standards for their industry.

Environmental Practices

University suppliers shall comply with all environmental laws and regulations applicable to

their operations worldwide. Such compliance shall include, among other things, the following items:

- Obtaining and maintaining environmental permits and timely filing of required reports
- Proper handling and disposition of hazardous materials
- Monitoring, controlling and treating discharges generated from operations

Occupational Health and Safety Practices

University suppliers shall provide their employees with a safe and healthy working environment in order to prevent accidents and injury to health arising out of, linked with, or occurring in the course of work or as a result of the operation of the supplier. Suppliers shall, among other things, provide:

- Occupational health and safety training
- A system for injury and illness reporting
- Medical treatment and/or compensation to injured/ill workers arising as a result of working for supplier
- Machine safeguarding and other protective measures to prevent injuries/illnesses to workers
- Clean and safe facilities

Labor Practices

The University expects its suppliers to adopt sound labor practices and treat their workers fairly in accordance with local laws and regulations. In addition, suppliers must comply with the following standards:

- Freely Chosen Employment. Suppliers shall not use any forced labor, whether in the form of prison labor, indentured labor, bonded labor or otherwise.
- No Child Labor. Suppliers shall comply with local minimum working age laws and requirements and not employ child labor.
- Minimum Wages. Suppliers shall provide wages for regular and overtime work and benefits that meet or exceed legal requirements.

- Working Hours. Suppliers shall not require workers to work more than the maximum hours of daily labor set by local laws.

- No Harsh, Inhumane Treatment or Abuse. Suppliers shall treat each employee with dignity and respect. In no event shall Supplier's workers be subject to threats of violence, physical punishment, confinement or other form of physical, sexual, psychological or verbal harassment or abuse.

- No Discrimination. Suppliers shall not discriminate in its employment practices on the basis of race, color, religion, sex, age, physical disability, national origin, creed or any other basis prohibited by law.

- Freedom of Association. Suppliers shall recognize and respect the rights of its workers to organize in labor unions in accordance with local labor laws and established practices.

Ethical Business Practices

Suppliers shall conduct their businesses in accordance with the highest standards of ethical behavior and in accordance with applicable laws and regulations. Suppliers are expected to conform to these requirements in each of the following areas:

- Fair Trade Practices. Suppliers shall not engage in collusive bidding, price fixing, price discrimination or other unfair trade practices in violation of antitrust laws.

- Bribery, Kickbacks and Fraud. No funds or assets of the supplier shall be paid, loaned or otherwise disbursed as bribes, "kickbacks", or other payments designed to influence or compromise the conduct of the University.

- Foreign Corrupt Practices Act. While laws and customs vary throughout the world, all suppliers must comply with foreign legal requirements and United States laws that apply to foreign operations, including the Foreign Corrupt Practices Act. The Foreign Corrupt Practices Act generally makes it unlawful to give anything of value to foreign government officials, foreign political parties, party officials, or candidates for public office for the purposes of obtaining or retaining business. See Policy Attachment A for definitions, scope, and detailed policy requirements related to compliance with the Foreign

Corrupt Practices Act.

- University Policies and Procedures. Suppliers must comply with the University's published policies and procedures, including, but not limited to, the University's Conflict of interest and Procurement Relationships and Code of Ethics policies

(
<http://www.cfo.pitt.edu/policies/>

).

- Intellectual Property Rights. Suppliers shall respect the intellectual property rights of others, especially the University, its affiliates and business partners. Suppliers shall take appropriate steps to safeguard and maintain confidential and proprietary information of the University and shall use such information only for the purposes specified for use by the University. Suppliers shall observe and respect all University patents, trademarks and copyrights and comply with all requirements as to their use as established by the University. Suppliers shall not transmit confidential or proprietary information of the University via the internet unless such information is encrypted in accordance with minimum standards established by the University.

Export Sanctions/Terrorism Activities

University suppliers must abide by all economic sanctions or trade embargoes that the United States has adopted, whether they apply to foreign countries, political organizations or particular foreign individuals and entities.

Suppliers should not directly or indirectly engage in or support any terrorist activity. Neither suppliers nor any of their affiliates, nor any officer or director of the supplier or any of its affiliates, should be included on any lists of terrorists or terrorist organizations compiled by the United States government or any other national or international body, including but not limited to: (i) the U.S. Treasury Department's Specially Designated Nationals List, (ii) the U.S. State Department's Terrorist Exclusion List, (iii) the United Nations List Pursuant to Security Council Resolution 1390 (2002) and Paragraphs 4(B) or Resolution 1267(1999)

and 8(C) of Resolution 1333 (2000), and (iv) the European Union List Implementing Article (2)(3) of Regulation (EC) No. 2580/2001 on Specific Restrictive Measures Directed Against Certain Persons and Entities with a View to Combating Terrorism.

Solicitations by Suppliers

All suppliers shall comply with all guidelines issued by the University relating to access to University facilities, offices and departments, and employees. No Supplier shall use the University's computer system, including its electronic mail system and internet site, for the purpose of sending unsolicited electronic mail messages to the University community.

Suppliers must receive prior written authorization from the University's Purchasing Department to hold trade shows, demonstrate products, utilize University resources (i.e., bulletin boards), or make unsolicited calls on University departments.

Monitoring and Compliance

Suppliers shall conduct audits and inspections to insure their compliance with this Supplier Code of Conduct and applicable legal requirements. If a supplier identifies areas of non-compliance, the supplier agrees to notify the Purchasing Department as to its plans to remedy any such non-compliance.

The University or its representatives may engage in monitoring activities to confirm Supplier's compliance to this Supplier Code of Conduct, including on-site inspections of facilities, use of questionnaires, review of publicly available information, or other measures necessary to assess supplier's performance.

Any University supplier or University employee that becomes aware of violations of this policy is obligated to notify the Purchasing Department. Based on the assessment of information made available to the University, the University of Pittsburgh reserves the right (in addition to all other legal and contractual rights) to disqualify any potential supplier or terminate any relationship with any current supplier found to be in violation of this Supplier Code of Conduct without liability to the University.

IV. APPLICATION/EXCLUSIONS

This Supplier Code of Conduct is a general statement of the University's expectations with respect to suppliers. This Policy should not be read in lieu of but in addition to any supplier obligations as set forth in any (i) request for proposal or other solicitation, or (ii) agreements by and between the University of Pittsburgh and the Supplier. In the event of a conflict between this Policy and any University solicitation document or applicable agreement, the terms of the University solicitation or agreement shall control.

No exclusions are applicable to this policy.

V. REFERENCES

Policy 05-02-02 Conflict of Interest and Procurement Relationships

Policy 05-02-03, Code of Ethics

Policy 05-02-18 Attachment A

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

On August 23, 2013, The University of Pittsburgh became an official affiliate of the Workers Rights Consortium, an independent labor rights monitoring organization. Affiliates agree to operate work places and contract with companies whose work places adhere to the social and ethical standards set forth in the WRC Code of Conduct. The University prefers that licensees exceed these standards. In order to affiliate with the WRC, each year a university must pay 1 percent of the gross licensing revenue, which includes all the official apparel bearing the university's logo. This amount is calculated based on the previous year and the fee is capped at \$50,000.

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

<http://www.cfo.pitt.edu/policies/policy/05/05-02-18.html>

Transportation

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

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

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

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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 :

286

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

| | Number of Vehicles |
|--|--------------------|
| | |

| | |
|---|----|
| Gasoline-electric, non-plug-in hybrid | 7 |
| 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 | 30 |
| 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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

96

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) | 4 |
| Walk, bicycle, or use other non-motorized means | 49 |
| Vanpool or carpool | 3 |
| Take a campus shuttle or public transportation | 42 |
| Use a motorcycle, scooter or moped | 2 |

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

60

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) | 40 |
| Walk, bicycle, or use other non-motorized means | 5.40 |
| Vanpool or carpool | 15.60 |
| Take a campus shuttle or public transportation | 37 |
| Use a motorcycle, scooter or moped | 2 |
| 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 information we have is mostly based on permit holders. We do not track if students are carpooling on their permits. Also, this does not include transient parking. We do not have any breakdown of faculty/staff or students who pay the daily rate in our transient lots.

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

<http://www.pc.pitt.edu/transportation/>

Support for Sustainable Transportation

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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 77 bicycle parking locations, 13 protected (garage) parking areas, and three bicycle locker rental facilities, for a total of more than 1,600 bicycle parking spaces across campus. In addition, two dormitories have bike storage rooms. Shower facilities are available in two campus buildings (Trees Hall and Bellefield Hall), and lockers are available in selected buildings. A heavy-duty Dero Fixit Station is also available for self-service repairs, and Pitt's Parking, Transportation, and Services department is equipped to assist with tire patch kits.

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:

Please see above. The dormitory bike rooms are limited to the resident students in each dorm by key swipe. Bicycle Racks are located in 77 locations across campus. The University offers a bicycle registration program to improve bicycle security and discourage theft, and works to ensure that abandoned bicycles are removed on a regular basis.

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:

Pitt's Parking, Transportation, and Services department provides helpful information for bicyclists on it's website (

<http://www.pts.pitt.edu/Commuting/bicycling/>

). Pitt also publishes a "Bicycling at Pitt" brochure with a bicycle parking map, bike registration form, and information on local trails and bicycle safety. See

<http://www.pts.pitt.edu/parking/documents/bike-brochure-2012.pdf>

The University is situated within the City of Pittsburgh, and therefore takes advantage of programs adopted by the City. Recent City of Pittsburgh advancements include the construction of protected bike lanes in key points of the city, including sections of the Oakland area near the Pitt campus. See

<http://nextcity.org/daily/entry/cities-bike-lanes-bike-safety-pittsburgh-peduto>

The University also works with Commuteinfo, a program of the Southwestern Pennsylvania Commission committed to promote alternative and shared commuting in Southwestern Pennsylvania. Pitt's Parking, Transportation, and Services website provides a link to Commuteinfo, which offers information on bikepooling, safe cycling, and other tips. The University also works with local organizations like Bike Pittsburgh and Port Authority Transit to promote bicycling (bike racks have been installed on city buses).

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:

The University has a bicycle rental program administered by the Intramurals and recreation department. Students, faculty, and staff can rent bicycles at two convenient campus locations for a nominal fee. The University also works with local transportation organizations (Commuteinfo, Bike Pittsburgh) to provide information on bike pooling, bicycle routes, and bicycle safety.

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:

The University is working to earn this certification through Bike Pittsburgh, which has designated Pitt as a "Bike Friendly Employer". Please see

<http://www.pts.pitt.edu/Commuting/bicycling/>

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 University offers fare-free public transportation via Port Authority Transit for all students, faculty, and staff. Port Authority buses and light rail vehicles are equipped with proximity card readers compatible with the University's "Panthercard" ID cards. 5.3 million bus rides were registered in Fiscal Year 2013 (the most recent year for which statistics are available). The University also offers a comprehensive free shuttle system consisting of 18 biofueled buses. An on-line shuttle tracking system provides real-time information on [Campus Sustainability Data Collector](#) | [AASHE](#)

the location of all campus shuttles.

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

Yes

A brief description of the GRT program:

The University offers guaranteed rides home for carpool member who must leave campus early for illness and emergencies. Allowances are also provided for limited free parking for carpool members who must drive on their own on occasion.

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

Yes

A brief description of the carpool/vanpool program:

The University offers both carpool and vanpool matching services. In addition to financial incentives, the programs also provide allowances for limited free parking for carpool members who must drive on their own on occasion, and guaranteed rides home for carpool members who must leave campus early for illness, emergencies, etc. Registered carpools are also offered preferred parking spaces in selected campus parking facilities.

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:

Several Zipcars are located on the University's campus or on nearby city streets. The University worked with Zipcar to place a car near our Benedum Hall facility as part of a LEED Gold Certified construction project.

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

Yes

A brief description of the electric vehicle recharging stations:

We have a total of 8 level 2 charging stations located in University parking garages. They are available for use by both students and employees. They are currently being used by Faculty/staff with paid parking permits, but can be made available to students on a semester basis by request.

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

No

A brief description of the telecommuting program:

The University does not offer a formal program, but this may be permitted in selected areas at the discretion of Department heads.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

The University does not offer a formal program, but this may be permitted in selected areas. Work hours are assigned at the discretion of Department heads.

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:

No specific programs, but the availability of free public transportation is an incentive to live nearby.

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:

<http://www.pts.pitt.edu/Commuting/index.php>

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

Weights of materials reused, donated, or resold are not available. We do not track these by weight. Approximately 3,800 items were collected and reused or resold through Pitt's Surplus Property department in FY14. The values provided for weights of these materials were estimated at an average of 75 pounds per item. Items in this program range from furniture and computers to vehicles. See <http://www.pittsurplus.com/>

<http://www.pc.pitt.edu/dining/sustainability.php>

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

Waste generated::

| | Performance Year | Baseline Year |
|--------------------|------------------|---------------|
| Materials recycled | 1,473 Tons | 579 Tons |

| | | |
|--|-------------------|-------------------|
| Materials composted | <i>0 Tons</i> | <i>0 Tons</i> |
| Materials reused, donated or re-sold | <i>142 Tons</i> | <i>112 Tons</i> |
| Materials disposed in a solid waste landfill or incinerator | <i>2,124 Tons</i> | <i>3,100 Tons</i> |

Figures needed to determine "Weighted Campus Users"::

| | Performance Year | Baseline Year |
|--|-------------------------|----------------------|
| Number of residential students | 7,900 | 6,700 |
| Number of residential employees | 0 | 0 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 26,617 | 23,689 |
| Full-time equivalent of employees | 11,461 | 10,744 |
| Full-time equivalent of distance education students | 414 | 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, 2005 | June 30, 2006 |

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

FY2006 was the first year for which reliable data was available, and has been used by the University as a baseline for reporting progress for other purposes.

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

As part of a negotiation for the University's waste and recycling contract, a comprehensive waste audit was conducted in September 2014. More than 30 team members consisting of Representatives from the University's current waste and recycling contractor, University staff, and student volunteers visited each campus building to evaluate the current container sizes, pull frequencies, and collection processes, and make recommendations for improvements. Recommended improvements are being incorporated into the final contract. It is expected that single stream recycling will be a product of these efforts.

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

Pitt encourages sustainable purchases that include products and materials that are reusable, refillable, and rechargeable; that are made from recycled or remanufactured materials; that were made using environmentally sound practices; whose transfer or shipping process includes minimal packaging waste and avoids air shipping if possible; and that, if they cannot be reused or recycled, can be disposed of in a manner safe to people and the environment.

The Purchasing Department has also worked with service providers and vendors to reduce waste related to packaging and transportation. For example, cardboard boxes were replaced by reusable paper bags for delivery of office supplies, and nearly all food and beverage packaging on Pitt's campus through Dining Services is biodegradable.

The Facilities Management Division works with the University's Purchasing Department to write specifications and negotiate contracts for waste and recycling contracts with local providers. Qualified providers are asked to present their recommendations for maximizing diversion rates while providing efficient and effective service levels. The University's waste and recycling contract is currently being negotiated, and extensive analysis is being conducted to ensure the best available levels of service.

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

The University's Surplus Property Department provides University Departments with an economical way to purchase good quality used office furniture and equipment, thus reducing the amount of new items purchased while also diverting usable products from going to landfills. The service is a convenient way for the university community to dispose of unwanted items including electronics, furniture, miscellaneous items, and even vehicles. Surplus Property collects used items from University departments, refurbishes them if necessary, and sells them at a much reduced price to other units. Credits are then provided back to the sourcing departments. Items that cannot be sold are often donated to local charitable organizations. See

<http://www.pittsurplus.com/>

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

General course catalogs and more major-specific course catalogs are all available online. Course schedules and scheduling are available in the "Student Center" of each student's online self-service Pitt accounts. These self-service accounts enable incoming students to activate their network account information via an online portal, saving the paper traditionally associated with that process and cutting the University's carbon footprint by reducing the amount of mail that must be transported by truck and airplane.

Pitt's Read Green service allows more than 13,200 faculty and staff members to receive paper-based mailings as a digital link delivered to their e-mail inbox. In addition to reducing paper waste, the program reduces the University's carbon footprint by reducing the need to transport University mail by truck both on the Pittsburgh Campus and among the University's four regional campuses. To date, the

program has helped to save more than 10 tons of paper, the equivalent of 170 trees.

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

When Pitt students need to print, they send their documents to one of a growing number of self-service printing stations across campus. These stations - located in residence halls, campus computing labs, the Student Union, and other heavily traveled student areas - have helped to cut down on the quantity of sheets of paper that are printed and then discarded. Before documents are printed, the student must physically go to the station and swipe his or her Pitt ID card. All print jobs from university computers are set to print double-sided as the default. Additionally, students are limited to 900 sheets of paper per semester before a fee is assessed for additional printing.

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

Clutter for a Cause is an event that takes place during finals week of fall and spring semesters. This event allows students who are moving out the opportunity to donate their unwanted electronics, clothing, and food. In addition, members of Pitt's Green Team are present during move-in to collect cardboard boxes for recycling.

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

Pitt's "Give a Thread" campaign

<http://www.studentaffairs.pitt.edu/pittserves/give-thread>

, is working to break the Guinness World Record for the most clothing collected for donation or recycle. In addition, a student run "Thriftsburgh" store is being planned within a Pitt facility to encourage recycling and reuse among students.

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

The University's Fair Food Cooperative Club and food service provider Sodexo are working together on the Real Food Challenge, a campaign to increase procurement of real food (sourced from sustainable, local and fair sources) on college and university campuses, with a goal of 20 percent real food on campuses nationwide by 2020. Activities have included events to educate students on real food options in Pitt dining facilities, workshops with regional Real Food representatives, and "Real Food Week". Students performed calculations to discover how much real food is already on campus through an extensive set of calculations. These values will be used as a baseline to chart future progress towards the 20% goal. See

http://www.pittnews.com/news/article_3b2d7b32-b559-11e3-b572-0017a43b2370.html

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:

Pitt's Dining Services reduces the volume of pre- and post-consumer waste in its Market Central dining facility, which is the largest food service facility on campus. With a commercial-grade pulper, extractor, and food digester, Market Central's food waste has been decreased from over 900-750 pounds a day to roughly 350 gallons of waste (approximately a 75% reduction). This system diverts hundreds of

pounds of food waste from ending up in a landfill. The system was originally purchased to turn food waste into organic compost, but the quality of the resulting compost has been found not to be ideal. The University is investigating additional options for composting on campus.

The University's on-campus bakery started a program last year to package coffee grounds for reuse by customers in their gardens. All grounds are collected daily by student volunteers and are offered "free to a good home". Read more about the "Grounds for Growth" program here:

<http://www.pc.pitt.edu/dining/sustainability.php>

Dining Services give all of its waste cooking oil to Fossil Free Fuel through the Refuel Pittsburgh initiative. The grease is converted into automotive fuel for use in diesel engine vehicles and machinery. See

fossilfreefuel.com

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

At the start of the 2009-10 school year, Pitt's Dining Services removed trays from the dining facilities that offer all-you-can-eat meals. Not only did this initiative reduce the amount of food waste by discouraging students from taking more food than they could eat (and thus throw away), but it also has reduced dish washing requirements, saving energy, dish detergent, and thousands of gallons of water each year.

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):

Nearly all food and beverage packaging on Pitt's campus through Dining Services is biodegradable and compostable, made with sustainable materials like plant fibers, potato starch, biopolymers, and recycled materials. In addition, the University established a "Bring Your Own Bag" initiative that aims to reduce plastic bag usage on campus through a bag quota policy. The policy limits students to 15 free plastic bags per semester at University dining facilities. Cashiers monitor bag usage by scanning student ID cards. If students exceed their quota, the cashier will charge them 25 cents per bag. See

http://www.pittnews.com/news/article_ca5f2d8c-87d7-11e3-8c53-001a4bcf6878.html

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):

The University's "dine-in" facilities use reusable plates and utensils. To go meals are packaged in biodegradable, compostable packaging. See also "Bring Your Own Bag" description above.

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:

When members of the University community use a reusable mug, Pitt's Dining Services offers a \$0.25 discount on hot beverages. This incentive prevents countless disposable cups from being discarded and demonstrates to students that reducing waste is better not only for the environment but also for their wallets.

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

The main produce distributor for Dining Services, Paragon Monteverde, is dedicated to supplying local and organically grown fruits and vegetables.

Eco Lab Apex Warewashing Systems are used in all Dining Services facilities to wash flatware, utensils, and cookware, reducing chemical waste by 30%.

Please see more on Pitt's Dining Services Sustainability Initiatives here:

<http://www.pc.pitt.edu/dining/sustainability.php>

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

<http://sustainable.pitt.edu/node/1206>

Waste Diversion

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

1,473 Tons

Materials disposed in a solid waste landfill or incinerator :

2,124 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:

The University has a comprehensive recycling program and tracks recycling and waste data for many commodities. The University also has a Surplus Property facility which accepts used furniture and equipment for repurposing for other University departments, sale to the public, or donation to local repurposing organizations. The University is participating for the 6th straight year in the national RecycleMania competition, and has historically done very well when compared to similar institutions. The University's largest dining facility employs an industrial composter which has greatly reduced food waste from this facility.

<http://www.facmgmt.pitt.edu/recycle.htm>

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

The University's food services provider does not donate leftover food, but allows students to donate a portion of their unused meal plan dollars to charity. For the past 20 years, the University has held an annual "Pitt Partnership for Food" drive that collects nonperishable items from members of the University community for donation to the Greater Pittsburgh Community Food Bank. A recent addition to this program is the "Pitt's People for Pets" program that collects pet food for needy families. The Pitt Student Government Board decided to

establish a student Fall Food Drive as a companion program to the spring Faculty/Staff food drive with very promising results. Pitt also has a student- run "Plant to Plate" community garden that donates fresh produce to the Oakland Food Pantry.

The University is also part of a regional organization called the Southwestern Pennsylvania Food Security Partnership. The objective of this organization is to develop strategies to implement a comprehensive plan across a 12 county region to close the hunger gap in this region.

<http://www.cgr.pitt.edu/community/fssc.html>

<http://www.cgr.pitt.edu/community/pdf/Pitt%20Partnership%20for%20Food.flyer%2003-24-2014-8x11-1>

.pdf

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

Pitt's Dining Services reduces the volume of pre- and post-consumer waste in its Market Central dining facility, which is the largest food service facility on campus. With a commercial-grade pulper, extractor, and food digester, Market Central's food waste has been decreased from over 900-750 pounds a day to roughly 350 gallons of waste (approximately a 75% reduction). This system diverts hundreds of pounds of food waste from ending up in a landfill. The system was originally purchased to turn food waste into organic compost, but the quality of the resulting compost has been found not to be ideal. The University is investigating additional options for composting on campus.

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

Pitt's Dining Services reduces the volume of pre- and post-consumer waste in its Market Central dining facility, which is the largest food service facility on campus. With a commercial-grade pulper, extractor, and food digester, Market Central's food waste has been decreased from over 900-750 pounds a day to roughly 350 gallons of waste (approximately a 75% reduction). This system diverts hundreds of pounds of food waste from ending up in a landfill. The system was originally purchased to turn food waste into organic compost, but the quality of the resulting compost has been found not to be ideal. The University is investigating additional options for composting on campus.

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 | Yes |
| Food composting | Yes |
| Cooking oil | Yes |
| Plant materials composting | Yes |
| Animal bedding composting | No |
| Batteries | Yes |
| Light bulbs | Yes |
| Toner/ink-jet cartridges | Yes |
| White goods (i.e. appliances) | Yes |
| Laboratory equipment | Yes |
| Furniture | Yes |
| Residence hall move-in/move-out waste | Yes |
| Scrap metal | Yes |
| Pallets | Yes |
| Motor oil | Yes |
| Tires | Yes |

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

Construction and demolition recycling, corrugated cardboard, electronic equipment and devices, carpet. The University also has a robust surplus property operation that collects used items from University departments and resells or donates the items to University departments, local organizations, and the public. The program handles items including office furniture, lab equipment, musical instruments, computers, and even vehicles, diverting more than 3,500 items per year from the landfill.

Construction and Demolition Waste Diversion

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

The weight provided as recycled above include only materials generated by smaller renovations performed by in-house trades personnel. The University also requires that 3rd party contractors recycle materials from major construction projects. Larger projects and LEED certified projects typically recycle between 75 and 95% of their total construction waste.

At this time, we have no mechanism to report the amount of construction and demolition materials landfilled. An estimate is provided above, based on 20% of total construction waste.

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

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

92 Tons

Construction and demolition materials landfilled or incinerated :

23 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

The University collects construction and demolition materials from all projects performed on campus. The figures above include only smaller projects performed by in-house trades personnel. The University also requires contractors to recycle C&D materials, and has been able to document recycling percentages of 75-95% on several recent LEED certified projects. Tonnage values for these larger projects was unfortunately not available at the time of this submission.

Hazardous Waste Management

Responsible Party

Keith Duval

Health and Safety

Environmental Health & Safety

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

- 1) Pitt's primary strategy is to order only what is needed. The cost of disposal of chemicals often exceeds the price of purchasing the chemical.
- 2) Containers are dated when received and older chemicals are to be used first.
- 3) Use spirit-filled thermometers instead of mercury thermometers when possible.
- 4) Use less hazardous or non-hazardous chemicals for experiments when possible.
- 5) Prepare only the amount of solutions/mixtures needed for experiments.
- 6) Reduce the number of unknowns by labeling all bottles/containers in lab.
- 7) Scale down experiments that produce hazardous waste.

These guidelines are intended to ensure that chemical users on campus are aware of the importance of source reduction and waste minimization. Benefits of source reduction/waste minimization include increased safety of personnel, reduced risk of environmental contamination, and a decrease in waste disposal expenditures.

Pitt's Environmental Health & Safety Department has prepared and implemented a source reduction strategy which describes ways to reduce or eliminate the amount or toxicity of waste.

The following minimization activities are utilized to help reduce the amount and/or toxicity of wastes:

- **Product Substitution** – Use less hazardous or non-hazardous materials. Examples include substitution of enzymatic cleaners and detergents for chromic acid cleaning solutions, replacement of flammable and or toxic solvents with water based materials, replacing mercury thermometers with spirit filled or electronic thermometers, using latex paints in place of oil-based paints.
- **Microscale Chemistry** – Scale down techniques where possible to reduce waste.
- **One More Step** – When possible, all reactions should be taken one more step, if the additional step will result in a less hazardous material without an increased safety risk. (refer to Destruction of Hazardous Chemicals in the Laboratory by George Lunn & Eric Sansone, 2nd Edition, 1994 (Wiley)).
- **Waste Segregation** – Ensure appropriate segregation. Keep non-hazardous wastes out of the hazardous waste streams.
- **Education** – All chemical users should attend Chemical Hygiene training. EH&S offers additional waste minimization guidance through this program.
- **Inventory** – Maintain an accurate inventory of chemicals. Ensure that all containers are accurately labeled to ensure that “unknowns” are not generated.
- **Chemical Redistribution** – Utilize the EH&S Chemical Redistribution Program to donate or request unused surplus chemicals.
- **Purchasing Practices** – Only purchase in useable amounts.
- **Other Techniques** – Elementary chemical neutralization, improved inventory control practices, and good management and training are all techniques which can be utilized to minimize waste.

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

All hazardous waste, universal wastes, and non-regulated materials are disposed of via third party vendors who are licensed to transport, treat, recycle, and/or dispose of the wastes.

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:

The University of Pittsburgh Chemical Redistribution Program provides faculty and staff with the opportunity to obtain chemicals free of charge. This program is currently available to University laboratories located on the Oakland campus. The Chemical Redistribution Program can reduce expenses for both purchasing and waste disposal. The program emphasizes the University’s commitment to environmental protection by reducing the overall volumes of chemical waste generated.

Faculty and staff possessing uncontaminated chemicals that are not expired may donate these chemicals to the program. Donated chemicals can be claimed by University faculty/staff members on an as-needed basis. EH&S will maintain an inventory of available chemicals at

www.ehs.pitt.edu

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):

Institution-generated electronic waste is collected by the University's Surplus Property Department. This group assesses the value of the waste, and takes appropriate steps for proper handling. The waste is either refurbished for sale, donated to non-profit groups, or sent to a certified third party electronics recycling provider (ELoop).

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

In 2002, a letter was sent to all Deans, Directors, and Department Chairpersons. The letter spelled out the hazards of e-waste and the steps that should be taken to dispose of it properly in a safe manner. Those who received the letter were instructed to make copies and post it around their workplace for the general dissemination of its ideas. Posters can be found around campus which express the same ideas as the original letter. The University's Surplus Property Department collects all recycled electronic equipment and processes for resale, donation, or recycling through a certified third party (ELoop).

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

<http://www.ehs.pitt.edu/>

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

The number of distance education students is unknown for the baseline year. The gross floor area reflects only the buildings for which water consumption data was available. Certain buildings are tenant occupied and thus data was not available.

The area of vegetated grounds is a rough estimate. Specific information on this entry was not readily available.

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

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

Low to Medium

Total water use::

| | Performance Year | Baseline Year |
|-----------------|---------------------|---------------------|
| Total water use | 308,577,000 Gallons | 303,692,000 Gallons |

Potable water use::

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

| | | |
|--------------------------|----------------------------|----------------------------|
| Potable water use | 308,577,000 <i>Gallons</i> | 303,692,000 <i>Gallons</i> |
|--------------------------|----------------------------|----------------------------|

Figures needed to determine "Weighted Campus Users"::

| | Performance Year | Baseline Year |
|--|-------------------------|----------------------|
| Number of residential students | 7,900 | 7,200 |
| Number of residential employees | 0 | 0 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 26,617 | 26,323 |
| Full-time equivalent of employees | 11,461 | 11,825 |
| Full-time equivalent of distance education students | 414 | 0 |

Gross floor area of building space::

| | Performance Year | Baseline Year |
|-------------------------|-------------------------------|------------------------------|
| Gross floor area | 10,038,870 <i>Square Feet</i> | 9,447,142 <i>Square Feet</i> |

Area of vegetated grounds::

| | Performance Year | Baseline Year |
|--------------------------|-------------------------|----------------------|
| Vegetated grounds | 10 <i>Acres</i> | 11 <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 | July 1, 2010 | June 30, 2011 |

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

The baseline year of 2011 was selected as this was the year of the University's second and most recently completed greenhouse gas inventory (an updated inventory is in the works). This year also provided a better data set than the prior inventory that was completed for 2008.

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:

An underground aquifer was discovered during the construction of Sennott Square in 2001, and designers took advantage of this by installing an access point to collect the water for use on campus. The "free" water from the aquifer that runs from Herron Hill to Schenley Park is used by campus grounds personnel to water gardens and hanging baskets around campus as well as for the occasional power washing. This not only saves the University money and reduces the amount of municipal water consumed, but the untreated water from the aquifer has less of an impact on the environment.

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

All campus buildings are individually metered for water use, and consumption and cost data is tracked and evaluated by building. Sewage credit meters are installed to quantify water supplied but not released into the City of Pittsburgh's sewage system.

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

Approximately 1,750 faucet aerators have been replaced within the last 3 years with low-flow aerators that allow a flow of only 0.5 gallons per minute - a reduction of between 50 and 77 percent from previous flows of 1.0 - 2.2 gallons per minute.

All plumbing fixtures installed with new construction and renovation projects are required to be high efficiency, low flow fixtures. The University is evaluating existing buildings to identify opportunities for both large and small-scale retrofits.

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

The University has worked to identify and remove most domestic water-cooled process cooling systems on campus, replacing these with systems cooled by the campus central chilled water infrastructure. Very few domestic water-cooled systems remain.

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

The University has worked to increase the number of native and drought tolerant plant materials used in campus landscaping. In addition, any necessary irrigation is performed during optimal time periods to reduce water usage, and untreated water from the Oakland Aquifer is used for watering flower beds and hanging baskets during warmer months.

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

A brief description of other water conservation and efficiency strategies employed by the institution:

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

<http://sustainable.pitt.edu/node/1206>

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

Submission Note:

Please see pages 16 and 17 of the University of Pittsburgh 2013 Report on Sustainability:
<http://sustainable.pitt.edu/node/1206>

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

The University tasks design professionals with developing storm water management plans for all major construction projects. Selected results from these plans include green vegetative roofs and bioswales. A student community rain garden was constructed to help absorb the flow of excess stormwater at the University's Petersen Events Center, and the use of low maintenance groundcover has been expanded across campus to reduce runoff. All development projects comply with Allegheny Conservation District and Pittsburgh Water And Sewer Authority requirements for stormwater management.

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 University has been expanding the use of green vegetative roofs (currently 6 roof areas), and continues to evaluate roofs for additional opportunities, particularly when roofs are slated for replacement. One student community raingarden exists on campus, and the University is evaluating possibilities for additional installations. Many trees have been planted in recent years, and former problem areas have been planted with groundcover to reduce erosion and stormwater runoff. Pitt's first bioswale installation is being completed with a newly constructed building, and several large areas of concrete have been replaced with green space.

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

The University discovered an underground aquifer during construction of a campus building, and designed an access point into the construction project. Since then, the University has been harvesting water from the aquifer for watering flower beds and hanging baskets in the summer months, thus reducing the amount of treated water used for these purposes.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

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

Green vegetative roofs are installed on the Mascaro Center for Sustainable Innovation, the Fanny Edel Falk Laboratory School, the Hillman Library plaza, the Nordenberg Hall plaza, and Posvar Hall. These roofs provide energy savings, stormwater diversion, and educational value.

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

A geogrid system was installed during construction of a dormitory that was adjacent to a large green space near the Petersen Events Center. The system was installed to allow for heavy equipment to access the construction site, but was left in place for future access. The system is nearly invisible to the eye, as it has been planted over with grass, but it provides access as needed without the addition of impervious pavement in the area. Porous pavement has been designed for a future outdoor classroom space in a prominent area of

campus. The new pavement will replace a large area of concrete that has come into disrepair over the years, and the project will provide a lovely outdoor teaching space.

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

During renovation projects, the University has been working with the Pittsburgh Water and Sewer Authority to separate sanitary and storm drains.

A brief description of any rain gardens on campus:

Pitt's first rain garden, located on the lawn of the Petersen Events Center, soaks up excess rainwater and allows for natural infiltration into the soil. The garden was designed and built in 2011 by student members of Engineers for a Sustainable World, with support from the University's Mascaro Center for Sustainable Innovation and Facilities Management.

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

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

Bioswales are being constructed as part of a new construction project on Pitt's upper campus for the Schools of Pharmacy and Dentistry.

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

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

<http://sustainable.pitt.edu/node/1206>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

| |
|-----------------------------|
| Credit |
| Sustainability Coordination |
| Sustainability Planning |
| Governance |

Sustainability Coordination

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The University has created a Sustainability Working Group which is chaired by the Assistant Vice Chancellor Administration Facilities Management and Sustainability Coordinator. The Committee reports to the Office of the Chief Financial Officer. The committee is comprised of faculty and staff. The group recommends, reviews, discusses and analyzes various sustainability initiatives and evaluates current sustainability practices to determine their effectiveness.

Through the leadership of a new Sustainability Task Force, established by the Office of the Provost, the University will extend sustainability initiatives throughout Pitt's academic programs and research initiatives. The Task Force, which comprises faculty representatives from across campus, is charged with three goals: to catalyze interdisciplinary sustainability research; to enrich the undergraduate and graduate program offerings in the area of sustainability; and to further enhance Pitt's national recognition in sustainability. The task force, formed in fall 2013, has already developed plans to expand the University's curricular offerings in sustainability to include a campus-wide certificate for undergraduate students and a set of master's-level degree programs that will have a broad focus in engineering, business, and public policy.

The Student Affairs Division has established a Student Office of Sustainability and hired a Sustainability Program Coordinator to help promote and coordinate student sustainability initiatives (

).

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 Sustainability Working Group (see above) recommends, reviews, discusses and analyzes various sustainability initiatives and evaluates current sustainability practices to determine their effectiveness.

On the academic side, the Provost instituted a Sustainability Steering Committee in September 2013 to help guide efforts regarding sustainability education and research at the University. The Provost has declared Fiscal Year 2014 as the Year of Sustainability at the University with \$37 million in support for new academic curriculum focusing on sustainability as well as more student focused activities.

The University Senate's Plant Utilization and Planning Committee also promotes and discusses sustainability initiatives on campus during monthly meetings.

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

Sustainability Working Group: University Sustainability Coordinator, Sr. Manager of Energy Initiatives, Co-Director of the Mascaro Center Sustainable Initiatives, Professor of the Swanson School of Engineering, IT Director from the Swanson School of Engineering and the Chair of the University Senate's Plant Utilization and Planning Committee.

Sustainability Task Force: Provost and a diverse group of 22 faculty members from various academic areas.

University Senate Plant Utilization and Planning Committee: Regular participants include appointed faculty, support members from various staff departments (i.e. Facilities Management, Business, Governmental Relations), and Student Government Board representatives.

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

<http://www.sustainable.pitt.edu/>

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

Yes

A brief description of each sustainability office:

The University's sustainability office is housed within the Facilities Management Division. The Office has been tasked with the responsibility for coordinating and reporting on the University's sustainability efforts. These efforts include sustainability initiatives undertaken by Facilities Management, Housing and Food Services, Parking & Transportation, Purchasing, Telecommunications, academic areas, and various other departments throughout the University that may be or will be involved in sustainability initiatives.

The Student Affairs Division has established a Student Office of Sustainability and hired a Student Sustainability Program Coordinator to help promote and coordinate student sustainability initiatives (

<http://www.studentaffairs.pitt.edu/pittserves/sustainability>

).

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

6

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

<http://www.facmgmt.pitt.edu/sustainability/ourteam.html>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Daniel Marcinko, Assistant Vice Chancellor, Administration and Sustainability Coordinator; Erika Ninos, PittServes Sustainability Program Coordinator

A brief description of each sustainability officer position:

The University Sustainability Coordinator duties fall within the responsibility of the Facilities Management Division. More specifically, FM's Assistant Vice Chancellor for Administration has assumed this responsibility, reporting to the Associate Vice Chancellor for Facilities Management.

Roles and responsibilities are as follows:

- Serves as a liaison in promoting sustainability across University units, consistent with the Statement on Sustainability adopted by the Faculty Senate in 2010.
- Collaborates with academic units to promote sustainability-related educational and research opportunities.
- Works with University administrative units, fostering linkages among and within units for the purpose of promoting, informing, and reporting on sustainability efforts. Major units involved include Facilities Management, Purchasing, Housing and Food Services, Environmental Health and Safety, Parking and Transportation, Surplus Property, and Computing Services and Systems Development (CSSD), among others.
- Compiles an annual Sustainability Report with input from major University units. This report will highlight completed initiatives, provide progress updates on ongoing efforts, and describe plans for future programs.
- Reports on sustainability initiatives at regularly scheduled Plant Utilization and Planning Committee meetings.
- Serves as a resource for student groups, faculty, and staff interested in advancing sustainability on campus. Evaluates proposals and makes recommendations for potential implementation.
- Keeps current with new technologies and best practices developed at peer institutions.
- Works with University Marketing Communications to communicate Pitt's sustainability initiatives to the campus community and beyond.

Erika Ninos was recently hired to the new position of PittServes Sustainability Program Coordinator. Erika manages the Student Office of Sustainability, which houses five sustainability focused student groups in a prominent new space on campus. Erika works with many student organizations to promote collaboration and common initiatives. Current major projects include the "Give a Thread" clothing drive

and the development of a "Thriftsburgh" resale shop on campus, among many others.

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

<http://www.facmgmt.pitt.edu/sustainability/ourteam.html>

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

Criteria

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

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

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

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

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

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

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

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

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

The Provost Office has declared academic year 2014-1015 as the Year of Sustainability. In April, 2014, University officials announced a new \$37.5 million funding initiative comprising various endowments and current funds to support sustainability-related academics and research. Through the leadership of a new Sustainability Task Force, established by the Office of the Provost, the University will extend sustainability initiatives throughout Pitt's academic programs and research initiatives.

The Sustainability Task Force, which comprises faculty representatives from across campus, is charged with three goals: to catalyze interdisciplinary sustainability research; to enrich the undergraduate and graduate program offerings in the area of sustainability; and to further enhance Pitt's national recognition in sustainability. The task force, formed in fall 2013, has already developed plans to expand the University's curricular offerings in sustainability to include a campus-wide certificate for undergraduate students and a set of master's-level degree programs that will have a broad focus in engineering, business, and public policy.

See

<http://www.marketwatch.com/story/university-of-pittsburgh-announces-375-million-investment-in-support-of-sustainability-academics-and-research-2014-04-17>

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

The task force, formed in fall 2013, has already developed plans to expand the University's curricular offerings in sustainability to include a campus-wide certificate for undergraduate students and a set of master's-level degree programs that will have a broad focus in engineering, business, and public policy.

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

Office of the Provost and Mascaro Center for Sustainable Innovation

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

As part of the University of Pittsburgh's ongoing Year of Sustainability, the Office of the Provost and Pitt's Mascaro Center for Sustainable Innovation have announced the recipients of the 2015 Faculty Fellowships in Sustainability. Fellows will each receive a one-year fellowship with \$25,000 in annual support and the option for renewal for an additional year. They are expected to contribute to research within and across disciplines during the fellowship period and will develop new sustainability-related courses.

<http://www.sustainable.pitt.edu/content/faculty-fellowship>

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

Fellows will each receive a one-year fellowship with \$25,000 in annual support and the option for renewal for an additional year. They are expected to contribute to research within and across disciplines during the fellowship period and will develop new sustainability-related courses.

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

Office of the Provost and Mascaro Center for Sustainable Innovation

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

The programs and opportunities accompanying the Year of Sustainability are designed to engage the entire University community. From lectures and workshops to awards and student competitions, there is something for everyone. This year's freshman convocation even featured an effort to break a Guinness World record for the largest torchlit image (in the shape of our planet).

<https://www.youtube.com/watch?v=HfZKxn1yJtk>

See also

<http://www.utimes.pitt.edu/?p=32077>

The University also engages members of the Pitt community via numerous competitions and challenges, as follows:

Pitt earned first place in 2014 in the University category of the Pittsburgh Green Workplace Challenge, sponsored by Sustainable Pittsburgh. See

<http://www.gwcpgh.org/>

and

<http://www.engineering.pitt.edu/News/2014/Pitt-captures-one-of-the-top-honors-in-Sustainable-Pittsburgh-s-Green-Workplace-Challenge/>

The University is a founding partner in the Oakland expansion of the Pittsburgh 2030 District. See

<http://www.2030districts.org/pittsburgh/news/pittsburgh-2030-district-oakland-formally-launched-august-28-2014>

Pitt is participating for the 7th consecutive year in the national RecycleMania Tournament. See

<http://www.utimes.pitt.edu/?p=33837>

and

<http://www.recyclemaniacs.org/>

As part of the Year of Sustainability, Pitt organized a Sustainable Solutions Competition where students formed teams to propose sustainable projects. See

<http://www.sustainable.pitt.edu/content/sustainable-solutions-competition-winners>

The University's 2013 Report on Sustainability (released in 2014) provides a comprehensive overview of the University's sustainability initiatives. The report was distributed in limited release via hard copy and to the University Community via the

Sustainable.pitt.edu

website and the University's Read Green electronic announcement system.

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

The various competitions each contain specific measurable outcomes. For example, the Pittsburgh 2030 district requires that the University track all energy consumption in the Energy Star Portfolio Manager. This information will be continually be tracked and analyzed throughout the duration of the program. RecycleMania requires that the University report recycling and waste statistics for an eight week period. These weights are reported weekly and tallied for competition purposes. The Green Workplace Challenge calculates energy savings based on data in the Energy star portfolio manager for a baseline year and a program year. The University also provides documentation for many other actions related to energy, transportation, food services, purchasing, curriculum, etc.

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

Office of the Provost, Facilities Management Division, Student office of Sustainability, Office of Pitt Serves

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

The University's 2013 Report on Sustainability (released in 2014) has been distributed to local and regional organizations and is available on the University's

Sustainable.pitt.edu

website.

The University's Greenhouse Gas Inventory has been published in two prior years and is currently being completed for FY14. The University plans to complete future inventories every two to three years going forward.

The University continues to participate in the Pittsburgh Green Workplace Challenge, and the Pittsburgh 2030 District, and RecycleMania, all of which work to engage and inform both the University community and the public in Pitt's efforts to advance sustainability.

The Mascaro Center for Sustainable Innovation also conducts outreach projects across the community, especially in low-income neighborhoods. A recent partnership linked students from MCSI and Pitt Engineers for a Sustainable World with Pittsburgh's Kingsley Association to teach classes on practical sustainability topics as part of an Urban Leadership Training Institutes after school program.

Pitt faculty members and students have also served as mentors for the National Engineers Week Future City Competition that provides a fun and exciting opportunity for seventh- and eighth-grade students to design and present their visions of a city of the future.

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

The Report on Sustainability reports specific, measureable progress in terms of energy consumption, greenhouse gas emissions, transportation, and many other metrics.

Ongoing Greenhouse Gas Inventories will continue to report the University's progress in reducing GHG emissions in accordance with established industry standards.

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

Facilities Management Division, University Marketing and Publications, Mascaro Center for Sustainable Innovation, Swanson School of Engineering

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

The University is currently compiling its third Greenhouse Gas Inventory for FY14. The Facilities Management Division is partnering once again with the University's Mascaro Center for Sustainable Innovation. The previous two plans are publicly available on the University's sustainability website:

www.sustainable.pitt.edu

The University along with it's Medical Center UPMC constructed a new state-of-the-art steam plant which began operation in 2009 with plant emissions under 9 parts per million Nitrogen Oxide (NOx). Since 2009, the plant has been increasing its production and an older less efficient steam plant partially owned by the University has been producing less. The University plans to continue to shift production from the older plant to the newer plant over the next several years.

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

The University's 3rd Greenhouse Gas Inventory is currently being compiled. Once completed, the inventory will be compared with prior inventories to report progress.

When the University becomes fully reliant on the new steam plant, the University will have realized an overall reduction of 47 percent of annual steam related carbon dioxide emissions, or 48,000 metric tons when compared to the baseline year of 2008.

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

Facilities Management, Department of Environmental Health and Safety, Mascaro Center for Sustainable Innovation.

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

The University continues to implement its 12 Year Facilities Capital Plan which runs from 2007 through 2018. The Plan focuses on re-investment in existing buildings to upgrade building envelopes as well as mechanical, electrical and plumbing systems to make our existing buildings more efficient in terms of both operations and space utilization, and to bring them up to contemporary standards for research and teaching. All new facilities included in the Plan have been or will be constructed in accordance with the University's stringent design standards.

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

The University's investment into existing building systems since 1996 has resulted in over \$50 million in energy cost avoidance by making the buildings more energy efficient while complying with new building codes. New construction and major renovations have resulted in 6 LEED Gold and 2 LEED Silver Certified facilities, and the University is currently pursuing LEED certification for 8 additional projects.

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

Facilities Management reports to the Controllers Office regularly on fluctuations and reductions in our energy budget as well as construction budgets and expenditures.

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

As part of the Real Food Challenge, the University's food services provider has committed to increasing the amount of "Real" food in University dining facilities to 20% by the year 2020.

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

As part of the Real Food Challenge, the University's food services provider has committed to increasing the amount of "Real" food in University dining facilities to 20% by the year 2020.

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

Department of Housing, Dining Services

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

The Facilities Management Division continually updates University Design Standards to incorporate advances in technology. The standards require the installation of energy efficient mechanical, electrical and plumbing systems for all new construction and renovation projects. In addition to our standards, the University continues to implement its 12 Year Facilities Capital Plan which runs from 2007 through 2018. The Plan focuses on re-investment in existing buildings to upgrade building envelopes as well as mechanical, electrical and plumbing systems to make our existing buildings more efficient in terms of both operations and space utilization, and to bring them up to contemporary standards for research and teaching. All new facilities included in the Plan have been or will be constructed in accordance with the University's stringent design standards. The University has also recently implemented an Enterprise Energy Management system to provide better tracking and analysis tools for energy management.

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

The University's investment into existing building systems since 1996 has resulted in over \$50 million in energy cost avoidance by making the buildings more energy efficient while complying with new building codes. New construction and major renovations have resulted in 6 LEED Gold and 2 LEED Silver Certified facilities, and the University is currently pursuing LEED certification for 8 additional projects. The University has also recently implemented an Enterprise Energy Management system to provide better tracking and analysis tools for energy management.

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

Facilities Management, Controller's Office (Facilities Management reports to the Controllers Office regularly on fluctuations and reductions in our energy budget as well as construction budgets and expenditures).

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:

See information on Purchasing's Sustainability plans and initiatives here:

<http://cfo.pitt.edu/pexpress/purchases/buyingGreen.php>

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

<http://cfo.pitt.edu/pexpress/purchases/buyingGreen.php>

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

Purchasing

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

See information on the University's sustainable transportation efforts here:

<http://www.pts.pitt.edu/Commuting/index.php>

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

Increased and improved commuting alternatives, bicycle accommodations and advocacy, electric vehicle charging stations

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

Department of Parking, Transportation, and Services

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

Facilities Management is currently negotiating a new contract for collection and removal of waste and recycling on campus. As part of this negotiation, a comprehensive waste audit was performed, and will be the basis for a recycling and waste plan moving forward. Expected results include a shift to single stream recycling.

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

It is expected that the shift to single stream recycling will increase the University's waste diversion rate significantly. This shift is expected to take place over the next year and will be carefully tracked to evaluate the efficacy of the upgraded collection methodology.

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

Facilities Management, Housing Services, Purchasing
[Campus Sustainability Data Collector](#) | [AASHE](#)

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

The University has been working to identify opportunities for water conservation as part of its overall energy conservation efforts. 1700 faucet aerators have been installed over the past two years to reduce water consumption in buildings, and University design standards require low-flow plumbing fixtures in all new construction and renovation projects.

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

The University meters and tracks water usage in all buildings. This data is now stored in the University's new Enterprise Energy Management system which provides many opportunities to analyze and report consumption and cost data. As upgrades are completed, the system will help to quantify the actual savings related to the projects.

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

Facilities Management Division

A brief description of the plan(s) to advance Diversity and Affordability:

The University of Pittsburgh Office of Affirmative Action, Diversity, and Inclusion (OAADI) has overall responsibility for providing leadership, resources, coordination, and oversight for the University's voluntary diversity initiatives as well as ensuring equal opportunity and compliance with related governmental requirements. Given the size, complexity, and collegial nature of the University, OAADI does not do this alone. The campus community contributes to the University's commitment to diversity and inclusion, through the work of faculty, staff and students at all levels of the University.

Please see here for a sampling of diversity initiatives at the University:

<http://www.medadmissions.pitt.edu/diversity-program/>

<http://www.healthdiversity.pitt.edu/>

<http://www.engineering.pitt.edu/diversity/>

<http://www.hr.pitt.edu/diversity>

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

The University of Pittsburgh Office of Affirmative Action, Diversity, and Inclusion (OAADI) has overall responsibility for providing leadership, resources, coordination, and oversight for the University's voluntary diversity initiatives as well as ensuring equal opportunity and compliance with related governmental requirements. Given the size, complexity, and collegial nature of the University, OAADI does not do this alone. The campus community contributes to the University's commitment to diversity and inclusion, through the work of faculty, staff and students at all levels of the University.

Please see here for a sampling of diversity initiatives at the University:

<http://www.medadmissions.pitt.edu/diversity-program/>

<http://www.healthdiversity.pitt.edu/>

<http://www.engineering.pitt.edu/diversity/>

<http://www.hr.pitt.edu/diversity>

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Admissions and Financial Aid, Human Resources, various academic units

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:

The University has issued a Statement on Sustainability, as follows:

STATEMENT ON SUSTAINABILITY
UNIVERSITY OF PITTSBURGH

Whereas the University of Pittsburgh was an original signatory of the 1990 Talloires Declaration supporting mobilization of the resources of higher education on behalf of sustainability;

Whereas the University recognizes that sound sustainability practices benefit the institution, the City of Pittsburgh and the Western Pennsylvania region and that such practices should reflect the values of the institution;

Whereas the University accepts its role as a leader and understands the importance of embodying these sound practices in all its procedures and facilities;

Whereas it is possible and desirable both to maintain research and instructional excellence, realize cost savings and apply sound sustainability principles;

Whereas the University recognizes that sound sustainability practices will appeal to high-caliber students, faculty, and staff and that such members of the University community will in turn reinforce the values of sustainability;

Whereas considerable expertise on sustainability among University faculty and staff is available for coordination, and best practices of similarly aspiring academic institutions are readily researchable;

Whereas the University of Pittsburgh recognizes the need to foster sustainability in its practices and curricula, while continuing with its adherence to sound fiscal practices.

Be it resolved that the Sustainability Subcommittee of PUPC recommends the University administration:

Re-affirm the commitment to environmental education and support of environmental academic education in the curriculum

Foster environmentally responsible purchasing practices by striving to balance short and long-term, maintenance, life cycle and environmental costs in purchasing goods and services, with sound fiscal practices.

Continue to identify, implement, communicate, and coordinate practices that preserve and promote efficient use and conservation of energy, water and other resources and increase promotion of conservation efforts to the University community, so as to reduce resource consumption.

Continue the efforts to minimize solid waste production by fostering recycling and reuse.

Reaffirm the University's commitment to environmentally responsible Campus planning, design, construction and operations principles by

- a) Making the most efficient use of our existing physical assets before considering the addition of new facilities
- b) Striving to balance sound fiscal practices and environmental responsibility in the renovation, construction, operation and maintenance of the University buildings and Campus infrastructure
- c) Continuing with the "greening" of the Campus and efforts to implement sustainable practices in the design and maintenance of the grounds, within the limitations of the Campus' urban context.
- d) Monitoring progress in accomplishment of institutional goals in such areas as energy systems, green practices, recycling, purchasing and waste management.

Continue to establish processes to maintain efficient use, tracking, storage and disposal of hazardous toxic and radioactive materials and commit to keeping the presence of toxic materials on Campus and the generation of hazardous waste at reasonable levels for work and research purposes.

Reaffirm the University's commitment to facilitating pedestrian travel, bicycle use and promotion of other alternative modes of transportation such as public transit, to minimize the environmental impact of vehicles on the Campus and surrounding communities.

Foster linkages among and within University academic and administration departments for the purpose of promoting, informing and reporting on sustainability efforts.

The University maintains a neutral political position and has a long-standing policy that it will not implement policies or undertake practices that would be generally understood to be political in character. None of the statements in the above shall be interpreted to compromise, conflict with or violate this neutral political position.

Approved by Faculty Assembly & Senate Council April 2008

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

Yes

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

Please see Statement on Sustainability, provided above.

Also, the University's Institutional Master Plan addresses sustainability in its set of guiding principles, namely with a stated preference to renovate and renew existing facilities rather than building new facilities, and by increasing the efficiency of space utilization. Sustainable initiatives, such as retaining green space on campus and limiting parking, along with improvements in public and alternative transportation, are emphasized throughout the document with a green leaf symbol. (

<http://www.facmgt.pitt.edu/MasterPlans/2010.pdf>

)

The Facilities Management Division's Professional Design Manual is also a guiding, living document that specifies many sustainable design requirements for new construction and renovation projects. This document is provided to all design professionals working with the University.

<http://www.facmgt.pitt.edu/DesignManual.htm>

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

<http://www.facmgt.pitt.edu/MasterPlans/2010.pdf>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

| |
|--------------------------------------|
| Credit |
| Diversity and Equity Coordination |
| Assessing Diversity and Equity |
| Support for Underrepresented Groups |
| Support for Future Faculty Diversity |
| Affordability and Access |

Diversity and Equity Coordination

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

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

Assessing Diversity and Equity

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

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

Support for Underrepresented Groups

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.

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

Support for Future Faculty Diversity

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.

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

Affordability and Access

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

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

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

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

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.

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

Wellness Program

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

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

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

| |
|--------------------------------------|
| Credit |
| Committee on Investor Responsibility |
| Sustainable Investment |
| Investment Disclosure |

Committee on Investor Responsibility

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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 University currently uses and will continue to consider active investment managers who take into account environmental and sustainability factors when making investment decisions on behalf of the University.

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

N/A

Examples of CIR actions during the previous three years:

The University currently uses and will continue to consider active investment managers who take into account environmental and sustainability factors when making investment decisions on behalf of the University.

The website URL where information about the CIR is available:

Sustainable Investment

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

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

Investment Disclosure

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.

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

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

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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:

Centralized Helium Recovery System

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

The University recently installed a state-of-the-art helium recovery and liquefaction system for the recovery, collection, liquefaction and storage of helium for five buildings that comprise Pitt's mid-campus research complex. This system puts the University at the forefront of U.S. university efforts to conserve this increasingly scarce and expensive laboratory gas. As part of the mid-campus complex renovations funded by the National Institute of Standards and Technology (NIST), helium recovery lines were installed from new laboratories constructed in Old Engineering Hall (OEH), Nuclear Physics Laboratory (NPL), and Allen Hall to a room in the OEH. This room was renovated to house a helium gas recovery bag and compressor system to collect and prepare recovered helium gas for liquefaction. The balloon-like bag repressurizes and reliquifies helium for reuse. A gas metering, quality and safety monitoring, and safety exhaust purge system was also installed. The only ongoing cost to run the equipment is the cost of electricity to fuel the compressor, which is efficiently designed to only run when there is enough helium to fill the bag.

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

Helium is a nonrenewable and finite natural resource and because of its unusual escape velocity, once released into the atmosphere, it escapes into outer space. The National Academy of Science projects that the helium currently available, plus that estimated to be untapped underground, could all be lost to the atmosphere within 65 years. Helium is an inert chemical element extracted from natural gas that has been stored by the United States Government since World War I. The Federal Helium Program, operated under the Bureau of Land Management, supplies about 42 percent of the nation's helium demand and roughly 35% of the global helium demand. Without this source of helium, a national and global shortage of helium would result. The Federal Government had planned to close its helium program on October 7, 2013 but the Senate and House of Representatives unanimously passed a bill which was signed by President Barack Obama that cancelled the closure of the national helium reserve. The installation of a helium recovery system on Pitt's campus will help to conserve this limited resource and ensure the University faculty with a continuously recycled supply of helium that is an essential cryogenic used in many of our most productive nanoscience laboratories. The University has installed meters to monitor helium recovered from each lab connected to the system, and researchers will receive credit for their recovered gas, making them accountable for maximizing the recovery of helium boil-off from their experiments. The manufacturer of the recovery system claims a 99% efficiency rate under ideal conditions. The University conservatively expects a recovery rate of 90%. By reducing the amount of helium purchased by the University, the system is projected to provide annual cost savings of approximately \$400,000 at today's helium costs. These savings will only increase as the cost of helium continues to rise. Helium has doubled in price over the past decade, and according to the journal Nature, is expected to rise an additional 50% due to decreasing supplies. The reduced need for purchased helium also provides the benefit of reduced transportation impacts.

A letter of affirmation from an individual with relevant expertise:

[Helium recovery Letter of Affirmation.pdf](#)

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

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

| | |
|--|-----|
| Curriculum | --- |
| Research | Yes |
| Campus Engagement | --- |
| Public Engagement | --- |
| Air & Climate | Yes |
| Buildings | Yes |
| Dining Services | --- |
| Energy | --- |
| Grounds | --- |
| Purchasing | Yes |
| 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:

Conservation of finite resources

The website URL where information about the innovation is available :

<http://www.utimes.pitt.edu/?p=32067>

Responsible Party

Laura Zullo

Senior Manager Energy Initiatives
Facilities Management

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.

Submission Note:

See local news segment here:

<http://pittsburgh.cbslocal.com/2014/07/10/new-roofing-material-on-pitt-building-will-eat-pollution/>

The University was questioned about the concern for increased Nitrate in rainwater runoff from this roof. The attached letter of affirmation includes a response to this question, as well as an independent assessment from ECCI, an environmental firm which reviewed the concept.

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

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

Renovations on Posvar Hall Roofing

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

Wesley W. Posvar Hall is the largest academic building at the University of Pittsburgh. In recent renovations to Posvar Hall's roof, technologies mitigating both air pollution and urban precipitation runoff were utilized. Over 80,000 square feet of coal tar roofing was removed and replaced with "Eco-Activ" Roof Membranes that feature roofing granules treated with "Noxite". "Noxite" absorbs UV light and essentially behaves like a photovoltaic cell, generating electrical charges that accelerate the transformation of NOx molecules into harmless molecules. By-products of this decomposition process are carried away by rainwater with no measurable impact on runoff water quality. Additionally, 5,400 square feet of this roofing was covered with "LiveRoof" green roofing system. The green roof's hybrid design allows for the natural sharing of water, nutrients and beneficial organisms across the entire rooftop strata. Combined, the University of Pittsburgh has invested over 1.4 million dollars into this project.

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

Yearly, 80,000 square feet of "Eco-Activ" membrane surfaced with Noxite granules can transform approximately 30,000g of NOx molecules. This equates to the number of NOx molecules released by 23 passenger cars or light trucks driven approximately 12,000 miles each.

A letter of affirmation from an individual with relevant expertise:

[siplast information set combined.pdf](#)

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

| | Yes or No |
|-------------------|-----------|
| Curriculum | --- |
| Research | --- |

| | |
|--|-----|
| Campus Engagement | --- |
| Public Engagement | --- |
| Air & Climate | Yes |
| Buildings | Yes |
| Dining Services | --- |
| Energy | --- |
| Grounds | --- |
| Purchasing | --- |
| Transportation | --- |
| Waste | --- |
| Water | Yes |
| 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:

<http://www.utimes.pitt.edu/?p=31107>

Innovation 3

Criteria

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

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

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

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

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.