



# Washington University in St. Louis

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

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Master

## Institutional control:

Private non-profit

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

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

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

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**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

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**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

## Academics and Demographics

### Criteria

n/a

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

# 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.

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



# Academic Courses

## 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*.

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

# Learning Outcomes

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## Responsible Party

**Phil Valko**

Director of Sustainability

Office of Sustainability

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## 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.

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"---" 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:**

1,500

**Total number of graduates from degree programs:**

8,319

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

[WUSTL\\_2010-2011\\_Sustainability\\_Courses.xls](#)

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

School of Engineering (Info can be seen

<http://engineering.wustl.edu/visionplans.aspx>

):  
Bachelors, Masters, and PhD programs from departments: -Biomedical Engineering  
-Energy, Environmental and Chemical Engineering  
-Mechanical Engineering & Materials Science  
-Electrical & Systems Engineering  
-Computer Science & Engineering

George Warren Brown School of Social Work:  
-Masters of Public Health

<http://gwbweb.wustl.edu/Admissions/MPH/Pages/publichealthoverview.aspx>

-Masters of Social Work

<http://gwbweb.wustl.edu/Admissions/MSWProgram/Pages/MSWOverview.aspx>

-PhD

<http://gwbweb.wustl.edu/Admissions/PhDProgram/Pages/PhDOverview.aspx>

School of Arts & Sciences:  
-Environmental Studies:

<http://enst.wustl.edu/node/321>

-Anthropology:

<http://anthropology.artsci.wustl.edu/about>

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

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



# Undergraduate Program

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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*.

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

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

Yes

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

Bachelor of Science in Sustainability

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

The Bachelor of Science in Sustainability provides an interdisciplinary approach to understanding and resolving today's most pressing and complex environmental, economic, and social challenges. The program is built on a foundation of Arts & Sciences courses that examine sustainable living from multiple perspectives--scientific, political, economic, social, historical, philosophical, anthropological, and literary. Grounded in this integrative approach and common understanding of the issues, students then choose one of three concentrations for greater in-depth study of sustainability: 1) Sustainable Environment and Science, for primary focus on environmental sciences, natural resources, and energy; 2) Sustainable Management and Organizations, for primary focus on sustainable business strategies and the triple bottom line—economic, social, environmental; and 3) Sustainable Communities and Development, for primary focus on designing and managing sustainable spaces in our cities and communities. The three concentrations include selected courses from Arts & Sciences, Business, Engineering, and Architecture. The overarching goal of the Bachelor of Science in Sustainability is to provide students with knowledge and methods about sustainability, local to global, and to help improve the quality of individual lives, the productivity of institutions, and the security of our planet.

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

<http://ucollege.wustl.edu/programs/sustainability>

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

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

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

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

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

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

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

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**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):**

Certificate in Sustainable Communities and Development

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

Sustainable communities are planned, built, and modified to promote a quality of life that is ecologically responsible and inclusive to foster the creative use of our physical and cultural resources. The Certificate in Sustainable Communities and Development, designed primarily for professionals in architecture, planning, law, government and development, offers knowledge and methods to design and develop sustainable places and spaces within our community. Grounded in a comprehensive understanding of the ecological, political, and social context of the subject, the program also offers students a set of specific practical skills with which to plan sustainable communities. The scientific, political, economic, and social implications of sustainable development and design are addressed in the core and elective courses. A studio-based capstone experience addresses the collaborative and integrative nature of sustainability development.

The program includes 21 units of undergraduate course work, 18 in required courses and 3 in electives.

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

[http://ucollege.wustl.edu/areas/certificates/sustainable\\_communities](http://ucollege.wustl.edu/areas/certificates/sustainable_communities)

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

Certificate in Sustainable Environment and Science

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

The Certificate in Sustainable Environment and Science provides an interdisciplinary approach to understanding and resolving today's most pressing and complex environmental and ecological challenges. The program includes foundation courses that examine sustainable living from multiple perspectives, as well as more targeted courses that focus on environmental sciences, natural resources, and energy. The program includes 21 units of undergraduate course work, 9 units in required courses and 12 units in electives.

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

[http://ucollege.wustl.edu/areas/certificates/sustainable\\_environment](http://ucollege.wustl.edu/areas/certificates/sustainable_environment)

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

Certificate in Sustainable Management and Organizations

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

The Certificate in Sustainable Management and Organizations provides an interdisciplinary approach to understanding and resolving today's most pressing and complex business and organizational challenges. The program includes foundation courses that examine sustainable living from multiple perspectives, as well as more targeted courses that focus on sustainable business, management, and leadership strategies, including the triple bottom line—economic, social, and environmental. The program includes 21 units of undergraduate course work, 9 units in required courses and 12 units in electives.

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

[http://ucollege.wustl.edu/areas/certificates/sustainable\\_management](http://ucollege.wustl.edu/areas/certificates/sustainable_management)

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

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# Graduate Program

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## Responsible Party

**Pratim Biswas**

Stifel & Quinette Jens Prf Of Environmental Engineering Science  
Chemical Engineering

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## Criteria

Institution offers at least one:

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

And/or

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

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

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## Submission Note:

Although there are no MBA core courses specifically addressing corporate social responsibility or environmental issues, virtually every course touches on topics related to sustainability to some degree. More specific coverage of sustainability-related topics can be found in the electives for this dual degree program and it is virtually assured that students will be addressing such issues as the program is designed to attract graduate students who are passionate about sustainability.

Please visit the announcement on this new degree program at  
<http://news.wustl.edu/news/Pages/22017.aspx>

"---" 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 Dual Degree in Engineering and Business

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

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

[http://eece.wustl.edu/ContentFiles/Degree/MEng\\_MBA\\_Flyer.pdf](http://eece.wustl.edu/ContentFiles/Degree/MEng_MBA_Flyer.pdf)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Immersive Experience

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## Responsible Party

**Enrique Von Rohr**

Director, Design Research Studio  
School of Art

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## 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.

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*"---" 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:**

Course: Design Studio – Architecture 500/600

The Graduate Program is offering an upper level studio in collaboration with Delft TU which focuses on the sustainable re-use of existing buildings. Students are expected to propose a comprehensive redesign strategy that incorporates environmental principles into technical solutions. The studio is team taught by Christof Jantsen, and our leading technical professor, Paul Donnelly.

Course: Alberti Program - Architecture for Young People

The mission of the Alberti Program - Architecture for Young People is to introduce principles of sustainable design, inspire experimentation with architecture, encourage problem solving, and introduce experiences within a University setting. The program targets students from disadvantaged backgrounds that attend ten different schools in the City of St. Louis. Student in the College and Graduate School of Architecture receive credit for teaching the course with a lead instructor. While students assist with teaching they are also involved in developing course materials and teaching issues of sustainability

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

[http://samfoxschool.wustl.edu/alberti\\_program](http://samfoxschool.wustl.edu/alberti_program)

# Sustainability Literacy Assessment

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## Responsible Party

**William Fischer**  
Fellow  
Office of Sustainability

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## 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.

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"---" 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:**

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

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

[NEW BIKE.xlsx](#)

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

n/a

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

nna

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

na

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

na

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

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# Incentives for Developing Courses

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## Responsible Party

**William Fischer**

Fellow

Office of Sustainability

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## 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.

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

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

No

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

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

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

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# Campus as a Living Laboratory

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## Responsible Party

**Phil Valko**

Director of Sustainability

Office of Sustainability

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## 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.

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Phil Valko**

Director of Sustainability

Office of Sustainability

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## 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.

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

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

141

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

1,277

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

22

### **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:**

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

The Vice Chancellor for Research does not individually classify faculty or publicly report such information.

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

The Office of Sustainability sent out a survey to academic departments requesting the information.

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

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**The website URL where information about sustainability research is available:**

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# Support for Research

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## Responsible Party

**Chad Henry**

Operations Manager

International Center for Advanced Renewable Energy and Sustainability (I-CARES)

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## Criteria

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

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

### Submission Note:

Additional information on student research programs:

Interdisciplinary Certificate of Accomplishment in Bioenergy and the Environment:

<http://parc.wustl.edu/outreach/certificate>

Undergraduate Research:

<http://ur.wustl.edu/>

Additional information on faculty research programs:

MAGEEP Funding:

<http://mageep.wustl.edu/FUNDINGOPPS/FundingOpportunities.aspx>

CCCU Funding:

<http://cccu.wustl.edu/research-fund.php>

"---" 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:**

Student participation in sustainability research is encouraged in multiple ways and through different paths. Additional support is available in internal pilot funding for faculty research projects to protect funding for student participation. Programs are devoted directly to students. Increasingly, large-scale projects are also looking for avenues to increase student participation in ways that align with curriculum and provide mentoring opportunities.

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

<http://icares.wustl.edu/programs/Pages/programs.aspx>

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

Yes

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

Faculty participation in sustainability research is largely provided through internal pilot research funding from the International Center for Advanced Renewable Energy and Sustainability (I-CARES), the McDonnell Academy Global Energy and Environment Partnership (MAGEEP), the Institute for Public Health and the Consortium for Clean Coal Utilization. Additional funding through the Office of Technology Management's Bear Cub Fund and the Vice Chancellor for Research University Research Strategic Alliance program are focused on technology development and facilitating new interdisciplinary connections, respectively. Those they two aren't fully devoted to sustainability research they are certainly programs under which sustainability research would fit well.

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

<http://icares.wustl.edu/research/Pages/default.aspx>

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

Yes

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

The University's Policy on Academic Freedom, Responsibility and Tenure established the basic guidelines for tenure and promotion decisions. And the Provost has established a Policy on Joint Appointments that is used for formal appointments that span multiple departments. Each school at the University is responsible for managing faculty appointed in their disciplines. Arts & Sciences has a specific policy governing Procedures for Faculty with Joint Appointments Between a Program and a Department in Arts and Sciences that discusses the proper valuation of interdisciplinary research and ensure proper expertise is solicited in the external review process. The role of interdisciplinary mentoring for junior faculty has also received attention. In 2009 the Provost convened a Diversity Working Group Subcommittee on Mentoring that issued recommendations on Best Practices for the University's non-medical campus. Those recommendations underscore the value and help provide different approaches to interdisciplinary mentoring.

The International Center for Advanced Renewable Energy and Sustainability is one such entity on campus that provides direct support to faculty, I-CARES Professors, who pursue interdisciplinary research in sustainability related fields. I-CARES Professors have been



appointed in the School of Engineering and Applied Sciences and the Sam Fox School of Design and Visual Arts. A position is currently being recruited for an endowed professorship in environment biology.

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

<http://icares.wustl.edu/initiatives/Pages/partners.aspx>

**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:**

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

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## 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.

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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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**William Fischer**  
Fellow  
Office of Sustainability

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## 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*.

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"---" 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?:**

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**Number of degree-seeking students enrolled at the institution:**

13,761

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

Eco Reps and Green Ambassadors

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

13,761

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

Our South 40 Residential Campus, the primary undergraduate residential campus, is made up of 24 residential halls divided into 10 residential colleges. The Eco Reps program places sustainability representatives in each residential college with the task of disseminating information related to sustainability to their peers, including education, programs and opportunities to get involved.

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

They are elected every fall in an election

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

They attend a retreat and are exposed to opportunities on campus, including the Student Sustainability Fund, in addition to being brought up to speed by the Office of Sustainability on university-wide initiatives and progress.

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

A staff member of Residential Life serves as an advisor to Congress of the South 40, a student government for the residential campus, which houses these Eco-Reps. Congress of the South 40 has a budget of nearly \$500,000 that the EcoReps can pull from

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

Green Ambassadors

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

2,000

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

Green Ambassadors are a group of approximately 30 students who return to campus early to help with new student orientation and other events during the first month of classes. Outreach activities include helping students sort their waste at large events and being Compost Ambassadors in dining locations to ensure that students know how to properly sort their waste.

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

To be selected these students must fill out an application that asks them about their interest in sustainability, ideas for how to incorporate sustainability into orientation, what living sustainably means to them, and provide answers to questions about their availability.

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

Green Ambassadors participate in at least one conference call before arriving on campus to hear brief overviews of the program, schedules, and expectations / responsibilities. Once on campus there is at least 6 hours of training in which students are taught about the [STARS Reporting Tool](#) | [AASHE](#)

sustainability initiatives occurring on campus, go through team building activities, and learn about the details of the events they are apart of and their role. Students who for some reason must miss this on campus training participate in a Google Hangout training with other students and Office of Sustainability Facilitators.

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

The Office of Sustainability pays for early move-in for students who live in WUSTL housing and partners with other campus partners to provide food at many events for the Green Ambassadors. Additionally, the Office of Sustainability applies for grants so that \$250 stipends can be given to the students for their hard work and dedication.

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

Office of Sustainability Student Internship

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

3,057

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

The Office of Sustainability started a student internship program in 2012. The Office employs a team of five students who work nearly full-time during the summer and a group of ten students who work part-time during the school year. Interns collaborate with each other and different facets of university administration to extend the presence and capacity of the Office of Sustainability. Interns are directly involved with the following responsibilities of the Office of Sustainability that help educate WUSTL students, faculty and staff across all campuses:

- Planning and running campus-wide events such as Earth Week, Car-Free month, Sustainability Week, Bike to the Future Movie Night, and more. These events are advertised to the entire student population and are open to all.
- RA training at the beginning of the year to inform them of the most recent sustainability initiatives on campus
- Public relations and campus outreach, including communications that go out to all students, faculty and staff. For example, student interns put together and designed the content for a new campus bicycle map, magnets and stickers reminding people to turn off lights and unplug appliances to reduce phantom loads, and the FY12 annual report that goes to a substantial mailing list.
- Strategic planning which involves surveying student peers at random to determine how much they know about sustainability topics
- Waste management and reduction: a student intern serves as the interface between campus dining vendors, waste collection companies, the facilities department and the Office of Sustainability. This student pushed for expanded composting infrastructure and signage that is now available to all students.

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

Student interns apply for the position as if it were a job, by submitting a cover letter and resume to the Sustainability Coordinator. After this step, some students are asked to appear in person for an interview. Those selected are notified shortly after the interview process.

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

At the start of each term, student interns spend a day getting brought up to speed on current projects, initiatives and goals of the Office of Sustainability and the university on the whole. Facilitators present for this orientation include the Director of Sustainability and the Coordinator of Sustainability.

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

When the student intern program began, some interns were paid hourly and others worked as volunteers. Now the program provides a \$10/hr wage to interns but caps their weekly hours at 37.5.

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

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

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

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

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

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

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

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

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## Responsible Party

**William Fischer**

Fellow

Office of Sustainability

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## 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.

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*---" 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:**

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

We have undertaken a wide variety of initiatives to integrate sustainability as much as possible into new student orientation by:

- Co-sponsoring a "Defining Sustainability" event for new students during the "First 40 Days" to meet the various green groups on campus and engage in discussion with university administrators on the current university path towards sustainability
- Co-sponsoring an off-campus program to acquaint new students with the public transit system, Metro, including light rail and buses
- Including information on sustainability on campus in email newsletters and paper publications to incoming freshmen
- Training RAs and Residential College Directors on sustainability on-campus, including recycling rules, our Sustainability Plan, and transportation alternatives, and making relevant materials available to them, including magnets with the recycling rules, sustainable living guides and information on relevant upcoming events
- Being present at various large events during the "First 40 Days" with sustainability materials and mini-activities
- Providing a lesson plan for a sustainability-themed freshman floor program that RAs can choose to use on their floors



-Educating student orientation ambassadors, WUSAs, on campus sustainability initiatives and green living tips for new students

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

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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.

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*"---" 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?:**

	<b>Yes or No</b>
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<b>Active student groups focused on sustainability</b>	Yes
<b>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</b>	Yes
<b>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</b>	Yes
<b>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</b>	Yes
<b>Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience</b>	Yes
<b>Cultural arts events, installations or performances related to sustainability that have students as the intended audience</b>	Yes
<b>Wilderness or outdoors programs that follow Leave No Trace principles</b>	Yes
<b>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</b>	Yes
<b>Programs through which students can learn sustainable life skills</b>	Yes
<b>Sustainability-focused student employment opportunities offered by the institution</b>	Yes
<b>Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions</b>	No
<b>Other co-curricular sustainability programs and initiatives</b>	Yes

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

The Energy & Environmental Law Society (EELS) explores the intersection of law and the environment through educational speaking events, community service projects, collaboration with other campus groups, as well as by promoting sustainability in the use of law school facilities. EELS aims to prepare and inspire students to enter the increasingly complex fields of energy and environmental law.

Net Impact strives to give students the opportunity and skills to make environmentally and socially responsible change happen on campus. Net Impact grows and strengthens a network of leaders who believe in the power of business to create a positive social, environmental and economic impact.

The Burning Kumquat is an organic, student-run garden.

The EcoRep program gives undergraduates the opportunity to promote sustainability within their Residential Colleges and focus on making College Council programming more sustainable.

Engineers without Borders encourages interested students of all schools to apply their academic knowledge to projects in developing communities that focus on the environment, equity and economics.

Green Action members participate in regional and national sustainability movements, maintaining relevancy and awareness of current events, politics and issues through programming that engages the community and promotes environmental advocacy.

The Green Events Commission (GEC) conducts research and advises student groups on how to reduce the environmental impact of their events.

Material Monster is a material reuse and research initiative based in the Sam Fox School of Design & Visual Arts community. In addition to investigating material culture, Material Monster facilitates the free exchange of reusable materials for creative endeavors.

Sorority Sustainability Committee is comprised of representatives from each sorority dedicated to promoting sustainability within each sorority chapter.

The Trading Post's mission is to promote re-use within the Washington University community through the free exchange and affordable sale of donated goods. Trading Post has both a storefront operated during the school year and an annual SWAP collection and sale.

V.E.R.D.E. (Volunteers for Environmental Restoration, Development and Education) fosters greater awareness about environmental issues among school children and participates in environmental restoration events around St. Louis.

Washington University Co-Op provides off-campus housing for undergraduates with six pillars: community building, environmental sustainability, healthy living, social responsibility, cooperative learning and leadership.

Wilderness Project is Washington University's student-run pre-orientation program that offers backpacking and climbing trips with social and environmental justice components.

WUSICE (Washington University Students for International Collaboration on the Environment) is a student-run organization that establishes, strengthens and maintains collaboration with international students on environmental issues.

ESWI (Environmental Social Work Initiative) seeks to build awareness, knowledge and practice skills at the nexus of environmental and social problems; to engage the Brown School community in environmental social work and thus establish social work as a field of practice; and to establish the Brown School as a leader in this field. Contact ESWI.

The Olin Energy Club (OEC) promotes sustainable energy solutions through education, targeted projects, initiatives and connections with organizations and corporations.

The Bee School is WUSTL's beekeeping organization, dedicated to spreading the practice and knowledge of all things bee. As of the spring of 2013, the Bee School maintains two honeybee hives on the Danforth campus.

Harvest Health supports public community gardens in areas where produce availability is low. They partner with local residents to create sustainable educational and social programs so that neighborhood members can get the most out of their gardens.

**The website URL where information about student groups is available:**

<http://sustainability.wustl.edu/community-involvement/get-involved/>

**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 Burning Kumquat is a low-impact, intensive garden on the campus of Washington University in St. Louis. They focus their efforts on fighting food deserts in North St. Louis city and running a summer camp for community youth. They also have a strong relationship with Washington University Dining Services and often sell produce to them, and the Washington University community at the student center.

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

<http://burningkumquat.wustl.edu/>

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

Grounds for Change (GFC), located in the George Warren Brown School of Social Work, is a cafe that serves eco-friendly coffee, pastries, fruit and snacks. All proceeds from the operation are sent to the school's Student Coordinating Council which coordinates events related to social justice that raise awareness of environmental, labor, and social justice issues. GFC promotes social justice and diversity within its practices, products, services, and staff through sustainable business practices and governance.

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

<http://brownschool.wustl.edu/NewsAndMedia/Newsroom/Pages/GroundsforChange.aspx>

**A brief description of the sustainable investment or finance initiatives:**

Student Sustainability Fund (SSF) allocates money towards funding graduate and undergraduate students' sustainability projects. The SSF supports projects that benefit the student body and promote an ethos of sustainability and stewardship of the environment through education, events or research. To date, 37 projects have been successfully funded on campus through the SSF.

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

<http://ssf.wustl.edu/>

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

WUSTL hosted the 3-day Sustainable Cities Conference in fall 2012 to explore the critical role that cities must play mitigating global environmental and public health issues. The conference featured addresses by author and activist Bill McKibben, Deputy Secretary of the U.S. Housing and Urban Development Ron Sims, founder of the Living Building Challenge Jason McLellan, and food activist Anna Lappe. Over 1000 people attended.

McDonnell Academy Global Energy and Environment Partnership (MAGEEP), a consortium of 28 universities and corporate partners working together in energy, environmental and sustainability research, education, and operations, has hosted 5 international symposium's since 2007. In addition, faculty, students and staff meet informally to discuss energy and environmental issues that the world faces each month.

The International Center for Advanced Renewable Energy and Sustainability (I-CARES) was created in June 2007 to encourage and coordinate University-wide and external collaborative research on energy, environment, and sustainability that cannot be done by single investigators or by single disciplines alone. I-CARES hosts conferences and events throughout the year with this focus.

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

<http://news.wustl.edu/news/Pages/22224.aspx>

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

Material Monster: The SSF has helped fund many of Material Monster's initiatives including Packaging Purgatory and Climate Change: Stories for Social Justice.

Packaging Purgatory – The project's cradle-to-grave research of recyclable laboratory packaging from Washington University's School of Medicine (WUSM) included a tactile inquiry into the repurposing of objects into a public art piece. Colorful rectangular plastic pipette plates were communally woven together and displayed outside of Olin Library and Sam Fox School of Design and Visual Arts on WUSTL main campus and then moved to the Farrell Learning and Teaching Center at WU School of Medicine.

Climate Change: Stories for Social Change – As finalists of the Washington University ICARES competition, Material Monster intends to inspire local action against climate change by leading and investigative art and research exhibit depicting regional social injustices in direct consequences to the environmental exploitation that contributes to global climate change.

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

<http://ssf.wustl.edu/?project=material-monster>

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

The Outing Club is dedicated to providing outdoor opportunities to all Washington University students regardless of financial means or past experience while promoting a strong stance of environmental and social responsibility. They aim to help students break out of the often city-centric college experience with trips of all varieties to local and distant outdoor attractions. In the past few years, they've ventured out for backpacking in Missouri's beautiful Ozarks, climbing in stunning Illinois, Arkansas and Kentucky, spelunking in the endless caves that stretch though the state, rafting in Tennessee, cycling, canoeing, wandering, floating, camp-firing, picnicking,

car-camping, trail-running, and star-gazing.

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

<http://outing.wustl.edu/OC/Home.html>

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

In fall of 2008, all incoming students were required to read "Field Notes from a Catastrophe" by Elizabeth Kolbert as a part of the Freshman Reading Program. The book focused discussions among freshman floors related to sustainability. In addition, Kolbert visited Washington University and addressed the campus community in an Assembly Series lecture.

**The website URL where information about the theme is available:**

<http://frp.wustl.edu/about/>

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

Green Ambassadors play a pivotal role in creating a cultural shift on our campus through tasks such as helping educate students about waste sorting and promoting the Eco To-Go program.

Green Cup is an annual student energy reduction competition. The 4-week competition to reduce energy use among South 40 Residential Colleges, on-campus apartments and fraternities that takes place during the calendar month of February 2014.

Recyclemania: Over an 8-week period each spring, WUSTL participates with colleges across the United States and Canada to report the amount of recycling and trash collected each week and are in turn ranked in various categories based on who recycles the most on a per capita basis, as well as which schools have the best recycling rate as a percentage of total waste and which schools generate the least amount of combined trash and recycling.

EcoReps: The EcoRep program was founded in 2011 to empower students to educate their peers and to better weave sustainability into the undergraduate experience. The program provides a leadership opportunity for students interested in sustainability. Each year 12 EcoReps increase student awareness and help to institutionalize environmental stewardship within the student body.

Green Monday: Each Monday, the Office of Sustainability features weekly messages around food, including agriculture's role in climate change, water consumption, waste generation and global hunger. Weekly messages also highlight the university's efforts, such as composting and sustainable food and dining certifications. Students are encouraged to take the Green Monday pledge to reduce their 'foodprint'.

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

<http://sustainability.wustl.edu/campus-operations/sustainable-dining/green-monday/>

**A brief description of sustainability-focused student employment opportunities:**

The Office of Sustainability manages a team of 13 part-time, paid student interns during the school year, and up to six full-time, paid student interns over the summer to support the university's efforts to be a sustainability leader. Fifty students have held internships since the programs inception in 2011.

Interns work in teams across a number of domains, from alternative transportation to waste diversion efforts, renewable energy projects to food and dining initiatives, and green offices facilitation to communications and marketing.

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

<http://sustainability.wustl.edu/>

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

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

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

Share Our Stuff (SOS) is Washington University's annual move-out donation drive. It is a university-wide effort designed to make it easy for all students to donate their unwanted items at move-out in a manner that benefits our community and keeps usable goods out of the landfill.

Net Impact students have worked with Dining Services and Bon Appetit on the Eco To-Go program since the spring semester of 2013, when the program was first piloted. Inspired to reduce the enormous proportion of post-consumer waste coming from cardboard to-go containers, the student group approached Dining Services with the idea for the reusable to-go container exchange system.

The Olin Case Competition is an annual competition through the business school that encourages interdisciplinary student teams from across WUSTL to develop creative solutions related to sustainable on-campus solution.

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

<http://apps.olin.wustl.edu/mba/casecompetition/Home/>



# Outreach Materials and Publications

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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.

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"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

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

**A brief description of the central sustainability website:**

The sustainability website coordinates information on operations, research, teaching and special initiatives at the university. Included are links to important documents such as the Strategic Plan for Sustainability Operations, the Energy Use Reduction Report and the campus greenhouse gas inventory.

**The website URL for the central sustainability website:**

<http://sustainability.wustl.edu/>

**A brief description of the sustainability newsletter:**

The Office of Sustainability newsletter is a bi-weekly email coordinating events, job postings, news and updates on and off campus related to sustainability. It is coordinated by the Office of Sustainability and is sent to students, staff, faculty and community members. In addition, the Office of Sustainability releases an monthly School of Medicine sustainability newsletter with news, updates and events specific to this campus.

**The website URL for the sustainability newsletter:**

<http://us2.campaign-archive1.com/?u=7066ff9764a241168352699e8&id=b7459eb247&e=084bb45890>

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

The Office of Sustainability has a dedicated Facebook page that focuses on sustainability news, updates and events on campus, as well as regional and national news stories. The Office of sustainability works closely with green student groups to promote the work that they are doing and events that are being held. With nearly 800 followers and regular postings, this page is the go to resource for sustainability news and events on campus.

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

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

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

N/A

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

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

Many of the LEED buildings on campus feature LEED plaques in conjunction with green building related information. For example, the recently-constructed Brauer Hall has digital signage that highlights green building features. It cycles through the features using a Lucid Dashboard framework. Additionally, the Danforth University Center highlights its sustainable technologies with signs.

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

<http://buildingdashboard.com/clients/washu/seas/brauer/>

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

Our campus dining services, Bon Appetit, posts information on sustainable food sourcing guidelines, including low-impact fishing and issues surrounding local food procurement. This information is in large part taken from their corporate food responsibility guide, the

Circle of Responsibility.

These communication pieces include:

- Monterey Bay Aquarium Seafood Watch Guidelines
- Natural Beef information
- Farm-to Fork Chalkboards & Table Tents
- Recycling & Composting Posters at dish returns
- Composting signage
- Compostable Cup information
- Menu highlights (digital and paper) for Farm-to-Fork vendors, sustainable seafood items and other sustainable menu choices
- Sustainability Food Banners
- Regular information is posted in the student newspaper and the faculty/staff newspaper on food sustainability
- Coffee cup sleeves run information on our food sustainability practices

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

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

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

N/A

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

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**A brief description of the sustainability walking map or tour:**

N/A

**The website URL of the sustainability walking map or tour:**

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

All new faculty and staff receive a guide for alternative methods of transportation, entitled "Commuter Choices." It contains all information relevant to using the university-sponsored Metro pass, the university car-sharing program, our carpooling program and bicycle options.

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

<http://www.parking.wustl.edu/>

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

The Office of Sustainability issues an Alternative Transportation map to incoming students at move-in, as well as to staff at orientation training. The map denotes MetroLink stops, MetroBus stops, Campus Circulator stops, bike routes (designated and shared), bike Fix-It stations, bike racks (covered, large and small capacity), and buildings with showers. This map also includes cycling tips for a safe commute, instructions for properly locking bikes, suggested biking gear and routine maintenance suggestions, bike registration information, and multi-modal travel information.

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

<http://sustainability.wustl.edu/campus-operations/transportation/>

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

The Washington University Sustainable Living Guide contains a guide for car-free St. Louis adventures, general facts related to sustainability topics and specific tips to guide sustainable lifestyles in the residential halls.

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

<http://www.wustl.edu/initiatives/sustain/assets/WUSTLSustainableLivingManual.pdf>

**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:**

N/A

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

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

The Office of Sustainability published a comprehensive summary of the university's sustainability initiatives fall of 2010. This contains activities related to operational policies, university initiatives, student programs and research.

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

[http://sustainabilitypledge.wustl.edu/SiteCollectionDocuments/Sustainability\\_Brochure.pdf](http://sustainabilitypledge.wustl.edu/SiteCollectionDocuments/Sustainability_Brochure.pdf)

**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 Office of Sustainability has developed a leaflet that is distributed at new faculty and staff orientation as a way to educate faculty and staff on how they can reduce their carbon footprint and to improve communication about the university's sustainability initiatives.

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

<http://sustainabilitypledge.wustl.edu/SiteCollectionDocuments/Staff%20Orientation%20Leaflet.pdf>

**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 Washington University International Center for Advanced Renewable Energy and Sustainability (I-CARES) publishes its research initiatives in a brochure.

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

<http://icares.wustl.edu/initiatives/I-CARES%20brochure-for%20distribution.pdf>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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?:**

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**The name of the campaign (1st campaign):**

Green Cup



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

The Green Cup is an energy use reduction competition between the fraternity houses and between the residential colleges to encourage energy conservation. It takes place over a four week period with a prize for the winning residential college and winning fraternity.

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

A healthy spirit of energy conservation and competition spread through the South 40 residential campus and the fraternities, with a healthy number of positive anecdotes. Quantitatively, we saved over 4000 kWh of electricity, averted burning nearly 4500 lbs coal and the release of almost 4 tons of CO2.

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

<http://greencup.wustl.edu/>

**The name of the campaign (2nd campaign):**

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

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

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

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

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# Employee Educators Program

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## Responsible Party

**William Fischer**  
Fellow  
Office of Sustainability

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## 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*.

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

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

---

**Total number of employees:**

10

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

Green Offices Program

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

7

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

na

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

na

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

na

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

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

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

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

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

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

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

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

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**Number of employees served by all other programs:**

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

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

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

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

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# Employee Orientation

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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).

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

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

100

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

All new employees are given a 15-20 minute presentation on the university's sustainability goals and related activities on campus by the Office of Sustainability staff. They receive a leaflet with their orientation materials with tips on ways they can reduce their environmental footprint while on campus.

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

<http://sustainabilitypledge.wustl.edu/SiteCollectionDocuments/Staff%20Orientation%20Leaflet.pdf>

# Staff Professional Development

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## Responsible Party

**William Fischer**  
Fellow  
Office of Sustainability

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## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The Office of Sustainability runs a monthly Sustainability Professional Development Series for staff across all of our campuses. A different topic is covered every month featuring guest speakers. Previous topics have included gardening and composting, renewable energy at home, wellness and sustainability and re-purposing and living with less.

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

---

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

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# 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.

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

# Community Partnerships

**Responsible Party**

**Cheryl Adelstein**

Director of Community Relations & Local Government Affairs  
 Government and Community Relations

**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><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <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</li> </ul>



**C.Transformative**

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

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

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

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

---

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

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

Yes

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

WUSTL maintains many such collaborative relationships. Two more recent initiatives are described below:

The University is involved in the Parkview Gardens Vision planning process, working to create a redevelopment and sustainability plan for the Parkview Gardens area of University City, supported in part by the federal grant that the city recently received.

The University is also partnering with Great Rivers Greenway (GRG) on the Centennial Greenway bicycle path, contributing to planning efforts and campus and community improvements in support of bicycling as a safe and sustainable means of transportation.

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

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

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

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

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

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**The website URL where information about sustainability partnerships is available:**

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

# Inter-Campus Collaboration

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## Responsible Party

**William Fischer**  
Fellow  
Office of Sustainability

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## 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.

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*"---" 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:**

We have shared our recycling sign design with other schools. In addition, we shared events around Earth Day

### **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:**

We are a member of the St. Louis Higher Education Sustainability Consortium, ACPA and AASHE

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

We have contacted peer institutions in the past to share ideas and interview them about initiatives on their campuses, for example, our sustainability pledge was modeled after Emory University's sustainability pledge.

We regularly share ideas with other universities who are developing bicycle master plans through a bicycle coordinator email listserv.

We regularly advise students and staff at other universities working to ban bottled water on their campuses.

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

[http://www.earthwayscenter.org/stl\\_hesc.html](http://www.earthwayscenter.org/stl_hesc.html)

# Continuing Education

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## Responsible Party

**William Fischer**  
Fellow  
Office of Sustainability

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## 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.

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

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

Yes

## **Number of continuing education courses offered that address sustainability:**

3

## **Total number of continuing education courses offered:**

100

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

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

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

Yes

**A brief description of the certificate program:**

Sustainable communities are planned, built, and modified to promote a quality of life that is ecologically responsible and inclusive to foster the creative use of our physical and cultural resources. The Certificate in Sustainable Communities and Development, designed primarily for professionals in architecture, planning, law, government and development, offers knowledge and methods to design and develop sustainable places and spaces within our community. Grounded in a comprehensive understanding of the ecological, political, and social context of the subject, the program also offers students a set of specific practical skills with which to plan sustainable communities. The scientific, political, economic, and social implications of sustainable development and design are addressed in the core and elective courses. A studio-based capstone experience addresses the collaborative and integrative nature of sustainability development.

**Year the certificate program was created:**

2,010

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

[http://ucollege.wustl.edu/areas/certificates/sustainable\\_communities](http://ucollege.wustl.edu/areas/certificates/sustainable_communities)

# Community Service

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## Responsible Party

**Jennifer Harpring**

Program Manager

Gephardt Institute for Public Service

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## 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.

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### **Submission Note:**

Our Community Service Office tracks community service hours by the service deed, not by student. It was impossible to separate out the service by student. As thus, we had to estimate by using the results of a student survey.

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

### **Number of students engaged in community service:**

7,557

### **Total number of students :**

13,995

### **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:**

3,500,000

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

No

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

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

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

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

<http://www.communityservice.wustl.edu/>



# 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*.

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

# Participation in Public Policy

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## Responsible Party

**Rose Windmiller**

Assistant Vice Chancellor  
Government and Community Relations

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## Criteria

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

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

---

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

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

Yes

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

Chancellor Mark S. Wrighton served as chairman of the Steering Committee for the Advance St. Louis campaign to lobby to increase funding for public transit in the region, known as Proposition A, on the April 2010 ballot. Other members of the committee include leaders from business, civic, religious, labor, disability, educational, and health care organizations.

With the help of Washington University, the initiative passed on April 6, 2010, with the citizens of St. Louis County voting to pass a one-half cent sales tax increase to support the operation and expansion of transit services in the St. Louis region. The passage of the sales tax will provide \$75 million annually in additional funds to expand and operate our bus, MetroLink and Call-A-Ride system. In addition a similar tax that passed in the City in 1997 and is lying dormant will be triggered - raising another \$8 million.

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

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

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

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**Responsible Party**

**Alan Kuebler**  
Assistant Vice Chancellor  
Resource Management

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**Criteria**

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

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**Submission Note:**

<http://productgraphics.wustl.edu/fairlabor.html>

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

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

Yes

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

Yes

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

Yes

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

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# 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.

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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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Ed Barry**  
Director, Utility Operations  
Utility Operations

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## 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 (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e 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:

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

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

Yes

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

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

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

No

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

Washington University contracted with Burns and McDonnell in 2009 to develop the university's first GHG inventory, which included a full inventory of scope 1 and 2 emissions and a partial inventory of scope 3 emissions.

**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:**

Washington University convenes an energy and emissions working group representing the two major facilities departments, the financial planning department, the Office of the Provost, the Office of the EVC for Administration and the Office of Sustainability. In addition, the university has engaged third party consultants to support the inventory and validate data.

**Scope 1 and Scope 2 GHG emissions::**



	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	54,645 Metric Tons of CO2 Equivalent	70,457 Metric Tons of CO2 Equivalent
Scope 1 GHG emissions from other sources	330 Metric Tons of CO2 Equivalent	376 Metric Tons of CO2 Equivalent
Scope 2 GHG emissions from purchased electricity	269,355 Metric Tons of CO2 Equivalent	267,107 Metric Tons of CO2 Equivalent
Scope 2 GHG emissions from other sources	---	---

**Figures needed to determine total carbon offsets::**

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

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

---

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

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**A brief description of the composting and carbon storage program:**

---

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

---

**Figures needed to determine “Weighted Campus Users”:**

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2008	June 30, 2009

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

Washington University completed its first GHG inventory in early 2009.

**Gross floor area of building space, performance year:**

---

**Floor area of energy intensive building space, performance year:**

	Floor Area

Laboratory space	---
Healthcare space	---
Other energy intensive space	---

**Scope 3 GHG emissions, performance year::**

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

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

---

**A copy of the most recent GHG emissions inventory:**

---

**The website URL where the GHG emissions inventory is posted:**

<http://www.wustl.edu/initiatives/sustain/assets/GHGEmissions.pdf>

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

Washington University has invested approximately \$5 million annually in energy efficiency projects since 2010. The projects include boiler and chiller upgrades, lighting retrofits, fan and pump replacement, and other system optimization.



# Outdoor Air Quality

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## Responsible Party

**Phil Valko**

Director of Sustainability

Office of Sustainability

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

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

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

Yes

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

Washington University has a no idling policy, smoke-free campuses, a clean-burning lawn care fleet that is powered by propane, and three delivery vehicles that run on biodiesel.

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

No

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

The Environmental Health and Safety Department at the University monitors and reports emissions as required by federal and state regulatory agencies.

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

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

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

As part of the University's efforts to reduce greenhouse gas emissions, Washington University has replaced and retrofit a number of campus boilers to significantly enhance efficiency and reduce emissions. The university has also installed a series of heat recovery chillers that capture waste heat from the chilling process for summer reheat. The heat recovery chillers have allowed the University to significantly reduce natural gas combustion.

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

<http://news.wustl.edu/news/Pages/14114.aspx>

# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

---

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

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

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



<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

The University has a LEED Silver minimum requirement for all new construction and major renovation projects, though has not put in place a mandate for existing buildings.

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

*0 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::**

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

---

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

---

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

[NEW BIKE.xlsx](#)

**The date the guidelines or policies were formally adopted:**

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

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

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

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# Building Design and Construction

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## Criteria

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

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

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

And/or

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

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

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

---

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

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

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

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	Yes
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

The University has a LEED Silver minimum requirement for all new construction and major renovation projects. There are currently 20 LEED certified projects at WUSTL: Rudolph Hall (E&PS)

DUC

Village East

Seigle Hall

Genome Sequencing Data Center

Busch Hall

Brauer Hall

South 40 House Phase 1

Umrath House

South 40 House Phase 2\*

Preston M. Green Hall

Family Learning Center

BJCIH

Cupples II

Umrath Hall

Data Center

8th Floor McDonnell Hall

Knight/Bauer Hall

McMillan Hall Addition

Lofts of Washington University

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

1,848,736 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	308,288 <i>Square Feet</i>

<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>359,721 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>974,727 Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>206,000 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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

*2,900 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:**

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**Floor area of building space that was designed and constructed in accordance with green building policies or**

**guidelines but NOT certified:**

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**A copy of the guidelines or policies :**

[Design Sustainability Guidelines.pdf](#)

**The date the guidelines or policies were adopted:**

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

As part of our commitment to sustainability, Washington University has adopted a policy that, as a minimum, all new buildings and renovations will be designed and constructed to incorporate green building guidelines based upon the following:

- Projects under \$2 million

Green Building Guidelines shall be practiced . Design and construction practices and all material selections and their installation shall comply in strict accordance with the US Green Building Council (USGBC).

- Projects \$2 - \$5 million

Green Building Guidelines shall be practiced and documented. Submission to the USGBC for LEED certification shall be optional, on a per project basis. Design and construction practices and all material selections and their installation shall comply in strict accordance with the US Green Building Council (USGBC).

- Projects \$5 million and above

Green Building Guidelines shall be practiced, documented and submitted to the USGBC for certification and achieve a minimum level of LEED silver under the selected and most applicable rating systems determined for each project. Projects will be reviewed in detail on an individual basis seeking silver to platinum status. The level of potential achievement will be determined for each project during the conceptual or preliminary design phase after completing a Washington University LEED Scorecard. All material selections and their installation shall comply in strict accordance with the US Green Building Council (USGBC).

See LEED Certified building list above.

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

The University employs LEED® Accredited Professionals on all major construction and renovation projects exceeding \$2M in construction cost. These individuals are tasked with ensuring that the projects in question meet LEED Silver qualifications and, where possible and appropriate, LEED Gold or Platinum. Most all of WUSTL's projects have been submitted under LEED-NC, adhering to LEED 2009 standards.

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

<http://sustainability.wustl.edu/campus-operations/green-buildings/>

# Indoor Air Quality

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## Responsible Party

**Robert Hall**

Manager, Maintenance Operations  
Maintenance Administration

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## 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:

10,994,093 *Square Feet*

## Gross floor area of building space:

12,215,659 *Square Feet*

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

The University strives to exceed ASHRAE guidelines regarding occupant comfort through the use of Johnson Controls (and other vendors) DDC technology. This is achieved through monitoring and control of the majority of campus square footage according to temperature and humidity and in some cases carbon dioxide.

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

---

## Dining Services

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

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

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

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining



# Food and Beverage Purchasing

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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:**

Washington University contracts out its dining services to more than one vendor based on campus location. The approximate local and community-based and/or third party verified food percentage indicated above represents an average of the reported percentages on sustainable food purchased between the vendors. The Total annual food and beverage expenditures also reflects a combined total from all vendors, but the annual food and beverage expenditures that are local and community-based and/or third party verified solely reflects the data from Bon Appetit, the largest vendor.

"---" 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:**

17

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

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

See the attached summary sheet provided by food service provider Bon Appetit

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

No

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

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**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:**

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

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

WUSTL Dining Services is contracted primarily to Bon Appetit, who runs a number of sustainability-related dining programs, initiatives and events including but not limited to, Farm to Fork Program, Low Carbon Diet Day, Eat Local Challenge, Sustainable Seafood Purchasing, Cash for Crops Program, purchasing grass-fed beef hamburgers and using certified cage-free, humanely raised shell eggs. Aramark and St Louis Catering also manage a few small cafes/ restaurants across campus and follow the University's sustainable food mandates.

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

WUSTL's Strategic Plan for Sustainability outlines several sustainable food criteria that are tracked and reported on an annual basis. The Office of Sustainability administers the plan and collaborates with campus food vendors to collect required data into an excel spreadsheet and calculate the metrics.

**Total annual food and beverage expenditures:**

8,782,305 US/Canadian \$

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

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

**Has the institution achieved the following?:**

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

Signatory of the Real Food Campus Commitment (U.S.)

No

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

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

<http://sustainability.wustl.edu/campus-operations/sustainable-dining/>

# Low Impact Dining

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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:

Washington University contracts out its dining services to more than one vendor. Bon Appetit is the largest vendor that represents about 88% of food purchases on campus, hence has the greatest impact. The data above is a reflection of Bon Appetit's purchases only.

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

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

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

WUSTL's food service vendor Bon appetit utilizes an accounting system to track all purchases, and assigns coding to organize the data by specified criteria.

**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"):**

Complete-protein vegan and vegetarian meals and offerings are plentiful at all of our campus dining locations. At larger locations, students have the opportunity to create their own meals by choosing protein, starch and vegetables; vegan protein choices are widely available. At locations where this create your own meal option is not available, freshly prepared grab and go meals include vegan and vegetarian options.

the Green Monday campaigns provides information regarding the connection between food choices and the impacts on the environment, and encourages the WUSTL community to pledge to eat vegetarian one additional day per week to reduce their 'foodprint'.

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

---

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

<http://diningservices.wustl.edu/Pages/default.aspx>

**Annual dining services expenditures on food:**

7,703,113 US/Canadian \$

**Annual dining services expenditures on conventionally produced animal products:**

7,005,680.21 US/Canadian \$

**Annual dining services expenditures on sustainably produced animal products:**

697,432.79 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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Ed Barry**  
Director, Utility Operations  
Utility Operations

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## 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.

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### Submission Note:

Given the more accurate data recorded in fiscal year 2009 in conjunction with the greenhouse gas emissions inventory, we have chosen to use this as our baseline year. Since that time, WUSTL's Energy Reduction Committee has identified \$46.6 M worth of energy conservation projects and our Facilities departments have made substantial progress in implementing many of the initiatives included. That being said, it is likely that the University has reduced energy consumption to a larger extent than is indicated by the data presented here.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	2,221,564 <i>MMBtu</i>	2,136,504 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	---	---



District steam/hot water	---	---
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**Gross floor area of building space::**

	Performance Year	Baseline Year
Gross floor area	10,005,874 <i>Gross Square Feet</i>	8,971,410 <i>Gross Square Feet</i>

**Floor area of energy intensive space, performance year::**

	Floor Area
Laboratory space	---
Healthcare space	---
Other energy intensive space	

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

	Degree Days
Heating degree days	---
Cooling degree days	---

**Source-site ratios::**

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

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

	Start Date	End Date
Performance Year	---	---

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

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

We use occupancy timers in several of our buildings for night/weekend temperature control setbacks. One example would be Seigle Hall (construction completed in 2008), which uses this type of technology to adjust space temperature setpoints based on occupancy.

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

We recently replaced approximately 400 high wattage (175 watt) metal halide fixture campus street lights with low wattage (52 watt) sylvania LED fixtures.

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

We use both motion and infrared sensors in many of our buildings for lighting occupancy control. For example, the Danforth University Center, completed in 2008, utilizes these sensors in meeting rooms and common spaces.

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

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

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

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

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

The Facilities Department operates a centralized Johnson Controls monitoring system that monitors the operations of our building heating/cooling systems, as well as tracks energy consumption in buildings that have network addressable meters. The University is

currently in the midst of a large energy metering project to install network addressable energy meters (electric, chilled water BTU, heating water BTU, natural gas and water) in all of our campus buildings.

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

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

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

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

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

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## Responsible Party

**Phil Valko**

Director of Sustainability

Office of Sustainability

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## 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
<b>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</b>	1,808 <i>MMBtu</i>
<b>Option 2: Non-electric renewable energy generated on-site</b>	387.20 <i>MMBtu</i>
<b>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</b>	0 <i>MMBtu</i>
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 <i>MMBtu</i>

**Total energy consumption, performance year:**

2,107,021 *MMBtu*

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

Washington University has a total solar photovoltaic generating capacity of 412 kilowatts (kw), which produces approximately 520,000 kwh of electricity each year. In addition, the university has 8 kw of wind generating capacity located in a highly visible location on the mixed-use Delmar Loop commercial district.

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

Washington University has a solar thermal array on the LEED Platinum Lofts of Washington University, a large student housing complex. The solar thermal panels provide approximately 30% of the domestic hot water demand.

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

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

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

<http://sustainability.wustl.edu/campus-operations/energy-emissions/renewable-energy/>

# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Kent Theiling**

Grounds & Landscape Design Manager  
Facilities Planning and Management

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## 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"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>



<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"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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:**

Although the WUSTL's IPM plan covers the entire area of our campuses (both Danforth and Medical School), the acreage presented above is indicative of only those areas of our Danforth campus covered in vegetation. Given the building density of our Medical School campus, the area covered in vegetation here represents are very small percentage of the space, and thus we have not included it in this calculation.

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

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

	<b>Area</b>
<b>Total campus area</b>	<i>241 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>67 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>77 Acres</i>

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>77 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>0 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

Our University Grounds Manager/horticulturalist works closely with the University's landscaping maintenance contractor to continually monitor the grounds to anticipate and prevent insect and disease-related issues. Any pesticides necessary are specific to the target and used minimally.

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

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

As landscapes are renovated on the campus, University policy encourages the use of native plants, where possible, in replacing non-native species.

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

The University landscaping and tree-service contractors recycles 100% of our landscape/lawn-generated trimmings and clippings and mature tree pruning and removals. All mulch used in the landscape is from recycled sources.

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

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

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

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

In the winter months the University is careful to use magnesium chloride in place of typical rock salt in de-icing our walkways. The magnesium chloride is less abrasive to the concrete and has less impact on the surrounding landscape and turf areas.

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

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

Yes

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

[STARS Reporting Tool | AASHE](#)



# 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.

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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.

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

# Electronics Purchasing

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## Responsible Party

**Christopher Doyle**

Senior Contract Management Liaison  
Resource Management

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## 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.

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*"---" 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:**

[Environmentally Preferable Purchasing.pdf](#)

**The electronics purchasing policy, directive, or guidelines :**

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

Our Resource Management department educates staff on benefits of EPEAT computers through their sustainability URL noted above.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 <i>US/Canadian \$</i>
<b>EPEAT Silver</b>	111,922 <i>US/Canadian \$</i>
<b>EPEAT Gold</b>	5,868,087 <i>US/Canadian \$</i>

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

9,037,367 *US/Canadian \$*

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

<http://resourcemanagement.wustl.edu/ps/ep/Pages/default.aspx>



# Cleaning Products Purchasing

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## Responsible Party

**Christopher Doyle**

Senior Contract Management Liaison  
Resource Management

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## 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

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### **Submission Note:**

The numbers provided reflect expenditures for Fiscal Year 2012 (July 1, 2011 - June 30, 2012).

"---" 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:**

[Environmentally Preferable Purchasing.pdf](#)

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

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

Janitorial staff, whether in-house or outsourced, are instructed to use Green Cleaning Products whenever possible, so long as it is determined that the desired cleaning result can be achieved.

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

Yes

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

60,235 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

138,426 US/Canadian \$

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

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

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

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

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

<http://purchasing.wustl.edu/purchasing/purchasing.nsf/dd5cab6801f1723585256474005327c8/2e65f472fa839a21862575530077fe52?OpenDocument>

# Office Paper Purchasing

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## Responsible Party

**Christopher Doyle**

Senior Contract Management Liaison  
Resource Management

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## 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.

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"---" 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:**

[Environmentally Preferable Purchasing.pdf](#)

**The paper purchasing policy, directive or guidelines:**

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

Our Automatic Green office supply process substitutes recycled content office paper for all departmental orders, unless the department in question chooses to opt out of the program.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	637,092 <i>US/Canadian \$</i>
<b>50-69 percent</b>	53,091 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	35,394 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

884,850 *US/Canadian \$*

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

<http://purchasing.wustl.edu/purchasing/purchasing.nsf/23e5e39594c064ee852564ae004fa010/2e65f472fa839a21862575530077fe52?OpenDocument>

# 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.

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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.

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

# Guidelines for Business Partners

## Criteria

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

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

And/or

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

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

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

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

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

---

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



# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

**Responsible Party**

**Jennifer Carter**  
Sustainability Fellow  
Sustainability

**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

**Total number of vehicles in the institution’s fleet :**

151

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

	<b>Number of Vehicles</b>

<b>Gasoline-electric, non-plug-in hybrid</b>	5
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	1
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	3
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

The university aims to decrease emissions from the campus fleet by 22% by 2020, increasing the efficiency and decreasing the number and necessity of fleet vehicles.

The university uses biofuel technology in support of this goal. The university currently uses a B20 mix of biodiesel-diesel in colder months and B50 in warmer months to fuel three Dining Services delivery trucks. Kelley Green Biofuel retrieves waste oil from campus dining locations and filters it locally. The refined fryer oil then goes to Louisville, KY, where it is processed into biodiesel at Kelley's custom-designed plant. The finished biodiesel mix is driven back to St. Louis and pumped from a 500-gallon double-wall storage tank with an electric pump at the university's North Campus.

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

<http://sustainability.wustl.edu/campus-operations/energy-emissions/>

# Student Commute Modal Split

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## Responsible Party

**Jennifer Carter**  
Sustainability Fellow  
Sustainability

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## 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.

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### Submission Note:

The percentages indicated above are based upon the number of parking passes and subsidized public transportation passes requested/distributed throughout the year.

Alternative option-specific details are as follows:

Non-motorized Transport: Numbers are based upon the difference following calculations regarding public and private transport.

Car/van pool: The percentage indicated is based on the number of carpool program student members on the Medical School Campus. The Danforth campus does not currently have a van or carpool system in place for students. Options are being explored to expand the Bearly Drivers/Ridefinders services in use by University employees.

Public Transportation: The percentage indicated is based on the number of Metro Passes requested/distributed. Although we have no system in place as of yet to determine how many of these passes are relied upon as a primary means of transport, we assume that they are used on a frequent basis and know that many do rely on St. Louis Metro for their daily commuting needs between campuses and around the city

Drive alone: The percentage indicated is based on the number of Parking Passes requested/distributed. Although we have no system in place as of yet to determine how many of these passes are relied upon as a primary means of transport (and how many of these students also request a Metro pass, we assume that those with a car on campus will use it frequently.

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

## Total percentage of students that use more sustainable commuting options:

77

## 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)	23
Walk, bicycle, or use other non-motorized means	29
Vanpool or carpool	1
Take a campus shuttle or public transportation	46
Use a motorcycle, scooter or moped	1

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

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

<http://www.parking.wustl.edu/>

# Employee Commute Modal Split

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## Responsible Party

**Jennifer Carter**  
Sustainability Fellow  
Sustainability

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## 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.

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### Submission Note:

The percentages indicated above are based upon the number of parking passes and subsidized public transportation passes for employees requested/ distributed throughout the year.

Alternative option-specific details are as follows:

Non-motorized Transport: Numbers are based upon the difference following calculations regarding public and private transport.

Car/van pool: The percentage indicated is based on the number of carpool program members among WUSTL employees on both the Danforth and Medical School campuses.

Public Transportation: The percentage indicated is based on the number of Metro Passes requested/distributed to employees. Although we have no system in place as of yet to determine how many of these passes are relied upon as a primary means of transport, we assume that they are used on a frequent basis and know that many do rely on St. Louis Metro for their daily commuting needs between campuses and around the city.

Drive alone: The percentage indicated is based on the number of Parking Passes requested/distributed. Although we have no system in place as of yet to determine how many of these passes are relied upon as a primary means of transport (and how many of these employees also request a Metro pass, we assume that those employees requesting a parking pass will be using their personal vehicle as a primary means of transport.

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

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

46

## The percentage of the institution's employees that use each of the following modes as their primary means of

**transportation to and from campus::**

	<b>Percentage (0-100)</b>
<b>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</b>	54
<b>Walk, bicycle, or use other non-motorized means</b>	2
<b>Vanpool or carpool</b>	4
<b>Take a campus shuttle or public transportation</b>	40
<b>Use a motorcycle, scooter or moped</b>	---
<b>Telecommute for 50 percent or more of their regular work hours</b>	---

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

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

<http://www.parking.wustl.edu/>

# Support for Sustainable Transportation

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## Responsible Party

**Jennifer Carter**  
Sustainability Fellow  
Sustainability

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## 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

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"---" 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?:**

No

**A brief description of the facilities for bicycle commuters:**

Although the university does not currently have all these bicycling accommodations within a single building, the Washington University Bicycle Master Plan is being implemented and includes pedestrian/bicyclist segregated paths on the campus, bicycle parking nodes, shower facilities, and other features throughout the campus.

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

No

**A brief description of the bicycle parking and storage facilities:**

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**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

No

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

At this time, the university does not have a complete streets policy. However, we are working towards making the university more accommodating for bicycle commuting with dedicated bike paths, new markings at some of our intersections, and our “Courtesy is Contagious” campaign.

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

No

**A brief description of the bicycle sharing program:**

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**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:**

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**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):**

For full-time students, benefits-eligible faculty and staff, and full-time employees of qualified vendors, the university's fully subsidized Metro pass allows recipients to make use of three Metro routes designed specifically for our various campuses and community. • #1 Gold - provides service connecting the Medical School with the Danforth Campus. This route also serves downtown Clayton and various shopping plazas. • #2 Red - has stops near the South 40 residential halls and provides service to neighborhoods south of campus and nearby grocery and retail stores. This route also connects WU's North Campus facility with the Mallinckrodt Center on the Danforth Campus. • Green Line - connects the Danforth Campus with the 560 Building, University City and surrounding neighborhoods that have University owned apartment buildings. The university also provides a "Danforth Campus/South 40 Circulator"; that provides shuttle services from the MetroLink stations at Skinker and Forest Park Parkway and Big Bend and Forest Park Parkway to various locations around the Danforth Campus and the South 40. A "Safe Ride Home" program has also been instated, allowing for door-to-door service for those students who choose to take advantage of it after dark.

**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:**

To support the use of transportation methods other than driving to campus every day, Washington University is a participating employer in the Citizens for Modern Transit Guaranteed Ride Home program. The program serves individuals who normally utilize public transportation, walk, or ride a bicycle to work/school. In case of unscheduled overtime or a health-related or personal emergency, commuters can receive immediate transportation from their workplace to their home or an emergency-related location.

**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 the Bearly Drivers carpool program for full-time employees and students. Incentives include discounted permits and reserved car-pooling spaces.

**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:**

The university partners with Enterprise Rent-A-Car® to provide the WeCar™, a car-sharing program service to our campus community. Through the We-Car program, students, faculty, and staff may rent vehicles at an hourly rate from a number of convenient locations on campus. The vehicles are available 24 hours a day, seven days a week and can be reserved online within minutes of need.

**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:**

The university has 2 level 2 electric vehicle charging stations that can accommodate up to four vehicles.

**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:**

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

Yes

**A brief description of the condensed work week program:**

The university offers a four-day, forty hour work week option for specific academic departments.

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

Yes

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

Forgivable loans are offered to eligible employees seeking housing in select neighborhoods close to the campus. Employees who purchase a home as a primary residence in one of the eligible neighborhoods will receive the lesser of five percent (5%) of the home's purchase price or six thousand dollars (\$6,000) to be used for points, closing costs, or down payment assistance toward the purchase of a home. The loan is forgiven if the employee remains in the home for five years.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and**

**reduce the impact of student and employee commuting?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

The Occasional Parking Program strives to encourage members of the Washington University community to utilize alternate forms of transportation to and from campus. The program offers a limited number of discounted daily permits to faculty, staff, qualified service provider employees and commuter students who utilize alternate forms of transportation for daily commuting.

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

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# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Daniel Bentle**

Communications Coordinator

Office of Sustainability

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## 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*.

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

## Waste generated::

	Performance Year	Baseline Year
<b>Materials recycled</b>	1,278.90 Tons	421 Tons
<b>Materials composted</b>	0 Tons	0 Tons
<b>Materials reused, donated or re-sold</b>	---	---
<b>Materials disposed in a solid waste landfill or incinerator</b>	3,800 Tons	4,797.50 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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

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

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

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

Through our purchasing website, departments across campus can post unwanted reusable office supplies and furniture for internal donation/purchase online. This site is currently being redesigned to better service the University through ease of use.

<http://purchasing.wustl.edu/purchasing/purchasing.nsf/dd5cab6801f1723585256474005327c8/2a9fd564>

[cbf9986a862568cb00551078?OpenDocument](#)

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

---

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

Students receive a limited printing quota each semester for printing on-campus in academic labs as well as in residential areas. From July 2011 to May 2012, printing is down 49% at all the on-campus residential computer labs.

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

Share Our Stuff (S.O.S.) is the University's annual event to protect the environment and support those in need in our community by donating the unwanted goods discarded during campus move out. This university-wide collaborative is designed to make it quick and easy for all students to recycle their unwanted items in a location convenient to them whether on or off-campus.

Every year, the Office of Sustainability partners with Residential Life, our housing subsidiary in Quadrangle Management Co., Community and Government Relations, and various student groups to collect, recycle, and donate these goods to those in need within our community. Proceeds go to support local charities.

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

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

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**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:**

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



Trays are only available at larger a la carte cafes and have been eliminated at smaller dining locations. Trays for brunch at our Bear's Den location on Saturday and Sunday are removed to reduce food waste during all-you-care-to-eat service.

**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):**

BPA-free reusable to-go containers are offered at a small charge (one time only) to customers to use for meals. Customers who use the program, receive 25 cents off of each meal when they use the container.

**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):**

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**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:**

Bon Appetit Management Co. provides a discount for customers on hot and cold beverages at all dining locations when reusable mugs are used.

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

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

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# Waste Diversion

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## Responsible Party

**Mary Ostafi**  
Sustainability Coordinator  
Sustainability

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## 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:

8,767 Tons

## Materials disposed in a solid waste landfill or incinerator :

4,557 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:

WUSTL operates numerous programs for recycling, reuse, and donation. The Office of Sustainability and Environmental Health and Safety are supported by Facilities Planning and Management, Residential Life, Dining Services, and numerous other departments and student groups who are heavily involved in a growing infrastructure aimed at reducing waste and reusing, recycling, or otherwise diverting goods wherever possible. A high-level overview of our programs can be found at

<http://sustainability.wustl.edu/campus-operations/waste-reduction/>

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

Our dining services partner, Bon Appetit, donates leftover and surplus food on a regular basis (on average 3 times a week) to either Campus Kitchens, a student group that coordinates food donations for use in the preparation of meals delivered to community agencies identified by the St. Louis Food Bank, or to Operation Food Search, a St. Louis area food bank that distributes food free of charge to feed the poor and hungry in the St. Louis area. In addition, leftover kosher food is donated on a daily basis to provide meals to the hungry

preferring kosher options.

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

Pre-consumer food waste and kitchen scraps are collected on site at the main dining locations and are picked up by St. Louis Composting to be composted off-site. The end product is brought back to campus to be used in the University's landscaping operations.

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

There is a post-consumer compost collection at the largest café, the Bear's Den, as well as the AB Law School Cafe and Village residential cafe. Both the pre and post-consumer food waste is collected by St. Louis Composting to be composted off-site and returned to the campus to be used in our landscaping operations.

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

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

<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	No
<b>Tires</b>	No

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

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# Construction and Demolition Waste Diversion

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## Responsible Party

**Daniel Bentle**  
Communications Coordinator  
Office of Sustainability

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## 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.

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## Submission Note:

At the time of this submission, we did not have accurate monthly reporting data for the recently completed and LEED Gold certified BJC Institute of Health on WUSTL's Medical School campus. Thus, we were not reasonably certain how much of the projects construction occurred within calendar year 2010 and so have included the comprehensive waste totals within our calculations.

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

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

189,530 Tons

## Construction and demolition materials landfilled or incinerated :

4,025 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:

As set forth in the Strategic Plan for Environmentally Sustainable Operations, Washington University has committed to achieving standards in new construction and major renovations equivalent to, or exceeding, LEED Silver. As such, all vendors working on these projects are required to track, and responsibly dispose of, construction and demolition waste per the LEED certification level for which the project is striving.

At present, however, we do not have the contractual infrastructure in place to track construction and demolition waste outside of projects on our campuses that are pursuing, or have achieved, LEED certification. LEED projects represent all major construction and demolition at WUSTL (projects exceeding \$2.0M in scope), and thus are a good approximation, but are by no means a comprehensive representation. The challenge of implementing a comprehensive tracking system within this area is currently being explored.

# Hazardous Waste Management

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## Responsible Party

**Donna Hall**

Environmental Compliance Manager  
Environmental Health and Safety

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## 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.

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### **Submission Note:**

Whenever possible waste streams are recycled or used for fuel. Examples include equipment, lamp, battery, oil and metals recycling, as well as solvent fuels blending.

"---" 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:**

Reduction: Environmental Health & Safety works closely with University departments to keep regulated waste generation limited. This may be accomplished through review of the chemical agents employed and recommendations for safer, less hazardous alternatives to inventory reductions to reduce the volume of excess or expired chemicals. Departments are also encouraged to offer surplus chemicals for redistribution to other labs.

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

Disposal: The Institution has a disposal/recycling program for all hazardous, Universal and other regulated materials. All selected vendors must meet strict requirements for best management practices and regulatory compliance. Additionally, vendors are asked to submit

information related to their companies sustainability practices. All responsible for this area are training in the handling and management of regulated waste. Chemical inventory and request for disposal databases are managed through EH&S.

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

---

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

While the University does not have an established, campus-wide chemical reuse program, the Institution does have a chemical inventory system.

With this support, departments are encouraged to redistribute surplus chemicals internally prior to requesting disposal of the excess items.

**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):**

Part 1: Institutionally generated electronic items are recycled through an established program. Vendors that secure this contract must demonstrate 100% recycling and zero landfill. Qualifications must also include domestic stream destinations as well. All chosen facilities must also pass facility audits for compliance with environmental and Safety regulations. Department level donations of computers and cell phones occur regularly to support various non-profit groups.

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

See below (part 1)

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

<http://ehs.wustl.edu/hmm/Pages/default.aspx>

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management



# Water Use

## 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.

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

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

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## Total water use::

	Performance Year	Baseline Year
Total water use	---	---

## Potable water use::

	Performance Year	Baseline Year
Potable water use	---	---

## Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---

<b>Full-time equivalent enrollment</b>	---	---
<b>Full-time equivalent of employees</b>	---	---
<b>Full-time equivalent of distance education students</b>	---	---

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	---	---

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	---	---

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	---	---
<b>Baseline Year</b>	---	---

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

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**Water recycled/reused on campus, performance year:**

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**Recycled/reused water withdrawn from off-campus sources, performance year:**

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**A brief description of any water recovery and reuse systems employed by the institution:**

Sources include a rainwater collection tank and the preparation of a storm water retention sewer for use in Summer 2011. Much of the water collected is used in campus irrigation.

The University also maintains a graywater system at our Tyson Living Learning Center as well.

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

Multiple buildings on campus contain building-level water consumption metering enabling building-specific data.

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

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

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

The increased use of drought-tolerant native plants significantly reduces the need for additional watering during dry conditions.

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

The new irrigation system contains IMMS technology that monitors weather and adjusts the irrigation system automatically based on forecasts.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

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

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## Responsible Party

**Kent Theiling**

Grounds & Landscape Design Manager  
Facilities Planning and Management

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## 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.

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### **Submission Note:**

Because the Metropolitan Sewer District of St. Louis does not maintain separate lines for storm and sanitary sewer water, all discharge from the campus runs into a combined sewer which thus renders quality concerns irrelevant.

During construction quality is, however, water quality is maintained through the Stormwater Pollution Prevention Plans which are submitted and approved by the local MSD.

"---" 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:**

In conjunction with new construction, separate lines are established for sanitary and storm water management and Stormwater Pollution Prevention Plans are put in place.

A report was also prepared and submitted to MSD, stating our overall plans for mitigating storm water runoff on our main campus. The plan will require storm water detention for any levels over and above current discharge.

Specifically, In conjunction with recent building projects, we have installed a number of rain gardens to assist in reducing runoff.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

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

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**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

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

Our recently completed South 40 house, contains a living roof built above our dining services receiving area.

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

Our Facilities' department has installed permeable pavers in a number of locations across the main campus in addition to those installed in conjunction with new construction projects.

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

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**A brief description of any rain gardens on campus:**

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

Our recent on campus, undergraduate residential housing area additions have seen the completion of a retention pond. This was completed in conjunction with our multiple-building submission for the South 40 House, Umrath House, and Eliot B Hall.

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

The two rain gardens we maintain in our residential life area are nestled in amongst vegetated swales.

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

Beneath the LEED Gold certified Danforth University Center (completed in 2008) a 50,000 gallon storm water collection tank was installed to collect storm water runoff for irrigation purposes.

For the recently completed Brauer Engineering Hall, A 100 year old, abandoned storm sewer was also discovered and redeveloped to retain storm water.

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

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# 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*.

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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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance



# Sustainability Coordination

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## Responsible Party

**Jennifer Carter**  
Sustainability Fellow  
Sustainability

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## 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.

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*"---" 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:**

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**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 Advisory Council acts as a guiding body for the Office of Sustainability and includes faculty, staff, and students. Meetings take place every two months and include updates and high-level steering decisions. At the School of Medicine, the Sustainability Action Team (SAT) meets quarterly to learn about university sustainability initiatives and research as well as to share best practices to disseminate throughout the university community. The SAT team produces a monthly newsletter featuring sustainability news and events, as well.

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

The Council includes upwards of forty members. The following list represents a few of the guiding members.

Chair: Henry S. Webber, Executive Vice Chancellor for Administration

Steve Hoffner, Assistant Vice Chancellor for Operations, Danforth Campus

Jim Stueber, Director, Medical School Physical Plant, and Ed Barry, Danforth Campus Utilities Operations

Art Ackerman, Associate Vice Chancellor for Facilities, Planning and Management, Danforth Campus

SAT leaders include the following:

Phil Valko, Assistant Vice Chancellor for Sustainability, Danforth Campus

Michelle Gubin, Communications Coordinator, Facilities, School of Medicine Campus

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

<http://sustainability.wustl.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 Office of Sustainability serves as a clearing house for innovative ideas, and a guiding force for sustainability-related initiatives on campus. The Office currently consists of three members, supported by a half-time assistant, who serve in coordinating campus and community outreach programs, sustainability awareness initiatives, and special projects as directed by the Associate Vice Chancellor for Operations. 13 student interns are employed by the office and handle specific projects and programs.

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

3.50

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

<http://sustainability.wustl.edu/>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Phil Valko

**A brief description of each sustainability officer position:**

- Provide the vision, organizational strategy, and focus for advancing operational sustainability efforts at Washington University
- Provide leadership to integrate sustainability values and practices into: strategic planning processes, operations and resource management, and overall university practices
- Establish a myriad of new institutional initiatives including: green offices program, alternative transportation programs, expansion of waste diversion and sustainable dining efforts, and implementation of renewable energy projects and green building principles
- Developed the Sustainable Land Lab Competition in partnership with the City of St. Louis to rethink St. Louis's vacant land as an asset to advance sustainability
- Oversee a sustainability internship program, hiring 12 interns in the inaugural semester
- Providing a strong scaffolding of support, resources, clearly articulated goals, and feedback loops that empower university students, staff, and faculty to become effective sustainability champions and change agents in their networks on and off campus

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

<http://sustainability.wustl.edu/>

# Sustainability Planning

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## Responsible Party

**Jennifer Carter**  
Sustainability Fellow  
Sustainability

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## 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.

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

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

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

Washington University in St. Louis faculty work at the cutting edge of energy, air quality, sustainable architecture, environmental law and more. Our coursework prepares students to be the next generation of sustainability leaders. The university offers approximately six majors and 334 courses directly related to sustainability. Majors include: Energy, Environment and Chemical Engineering; Landscape Architecture; Urban Design; Environmental Studies; and Bachelor of Science in Sustainability.

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

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

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

Through the International Center for Advanced Renewable Energy and Sustainability (I-CARES), the McDonnell Academy Global Energy and Environmental Partnership (MAGEEP), the Tyson Research Center, and other efforts, university faculty, students and staff will generate new knowledge to enhance human life and improve our planet.

-I-CARES was created in June 2007 to encourage and coordinate university-wide and external collaborative research into biofuels and other alternative energy applications

-MAGEEP is a consortium of 28 universities and corporate partners working together to tackle global energy and environmental challenges

-The Tyson Research Center provides a living landscape for environmental research and education as a component of I-CARES

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

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

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

One of the Office of Sustainability's 2015 Strategic Plan goals is to "Foster a university culture in which sustainability is a defining element of institutional identity and daily practice." Objectives include:

- Expand student peer-to-peer education programs, including Green Ambassadors orientation program, Eco-Reps residential program, and Greek Life
  - Expose the “Less is More” campaign for resource conservation practices to the entire campus community
  - Continue to host annual Green Cup energy reduction competition within all campus residential units
  - Increase scope of and participation in Earth Week events
  - Continue to include sustainability training in new employee orientation
- Collaborate with Student Union’s Green Events Commission to institutionalize green practices into student events
- Expand participation in the Green Offices Program
  - Continue to increase outreach to staff through School of Medicine Sustainability Action Team and Danforth Sustainability Action Committee

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

- Increased number of students and volunteer hours leveraged annually, aligned structure and content of the programs (by 2016)
- Increased percentage of campus community aware of “Less is More”, measured through literacy assessment (2017)
- 100% participation in Green Cup among campus residential halls (2015)
- Increased number of student groups, departments, and schools that participate, and number of events (2016)
- All new employees reached through orientation program (2015)
- Increase diversion rate at events (2015)
- Certify 100 Green Offices (2017)

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

Office of Sustainability, Residential Life, Student Life, Facilities, Human Resources, Green Events Commission

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Excel sustainability in the surrounding community." Plans include:

- Continue to host Sustainable Cities conference every two years
- Expand Sustainable Land Lab Competition to address vacant lots in the city
- Provide leadership in St Louis Higher Education Sustainability Consortium
- Develop an Alumni Sustainability Council

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

- Increased attendance at conference (2017)
- Increased number of projects implemented (2017)
- Participate in Executive Board meetings (2015)
- Forum to connect past and present sustainability alumni (2017)

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

Office of Sustainability

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

The University conducts Greenhouse Gas (GHG) Emission Inventories and reports on energy-reduction achievements and aspirations.

As one of the world's first Living Buildings, the Tyson Living Learning Center is a net-zero energy structure advancing sustainability in air and climate. Roof and pole-mounted tracking photovoltaic panels provide the building with energy. Strategy is necessary to overcome regional barriers: given Missouri's hot summers and cold winters, the Living Learning Center has a net metering agreement with the local utility company, Ameren UE, which allows it to pull energy from the grid when solar production is low and pay back the debt with surplus energy when the sun is brighter.

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

Decreasing GHG emissions

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

Office of Sustainability, Facilities

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Serve as a national leader in green building design and operations." Commitments include:

- Achieve a minimum of LEED Silver certification on all projects over \$5 million
- All new construction will be 30% more efficient than ASHRAE 90.1-2010, a nationally recognized energy standard for buildings. All major renovations will be 20% more efficient than ASHRAE 90.1-2010.
- Develop and publish comprehensive sustainable building standards for new construction, major renovation, space build-out and operations and maintenance by spring 2016

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

See above

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

Office of Sustainability, Facilities

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Support environmental and local community health by improving the sustainability of food available on Danforth and School of Medicine campuses." Objectives include:



- Purchase 10% both local and otherwise environmentally preferable food by dollars spent by 2017, and 12% by 2020
- Purchase 20% local food by dollars spent by 2017, and 22% by 2020
- Purchase 15% environmentally preferable food by dollars spent by 2017, and 25% by 2020
- Increase direct access to fresh, local food on campus
- Implement programs to increase campus awareness of sustainable and healthy food options

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

See above

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

Dining Services, Office of Sustainability, Health & Wellness

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Reduce greenhouse gas emissions 20% below 1990 levels by 2020, inclusive of new construction."

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

See above

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

Office of Sustainability, Facilities

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Decrease the negative environmental and health impacts of Washington University's landscape practices and serve as an example of sustainable landscaping." Objectives include:

- Establishment of uniform design standards
- Development of a landscape master plan
- Stormwater management improvements
- Reducing turf and increasing regionally appropriate plants
- Using regionally sourced and recycled materials
- Improved human health and well being
- Promoting environmentally responsible construction practices
- Promoting environmentally responsible maintenance practices

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

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

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

The Office of Sustainability promotes sustainable purchasing habits through its Green Offices Program. Offices complete a checklist and earn points in different areas of sustainability, including purchasing choices:

- Packaging is minimized by consolidating purchasing orders to once a week
- Staff members in charge of purchasing are aware of and abide by the WU Environmentally Preferable Purchasing (EPP) Guidelines
- Cleaning products purchased are Green Seal certified
- Appliances and equipment purchased are Energy Star certified whenever available (e.g. microwave, toaster)
- Coffee purchased is Fair Trade certified
- Coffee makers are thermal carafe rather than conventional hot plate or single-cup coffee brewers (e.g. Keurig)
- Styrofoam products (e.g. cups, bowls, plates, packing peanuts, coolers) have not been purchased in over six months
- Before purchasing furniture, we check the Resource Management website to see if surplus furniture is available
- Furniture with recycled content is purchased where applicable
- Printer toner cartridges purchased are high-yield and/or remanufactured

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

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

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Become a model in the Midwest for alternative and low carbon transportation." Objectives include:

- Reduce number of single occupancy vehicles coming to campus an additional 10% by 2017 from a 2013 baseline
- Reduce the CO2 footprint of campus fleet 22% by 2020
- Work with regional partners to advance alternative transportation
- Explore opportunities to minimize impact of parking and transportation cost increases

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

See above

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

Parking & Transportation, Office of Sustainability, Human Resources, Residential Life, Public Affairs, Washington University Police Department, Enterprise, CMT, Ridefinders, Facilities

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Become a zero waste institution." Objectives include:

- Achieve a 65% diversion rate on the Danforth Campus by 2020, excluding construction and demolition waste
- Decrease waste tonnage
- Reduce waste stream contamination
- Expand opportunities for safe disposal of hazardous waste and toxic materials

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

See above

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

Office of Sustainability, Dining Services

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

Another one of the Office of Sustainability's 2015 Strategic Plan goals is to "Become a leader in water conservation." Objectives include decreasing campus potable water use 15% by 2020.

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

See above

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

Office of Sustainability, Facilities and Grounds

**A brief description of the plan(s) to advance Diversity and Affordability:**

The university has undertaken a series of distinctive commitments, signature programs that emphasize putting diversity into action. These signature programs invite the entire Washington University community to join in the effort and include:

- Diversity and Inclusion Grants
- Distinguished Visiting Scholars

- Academic Pipeline Programs
- Faculty Leadership Workshops

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Washington University's Wellness Connection is an initiative of the Office of Human Resources to promote evidence-based, data-driven wellness programs for faculty, staff, postdoctoral appointees and clinical fellows. Objectives include:

- Provide a digital platform for employees to assess their current health status, engage in health education programs, set goals for improving health decision-making, and track progress
- Offer year-round health and wellness communication and on-campus programming that support employees' personal wellbeing goals
- Collaborate with departments and organizations throughout the University and the larger St. Louis community to create a cohesive approach to community health and wellness

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

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

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

Washington University's Student Sustainability Fund allocates money towards funding graduate and undergraduate students' sustainability projects. The SSF is comprised of Washington University students, faculty, administrators, and facilities representatives, all of whom review and vote on funding proposals.

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

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

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**A brief description of the plan(s) to advance sustainability in other areas:**

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

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

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**The institution's definition of sustainability:**

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

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

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

<http://sustainability.wustl.edu/>

# 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.

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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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access



# Diversity and Equity Coordination

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## Responsible Party

**Michelle Milligan**

Associate Provost

Office of the Provost

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	---
Employee diversity and equity	---

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Goals:

1. Increase the proportion of women and underrepresented faculty at all ranks through hiring, retention and promotion.
2. Increase the number of women and underrepresented faculty in leadership positions at WU.
3. Ensure that we continue to pay all faculty equitably. The Provost will work closely with the Senate Council to evaluate faculty pay equity on a regular basis.
4. Foster an intellectual and administrative climate where all faculty have opportunities to contribute to the direction of the University.

Specific initiatives:

\*Develop initiatives to promote faculty leadership, with an express purpose of involving women and minorities more deeply in University life.

\*Recognize women and underrepresented faculty through endowed chairs and internal awards.

\*Establish ombudspersons for both the Danforth and Medical Campuses who will provide confidential, independent, nonpolitical, and knowledgeable counsel and advocacy for faculty members.

\*Ensure accepted search procedures are followed, particularly those that encourage diversity as an important criterion in searches. This will include supporting annual workshops for search committees.

\*Develop target of opportunity recruitment policies (where they do not exist).

\*Collect and report data on the representation of women and underrepresented groups in the applicant pools, finalist pools and offers made for all faculty searches.

\*Strengthen faculty retention through mentoring and other processes.

\*Initiate third party exit interviews for faculty who leave Washington University.

\*Create standards for accountability to evaluate progress within schools, departments or divisions.

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

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

<http://provost.wustl.edu/diversity>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	---
<b>Administrators</b>	---

**A brief description of the cultural competence trainings and activities:**

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

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# Assessing Diversity and Equity

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## Responsible Party

**Lynn McCloskey**

Assistant Provost - Analysis

Office of the Provost

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

## Submission Note:

The above website provides a report of Faculty Survey Highlights presented to University Council , April 2008. This same website contains Gender Pay Equity reports from 2002 and 2010.

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

A faculty climate survey is conducted every 4 or 5 years, to assess all aspects of faculty worklife: satisfaction with workload and responsibilities, support for teaching and research, climate within the department or unit, consideration for child care or other personal responsibilities and sources of stress, both work-related and personal. Faculty surveys were conducted in the fall of 2006 and again in spring of 2011.

In addition to faculty climate surveys, we do annual surveys of undergraduate students and exiting doctoral students. Each of the student surveys contain questions about the climate and support for underrepresented students on campus.

**Has the institution assessed student diversity and educational equity?:**

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

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**Has the institution assessed employee diversity and employment equity?:**

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

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

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**A brief description of the governance and public engagement assessment(s):**

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

<http://facultysenate.wustl.edu/presentations/Pages/default.aspx>

# Support for Underrepresented Groups

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## Responsible Party

**Katherine Martin**

Associate Director

Cornerstone: The Center for Advanced Learning

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## Criteria

### *Part 1*

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

## **Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups?:**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups:**

Professional TRIO staff offer student services which include academic advising, individualized academic coaching, workshops to strengthen skills in writing, chemistry, biology and mathematics, assistance in preparing for graduate school admission examinations, and experience working with and in study groups led by a trained academic peer mentor. In addition, cultural and leadership programs, summer internship assistance and information regarding other campus resources are available. Also, students may apply for monetary assistance for tuition, book purchases, pre-freshmen program scholarships and study abroad opportunities.

Also, we house the Disability Resources unit that specifically registers students with disabilities (SWDs) and authorizes their accommodations. In that regard, we are all about “leveling the playing field”.

In addition, we are currently working on a grant application from NSF to support under-represented minorities in the STEM (science, technology, engineering and mathematics) fields, see them persist to graduation in their chosen STEM area and encourage graduate and professional school in their STEM area. For this grant, WashU would lead a consortium of universities and colleges from Missouri and Kansas.

In the past, we worked with the Sloan Foundation to determine baseline data for females and under-represented minorities in an effort to determine barriers to completing degrees in the STEM fields.

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

<http://diversity.wustl.edu/>

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

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**A brief description of the institution's discrimination response policy, program and/or team:**

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

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

Yes

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

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# Support for Future Faculty Diversity

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## Responsible Party

**Michelle Milligan**

Associate Provost  
Office of the Provost

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

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

We have joined the Leadership Alliance, a group of 32 institutions that support underrepresented groups through programs to encourage them to enter academia. Programs include summer internships for minority undergraduate students to do summer research at any Leadership Alliance school to help create a graduate school 'pipeline.'

We have an active diverse faculty recruiting program, including search workshops that help advertise and pursue diverse candidates for our pool. Our search procedures include targeted opportunity policies to bring underrepresented groups to campus.

Our Distinguished Visiting Scholar Series targets academics from underrepresented groups and brings them to campus for 1-2 week visits. We often end up recruiting those who make the trip.

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

<http://news.wustl.edu/news/Pages/3400.aspx>



# Affordability and Access

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## Responsible Party

**William Witbrodt**

Director

Student Financial Services

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## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

WUSTL meets the full need of low-income students who apply to the university. For students coming from families who make less than \$60,000/year, we meet students' needs without student loans through scholarships and workstudy jobs. In addition to collecting information on standard financial aid surveys, we solicit extra information to paint a better picture of students' situations to better assess their needs. We also direct students concerned with their financial standing to our offices via word of mouth in case they are less than forthcoming

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

All Student Financial Services staff take a sensitivity training to better equip them to speak with students from low-income backgrounds.

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

Our five Student Financial Services counselors contact all high school guidance counselors in the St Louis region, especially those with needy populations, to offer workshops and one-on-one meetings on how to fill out financial aid applications every year.

WUSTL hosts & provides financial support for a College Summit conference on campus every summer. College Summit is a national nonprofit organization that partners with schools and districts to strengthen college-going culture and increase college enrollment rates, so that all students graduate career and college-ready.

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

While WUSTL does not have any designated low-income scholarships, scholarships are given according to the policy outlined above in adequate amounts to cover the full need of students who qualify.

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

Parents are often present at the workshops in St. Louis-region schools described above

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

All admitted students who are eligible for Pell Grants are contacted by Student Financial Services and encouraged to enroll. The university has extensive outreach efforts to high schools and student success programs around the country and places a high priority on this effort.

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

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

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

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**Does the institution have policies and programs in place to support non-traditional students?:**

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**A brief description of any scholarships provided specifically for part-time students:**

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

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

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**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

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**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**The percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students:**

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

<http://sfswb.wustl.edu/sfs/sfshome.aspx>

# 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Ann Prenatt**  
Vice Chancellor  
Human Resources

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## 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.

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**Submission Note:**

2011 was listed as the most recent year in which "total compensation for lowest-paid workers was evaluated to ensure it was sustainable". To clarify, job salary levels and the salary/grade structures are evaluated annually with respect to the market and internal equity, ensuring appropriate standards for our workforce. However, we do not specifically consider individual employee need as a factor in our compensation program.

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

**Number of employees:**

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

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

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**Number of employees of contractors working on campus:**

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

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

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

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**Number of staff and faculty that receive sustainable compensation:**

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**Number of employees of contractors that receive sustainable compensation:**

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

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

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

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

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

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

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**The local legal minimum hourly wage for regular employees:**

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

Yes

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

Yes

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

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# Assessing Employee Satisfaction

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## Responsible Party

**Ann Prenatt**  
Vice Chancellor  
Human Resources

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## 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.

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

### **Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

Yes

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

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

WUSTL participated in the St Louis Business Journal's Great Places to Work survey. This survey was managed through a third party with both narrative and detailed questions ranging from benefits to culture. While responses were anonymous, the feedback was available to the University so to the extent possible, follow up was done. Conducting a similar University-wide survey is currently under consideration

### **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

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### **The year the employee satisfaction and engagement evaluation was last administered:**

2,006

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

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# Wellness Program

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## Responsible Party

**Ann Prenatt**  
Vice Chancellor  
Human Resources

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	---
<b>Staff</b>	Yes
<b>Faculty</b>	---

**A brief description of the institution's wellness and/or employee assistance program(s):**

Washington University provides an Employee Assistance Program (EAP) to all benefits eligible employees and their dependents. This prepaid benefit is offered as a way to help our employees resolve issues that may impact their personal lives and their job performance. The EAP provides confidential, professional assistance to benefits eligible University employees and their family members to help resolve problems that are affecting their personal life or job performance. The program is managed by People Resources, a nationally known professional consulting firm specializing in EAP services.

The University also offers a confidential health risk assessment tool available to faculty and staff, Your Health Snapshot, available at

<http://yourhealthsnapshot.wustl.edu>

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

[http://hr.wustl.edu/work\\_life/Pages/default.aspx](http://hr.wustl.edu/work_life/Pages/default.aspx)

# 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.

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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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Kimberly Walker**

Chief Investment Officer

WUSTL Investment Management Company

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## 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.

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*"---" 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:**

Charter for Wash U Investor Responsibility Advisory Committee

Preamble: Whereas the mission statement of Washington University calls for us "to be an exemplary institution in our home community, St. Louis, as well as in the nation and the world," Washington University hereby moves to ensure its Endowment and Investments do not detract from the goals it pursues and the standard that it strives to maintain. To this end, be it established a committee to evaluate the ethical impacts that Washington University's investments have both within its home community, St. Louis, and more broadly in the nation and the world, and to advise on the improvement thereof.

Article 1: Name: This committee shall be titled the Wash U Investor Responsibility Advisory Committee, unless they should, by vote, choose to change it.

Article 2: Composition: The committee shall be composed of undergraduate students, graduate students, faculty, and administrators. A representative of the Washington University Investment Management Company shall attend WIRAC meetings. The committee shall



choose one of its members to serve as chair.

Article 3: Selection: All undergraduate students, graduate students, faculty, and administrators can apply to be a member of WIRAC. Current members shall review applications and decide which applicants become members of the committee. Members shall hold their seats for no more than three (3), two-year terms, such that only half of the members' terms shall expire at once. Terms shall begin and end on October 1st,. The Committee shall seek out replacements for those members who are leaving at the end of their terms, and recommend them to the selecting body in question.

Article 4: Purview: The committee shall be entrusted with shareholder engagement, including corporate dialogue, communications and letter writing with directly held companies, reviewing shareholder resolutions, recommending proxy votes for direct holdings, and crafting and updating recommended proxy-voting guidelines. The committee is entrusted with these matters as they relates to social responsibility, and shall avoid all matters pertaining to ordinary business and operations.

Article 5: Fiduciary: Nothing in this document shall be construed as to deny the obligations and importance of the fiduciary responsibilities faced by Washington University officials overseeing the Endowment.

Article 6: Procedure: The committee shall meet for four hours every month, and it shall be open to the Washington University public (excludes people who are unaffiliated with the University). A Quorum shall exist if 50% of members, and one member of each constituency at minimum . However, a Quorum may be presumed unless a role call, taken at the request of any member, shall indicate otherwise. At their meetings, the committee shall investigate campus consensus, advise the University of social responsibility, and recommend actions for the university to take regarding such matters. These measures shall be considered adopted if approved by a majority of the members present and voting.

Article 7: Access: The committee shall be provided with any and all current financial information needed to successfully carry-out its purpose, including a listing of direct holding and fund managers, amounts invested in them, and contact information for them. This information shall be provided in February and again in October of every calendar year, and upon request of the committee. The University shall control the dissemination of this information and dictate the terms upon which non-members of the committee may be party to it. The Washington University public (excludes people who are unaffiliated) retains the right to view a hard copy of this information as provided to the committee, though location, copies, pictures, notes, markings, and other terms of viewing may be dictated by the University.

Article 8: Areas of engagement: The committee aims to be responsive to the concerns and priorities of the Wash U community. To that end, it shall pursue community input (in the form of surveys, town halls, pre-existing university policies and initiatives, etc.) to establish "areas of engagement," thematic issues (for example, "environmental responsibility" or "diversity policies") that the committee will address. When recommending specific proxy votes, the committee will create a report detailing how each vote aligns with existing Wash U policies and the attitudes of Wash U community members.

Article 9: Amendment: This document may be amended by a supermajority of two-thirds of committee members chosen and sworn voting to do so, provided that the Washington University Board of Trustees also give affirmative approval of the same.

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

Undergraduate Students:

- \*Molly Gott, ArtSci 2012
- \*Kathleen Brophy, ArtSci 2012
- \*Arielle Klagsburn, ArtSci 2012
- \*Martina Mok, Business 2012
- \*Alex Kaufman, ArtSci 2013
- \*Zac Friss, Business 2013

\*Rachel Binstock, ArtSci 2013

\*Erica Beach, ArtSci 2014

Graduate Students:

\*Maria Stoica, PhD candidate in Computer Science and Engineering

\*Andrew Westbrook, PhD candidate in Psychology

Faculty:

\*Andrew Knight, Assistant Professor in Organizational Behavior

\*Sandra Matteucci, Lecturer in Technical Writing

Administrators:

\*Phil Valko, Director of Sustainability

\*Alan Kuebler, Assistant Vice Chancellor of Resource Management

\*Justin Carroll, Vice Chancellor for Students

**Examples of CIR actions during the previous three years:**

This past spring, WIRAC chose five shareholder resolutions with which to engage. The committee recommended votes on those resolutions to the Wash U Investment Management Company (WUIMC). The WUIMC agreed with one of the committee's recommendations and cast its vote in accordance with the committee's recommendation. One decision is pending resolution

**The website URL where information about the CIR is available:**

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# 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

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

# Investment Disclosure

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## Responsible Party

**Kimberly Walker**

Chief Investment Officer

WUSTL Investment Management Company

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## 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.

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### Submission Note:

While we do not disclose the amounts we invest in each fund, we do show holdings by asset class, including asset allocation, performance and objectives at <http://wuimc.wustl.edu>

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

### Does the institution make a snapshot of its investment holdings available to the public?:

No

### The percentage of the total investment pool included in the snapshot of investment holdings:

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### A copy of the investment holdings snapshot:

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### The website URL where the holdings snapshot is publicly available:

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# 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

**William Fischer**

Fellow

Office of Sustainability

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

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

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:**

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

---

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

---

**A letter of affirmation from an individual with relevant expertise:**

---

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

	Yes or No
<b>Curriculum</b>	---
<b>Research</b>	---
<b>Campus Engagement</b>	---
<b>Public Engagement</b>	---
<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	---
<b>Purchasing</b>	---

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

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

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**The website URL where information about the innovation is available :**

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### Responsible Party

**Deborah Howard**

Interim Director of Sustainability  
Office of Sustainability

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

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

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

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

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

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

---

**The website URL where information about the innovation is available:**

---

### Responsible Party

**Daniel Bentle**

Communications Coordinator

Office of Sustainability

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### Criteria

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

<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

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---

**The website URL where information about the innovation is available:**

---

### Responsible Party

**Daniel Bentle**

Communications Coordinator

Office of Sustainability

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

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

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



<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

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

---

**The website URL where information about the innovation is available:**

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