



# Loyola Marymount University

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

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# Table of Contents

<b>Institutional Characteristics</b>	<b>3</b>
Institutional Characteristics	3
<b>Academics</b>	<b>12</b>
Curriculum	12
Research	38
<b>Engagement</b>	<b>48</b>
Campus Engagement	48
Public Engagement	82
<b>Operations</b>	<b>102</b>
Air & Climate	102
Buildings	112
Dining Services	122
Energy	131
Grounds	139
Purchasing	148
Transportation	161
Waste	174
Water	187
<b>Planning &amp; Administration</b>	<b>198</b>
Coordination, Planning & Governance	198
Diversity & Affordability	228
Health, Wellbeing & Work	246
Investment	257
<b>Innovation</b>	<b>265</b>
Innovation	265

*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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### Submission Note:

Loyola Law School is not included due to a lack of resources for reporting. Each campus does individual reporting for environmental/sustainable initiatives at this point in time. The law school may be included in the future.

*"---" 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?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	No	No
<b>Pharmacy school</b>	No	No
<b>Public health school</b>	No	No
<b>Veterinary school</b>	No	No
<b>Satellite campus</b>	Yes	No
<b>Hospital</b>	No	No
<b>Farm larger than 5 acres or 2 hectares</b>	No	No

<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No
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**Reason for excluding agricultural school:**

N/A

**Reason for excluding medical school:**

N/A

**Reason for excluding pharmacy school:**

N/A

**Reason for excluding public health school:**

N/A

**Reason for excluding veterinary school:**

N/A

**Reason for excluding satellite campus:**

Satellite Law school is managed by facilities team other than Westchester campus Facilities Management.

**Reason for excluding hospital:**

N/A

**Reason for excluding farm:**

N/A

**Reason for excluding agricultural experiment station:**

N/A

**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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### Submission Note:

81,000 feet of rooftop, the total project generates roughly 880,000 kilowatt hours annually

<https://www.ladwp.com/ladwp/faces/ladwp/aboutus/a-power/a-p-powercontentlabel>

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

### Endowment size:

413,609,548 US/Canadian \$

### Total campus area:

---

### IECC climate region:

Hot-Dry

### Locale:

Large city

### Gross floor area of building space:

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### Conditioned floor area:

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### Floor area of laboratory space:

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### Floor area of healthcare space:

---

### Floor area of other energy intensive space:

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**Floor area of residential space:**

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**Electricity use by source::**

	Percentage of total electricity use (0-100)
Biomass	6
Coal	42
Geothermal	1
Hydro	5
Natural gas	17
Nuclear	10
Solar photovoltaic	4
Wind	14
Other (please specify and explain below)	---

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

---

**Energy used for heating buildings, by source::**

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---



<b>Geothermal</b>	---
<b>Natural gas</b>	100
<b>Other (please specify and explain below)</b>	---

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

---

# Academics and Demographics

## Criteria

n/a

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### Submission Note:

Institution does not have a hospital on site, only student health and psychological offices. number of employees

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

### Number of academic divisions:

6

### Number of academic departments (or the equivalent):

54

### Full-time equivalent enrollment:

7,906

### Full-time equivalent of employees:

1,921

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

6,184

### Total number of graduate students:

2,189

### Number of degree-seeking students:

7,900

### Number of non-credit students:

473

### Number of employees:

2,301

**Number of residential students:**

3,210

**Number of residential employees:**

40

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

<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

## Responsible Party

**Viktoria Kuehn**

Sustainability Fellow

Facilities Management

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

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

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

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

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	4,097	1,121
<b>Number of sustainability courses offered</b>	18	6
<b>Number of courses offered that include sustainability</b>	18	5

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

15

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

54

**Number of years covered by the data:**

One

**A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):**

[STARS Report, Sustainable Classes .pdf](#)

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

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

<http://www.lmu.edu/Assets/Administration+Division/Facilities+Management/Green+LMU/classes.pdf>

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

The full list of courses offered at Loyola Marymount University were reviewed and first based on course name. Once sustainability-focused and sustainability-related courses were identified by title then both course description and objectives were reviewed to determine which category the courses would fall into, either focused or related, if at all. In reviewing the course description and objectives we looked to see if the course fulfilled one or more of the following criterion:

1) Course discusses issues of natural resource use and management

2)Course examines issues relating to preservation and environmental regulation

3)Course should analyze human-environment interactions; how past and present generations address issues concerning socioeconomic and environmental challenges in their respective times

4)Course discusses how present and future generations will address issues such as energy, technology, social enterprise, government, ecosystems, food resources, policy, law, and education

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

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

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

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

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

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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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## Submission Note:

<http://cse.lmu.edu/department/civilengineering/>

<http://bellarmine.lmu.edu/environmentalstudies/>

"---" 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:**

81

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



3,012

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

[2010+2011+Bulletin.pdf](#)

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

Urban Studies Major (undergraduate)

Civil Engineering (graduate and undergraduate)

Environmental Science (graduate and undergraduate)

Environmental Studies (undergraduate)

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

Urban Studies Major

<http://bellarmine.lmu.edu/Page19971.aspx>

By virtue of their Urban Studies Program courses, students should value:

- \* Diverse perspectives in the analysis and assessment of urban issues and policies
- \* Thoughtful analysis of the implications of urbanization and urban policy in the context of social justice and sound environmental practices
- \* Rigorous, scientific research that enlightens the experience of urban populations and contributes to the resolution of the social and environmental problems associated with urbanization
- \* Community-based participation in the development of programs and policies that contribute to the social, economic, political, and environmental improvement of their communities and cities.

Environmental Studies Minor:

<http://bellarmine.lmu.edu/Page69808.aspx>

Environmental Studies Minor students will know:

- \* The primary environmental issues confronting humans in the 21st century (e.g., anthropogenic climate change, loss of biodiversity, resource consumption, peak oil, etc.).
- \* The fundamental science that frames and makes comprehensible current debates about environmental issues (e.g., the carbon cycle)
- \* How to assess and grasp the moral and ethical significance of environmental crises and the possible responses to those crises using multiple approaches or frames (e.g., utilitarian, deontological, intrinsic value, virtue theory, pragmatic, etc.)
- \* The practical challenges (e.g., political, economic, etc.) associated with various possible responses to environmental crises.

Environmental Studies minor students will be able to:

- \* Apply diverse perspectives and methodologies (ways) of addressing environmental questions (e.g., philosophical, economic, scientific, political, theological, etc.), transcending traditional disciplinary boundaries in favor of a more holistic perspective
- \* Apply the knowledge and analytic skills they have acquired in the course of their studies to real-world issues, bridging the supposed gap between theory and practice
- \* Demonstrate the ability to write, speak, and think clearly and critically about the issues studied in the minor.

Environmental Studies minor students will value:

- \* The diverse perspectives and values (e.g., political, cultural, religious, etc.) amongst the various stakeholders in environmental challenges
- \* The importance of good science in framing environmental questions
- \* The role of both a) personal transformation (e.g., lifestyle choices, consumptive dispositions, etc.) and b) social transformation (e.g., community involvement, political action, addressing environmental justice and environmental racism, etc.) in any response to environmental challenges.

Civil Engineering & Environmental Science

<http://cse.lmu.edu/departments/civilengineering/programoutcomes.htm>

The following are the program outcomes that describe the expectations of civil engineering students:

- \* The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.
- \* Students will be able to comprehend the impact of a project on the environment, cultural resources, utilities and/or the community.

Marketing

[http://bulletin.lmu.edu/marketing\\_0.htm](http://bulletin.lmu.edu/marketing_0.htm)

- Students should know the core concepts of customer value and marketing mix development within the broader frameworks of business and society.
- Students should understand the environmental, psychological, sociological, and cultural factors impacting businesses and consumers in making buying decisions and marketing mix development.
- Students should understand the impact that ethical and legal forces have on customers' (both business customers and consumers) decision making and marketing mix development.
- Students should acquire analytical skills, both qualitative and quantitative, for solving programs and optimizing the decision processes for businesses and consumers.
- Students should acquire oral and written communication skills.
- Students should learn to work effectively in teams.

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

<http://bellarmine.lmu.edu/urbanstudies/>

# Undergraduate Program

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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):

B.A. Urban Studies

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

Urban Studies encourages students to examine urbanization and the multitude of issues inherent in urban life from the perspectives of a wide range of disciplines and methodological traditions. The critical analysis of urban issues helps students evaluate the various political, sociocultural, and economic strategies available to urban planners, local governments, law enforcement agencies, and others seeking to remedy the problems of contemporary cities.

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

<http://bellarmine.lmu.edu/urbanstudies>

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

B.S. Environmental Science

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

Environmental Science majors gain theoretical and technical knowledge of the generation, transport, and fate of pollutants. Students look at how pollutants affect natural resources and human health, learn about resource management, and become expert at conveying technical information. Laboratory courses emphasize the collection of samples from various media and provide opportunities for students to use an array of equipment to characterize these samples. Many courses include field trips to the LMU- adjacent Ballona Wetlands and Santa Monica Bay to collect samples and study environmental conditions and resident biota.

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

<http://admission.lmu.edu/academics/majors/environmentalscience/>

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

B.S.E. Civil Engineering

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

Civil engineering is all about sustainably helping people and the natural world. Civil Engineers map the natural world and its phenomena (Mapping and Measurements) such as floods, forest cover, climate, and utilize strategies to minimize the effects of building projects on the natural environment (Sustainability).

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

<http://cse.lmu.edu/department/civilengineering/>

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

B.A. Marketing

<http://admission.lmu.edu/academics/majors/marketing/>

**Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:**

Yes

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

Environmental Studies

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

The Environmental Studies Program offers an interdisciplinary minor designed to help students acquire an understanding of the complex issues and concerns associated with the environment. Building on courses in a variety of departments in the humanities, social sciences, [STARS Reporting Tool](#) | [AASHE](#)

and natural sciences, the Environmental Studies Program minor offers a coherent curriculum addressing some of the most pressing ecological, political, economic, social, and ethical problems of the contemporary world.

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

<http://bellarmine.lmu.edu/environmentalstudies/about/>

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

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

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

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

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

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

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

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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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"---" 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):

Civil Engineering & Environmental Science

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

This program is designed to provide the educational background needed by engineers and scientists who will be coping with the complex problems of water and air pollution, flood control, water supply, solid waste and hazardous materials management and overall environmental management.

Degrees Offered:

1. Master of Science in Engineering (M.S.E.) - With the emphasis being environmental engineering.
2. Master of Science (M.S.) in the area of Environmental Science.

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

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

Systems Engineering

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

Modern technological programs are characterized by high and ever growing complexity, multidisciplinary character, and strong interactions between science, technology, business, and human civilization. Systems Engineering is the body of knowledge evolved to successfully manage such systems. The mission of all academic programs offered by the LMU Graduate Systems Engineering Program is to provide working engineers, scientists and other professionals involved in complex programs the knowledge and skills needed to manage such endeavors and enable the realization of successful systems as members of systems engineering, science, business and public policy teams.

Towards this goal, the LMU Systems Engineering Program offers a rich menu of study options and technical areas. The Program develops three following attributes in all of its graduates:

1. The ability to execute the systems engineering process with excellence;
2. The capability to lead a complex systems engineering activity and manage a multidisciplinary team of engineers, and other professionals involved in complex programs;
3. The capability to work utilizing ethical and sustainability principles.

**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?:**

No

**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

**Ian McKeown**

Sustainability Officer

Facilities Management

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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:**

LMU offers BIOL 317 Tropical Ecology, a primer to Neotropical biodiversity, natural history & conservation, as well as an introduction to the principles of field-experimentation in an international research environment.

Lecture, 3 hours; Lab, travels to La Selva Biological Station in Costa Rica during spring-break (9-days).

The Costa Rica Tropical Biology & Culture 3 credit course provides students an extraordinary, multidisciplinary, foreign studies educational experience at a very low cost and without disrupting the traditional academic calendar. Students will tour central and eastern coastal Costa Rica staying at numerous field stations and hotels. Costa Rican tropical wildlife will be examined within the cultural context of this beautiful and ecologically diverse Central American country. Nesting marine turtles, tropical cloud forests, cave ecology and the cultural contexts of religion, politics and art will be examined during this intensive 18 day foreign experience.

The mission of LMU's Alternative Break Program is to promote service and cultural exchange on the local, national, and international level through hands-on, community based learning. Students are immersed in diverse contexts with concrete challenges that heighten

social awareness and inspire lifelong social action. For 2014-15, we will focus on some of the following issues: Ecological Justice, Education, Farm Workers, Human Trafficking, Immigration, Indigenous Communities, LGBTQ, Public Health, Land Rights, and Refugee Issues. Trips occur during LMU's winter, spring, and summer breaks.

**Examples:**

Food Justice and Agriculture - Port-au-Prince, Haiti, (Jan 3rd-Jan 10th), Participants will work and learn from community members that have adopted sustainable agriculture in Haiti. Students will also meet with peasant organizations and get exposed to cooperatives and micro-finance. Community Partner: NA Sonje Foundation

Sustainability and Organic Farming, San Juan, Puerto Rico - This trip will focus on the sustainability of a community through service projects that include developing infrastructure, organic food production, rain water management, and natural building projects/permaculture. Community Partner: Plentitud Iniciativas Ecoeducativas

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

<http://cse.lmu.edu/department/biology/degreeprogram/listofcourses/#d.en.67164>

# Sustainability Literacy Assessment

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## Responsible Party

**Viktoria Kuehn**

Sustainability Fellow

Facilities Management

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

# Incentives for Developing Courses

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## Responsible Party

**Viktoria Kuehn**

Sustainability Fellow

Facilities Management

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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.

---

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

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

Yes

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

CURes serves LMU faculty, staff and students by developing undergraduate and graduate courses related to urban ecology, resilience, and sustainability and supporting faculty research with an emphasis on student involvement. The internship program run by CURes creates an opportunity for students to be introduced to the research, and education work CURes does. CURes works with faculty, staff, students and community members to develop research and other interventions that lead to more resilient and just communities. CURes collaborates with faculty through fellowships, joint grant making and hosting and supporting university outreach programming.

CURes supports a variety of educational programs that benefit the students and faculty of LMU. We focus on interdisciplinary scholarship that engages the stakeholder in relevant and local challenges through the development of courses, faculty support and by providing expertise and resources to campus environmental undergraduate and graduate degree programs. This facilitates a leadership role for LMU in urban ecology and ecological resilience.

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

CURes works with faculty, staff, students and community members to develop research and other interventions that lead to more resilient and just communities. CURes collaborates with faculty through fellowships, joint grant making and hosting and supporting university outreach programming. Additionally, CURes offered \$2500 dollar stipends to faculty willing to develop and implement courses dealing with Sustainability and Urban Resilience for the Urban Ecology graduate program.

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

<http://cures.lmu.edu/our-programs/education/graduate-program/>

# Campus as a Living Laboratory

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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

Student internship, work study positions, and class projects contribute to the school's green house gas accounting. Students learn principles of greenhouse gas accounting, research methodology, help prepare the report, and gain an understanding of. Completion of greenhouse gas inventories is the positive outcome.

Student internship, work study positions, and class projects help to shape the school's climate action plan to reduce environmental impacts in the future. They gain an understanding of air and climate through this and work to reduce university's impact on the climate in the future.



Environmental Science research - a Merck grant and Undergraduate Biology and Mathematics (UBM) grant to study air pollution and its stresses on the wetlands.

**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:**

There are numerous class projects based around green building, and architecture research for the buildings on campus. Specifically students have designed projects in environmental science classes to improve the function of buildings on campus. Additionally, students have supported green building efforts and contributed to the LEED process and educated other students on LEED across campus through clubs, classes, events, and projects.

**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:**

Through an assignment in an environmental science course a study on the food digestion system used in the main dining hall was conducted by students. They studied the water quality of the digester and found that the waste water was too high in bacterial presence to be used for irrigation, contrary to the manufacturer's claims. Consequently, the system was replaced by a more sustainable one that now allows for the water to be reused for irrigation.

Additionally, students have been involved in the fair trade certification process on campus, additionally they have been involved in MSC certifications, Real food Network, and other projects including donation of food to food banks that have made sure our sourcing and waste is handled in a more sustainable manner. They have researched and aided in implementation of many initiatives.

<https://lmudining.sodexomyway.com/planet/index.html>

**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:**

Through both Urban Studies and Environmental Science courses, students research, compile a plan, and propose projects to staff members that retrofit buildings to be more energy efficient. For example, a project that replaced all of the light fixtures to be more energy efficient in University Hall (the largest building on campus) was completed by one of these individual projects.

**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:**

Reduced water through native & drought tolerant landscaping. Students have been working in conjunction with The Bay Foundation (a nonprofit housed on campus) to plan, construct, and maintain a natively vegetated rain garden on campus. It is an example often referred to for ways to increase biofiltration on campus.

The campus garden is also a research location on campus that serves as a place for student projects, research, and experimentation. Besides learning urban gardening techniques this educational location hosts events to educate the local community. Additionally, this

garden has served as a test bed for the rest of campus.

<http://www.santamonibay.org/learn/our-work/green-neighborhoods/>

**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:**

The fair trade committee at LMU is comprised of a student representative from each service organization, two representatives from the Loyolan and a representative from ASLMU. They worked to make LMU acquire Fair Trade certification in 2013, and have been promoting the purchasing of fair trade products by the university.

<http://community.lmu.edu/communityinvolvement/socialresponsibility/>

**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:**

The LMU Bike Club is working on creating a zero energy bike shop on campus. With the help of the sustainability Office, these students have worked to making the campus more bike friendly by installing bike fixing stations, and creating a bike map for campus. Their main project for this year is developing the bike shop, where students and staff will be able to purchase parts, get their bikes maintained, etc. Students are designing the energy neutral building by writing business plans with help from faculty. This shop will educate the community about the ability to use an energy neutral building, and encourage the use of alternative, green transportation.

<http://admin.lmu.edu/greenlmu/campusoperations/bikelmu/>

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

Student workers, researches, and class projects partner with campus recycling to learn the process of recycling, and study the options for increased recycling, reduced waste, and increased environmental awareness across campus. Students are trained in the recycling process and learn how our campus plant runs. Additionally, student recommendations and research have been used to improves processes on campus including securing grants, and improving processes.

**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:**

With support from the department of Civil Engineering and Environmental Science, students conducted studies on the stormwater runoff from one of the largest parking lots on campus (Freshman parking lots F, G and H). Some solutions to convey parking lot runoff into permeable surfaces were suggested. Last summer, various curb cuts and other changes were made to the landscaping in this parking lot to maximize groundwater infiltration and mitigate the quantity of runoff.

### **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:**

Associated Students of LMU, in keeping with the Jesuit and Marymount tradition, empowers the voice of the students and actively promotes a vibrant campus life. The ASLMU Director of Environmental Responsibility is appointed each year by the elected Student President and Vice President. His/her duties include managing the bi-weekly Farmers' Market, planning and co-sponsoring events to raise environmental awareness, and being the principal advocate for students regarding resource consumption, recycling and waste management, campus sustainability and environmental justice outside of LMU. He/She maintains an Environmental Responsibility Committee each year.

<http://admin.lmu.edu/greenlmu/groupsprograms/studentorganizations/>

### **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:**

The LMU intercultural affairs office pledges to Enhance curriculum, pedagogy, scholarship and creative work, to involve students and faculty in the learning process and to prepare them to engage issues of diversity as concerned citizens of the world.

Provide ongoing education and development about interculturalism for the university community.

The Intercultural Facilitators was designed to help students learn about identity based social inequalities and social justice outside of the classroom. The program offers members of the broader LMU community yet another venue by which they may engage in dialogues about important social divides concerning race, gender, sexual orientation, religion, and class in an increasingly diverse world. The program will also assist the students in making a positive connection to the University, particularly as they transition to becoming members of the campus community.

### **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:**

LMU is launching the MyWellness Rewards Program to support faculty and staff and their family to get healthy and stay healthy. This program offers many resources to support a healthy living journey. A variety of classes, workshops and programs to encourage and motivate work/life balance are offered. These take place in various locations on campus, and encourage individuals to make use of their work environment by stepping away from the office to interact with different parts of campus. These classes range from education,

meditation and yoga to spin class. The graduate students in the Yoga Masters Program teach some of these courses to fulfill program requirements. The MyWellness Incentive Program, has individuals earn points to win big prizes.

Students are athletic trainers in the gym and use work as well as classes in the wellness center to increase campus wellness.

<https://lmu.propelwellness.com/en/login/?ReturnUrl=%2fen%2fhome%2f>

<http://bellarmine.lmu.edu/yoga/>

**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:**

Environmentally Concious & Organized (ECO) Students: a student run club on campus works to make the campus and community greener. They focus on becoming politically involved with environmental legislation, creating a "greener" and more sustainable LMU, and providing direct service to the surrounding community. This semester they are working on two main campaigns: Meatless Monday and Fossil Free LMU. they have launched a Divestment campaign and held events on campus this semester to acquire signatures.

<https://www.facebook.com/groups/5198749162/?fref=nf>

<http://admin.lmu.edu/greenlmu/groupsprograms/studentorganizations/>

**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:**

Built with the support from and located adjacent to LMU, Ballona Discovery Park serves as a rich living laboratory for research and teaching. Designed to replicate the Ballona Creek Watershed, there are interpretive panels to guide participants through various habitats associated with the historical and current landscape of the area. In addition, the Park serves to support the cultural history of La Ballona with exhibits of Native American architecture and an oral history kiosk. Ballona Discovery Park is home to a surprisingly diverse community of living organisms that are supported by the native plant gardens. There is outdoor seating and an amphitheater for presentations and for informal science and cultural education. The site is also fully supported with electrical outlets and wireless internet coverage. The park uses LMU students trained as Education Docents to offer information to the visitors at the various stations that represent portions of the watershed.

The management partnership at Ballona Discovery park hosts numerous middle and high school field trips, and local community

members interested in urban ecology of the watershed. They are eager to support classes, tours and community groups who wish to use the Park.

<http://cures.lmu.edu/our-programs/education/ballona-discovery-park/living-laboratory/#sthash.yM>

m9R0p7.dpuf

<http://cures.lmu.edu/our-programs/education/internship-program/>

**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

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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:**

62

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

559

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

20

### **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:**

[ANNUAL REPORT FY14%5b2%5d%5b1%5d.pdfupdated.pdf](#)

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

Brian Treanor, Philosophy  
 Eric Strauss, Urban Ecology  
 Mona Seymour, Sociology  
 Rachel Washburn, Sociology  
 Christopher Chapple, Theology  
 Antonia Darder, Education  
 Marta Baltonado, Education  
 John Dorsey, Environmental Science  
 Jeremy Pal, Civil Engineering  
 Todd Otanicar, Mechanical Engineering  
 Pippa Drennan, Biology  
 Victor Carmona, Biology  
 Ivan Montiel, Business  
 James Landry, Environmental Science  
 Edmund Gray, Business  
 Joseph Reichenberger, Civil Engineering  
 Jose Saez, Civil Engineering  
 Carolyn Viviano, Natural Science  
 Matthew Siniawski, Mechanical Engineering  
 Fred Brown, Systems Engineering  
 Jennifer Ramos, Political Science  
 Sean D'Evelyn, Economics  
 Martina Ramirez, Biology  
 Jason Douglas, Psychology  
 Michele Romolini, Biology  
 Sheron Mark, Biology  
 Karina Jonston, Environmental Studies  
 Ivan Medel, Environmental Science  
 Peter Auger, Biology  
 Bill Stonecypher, Facilities Management  
 April Sandifer, Urban Ecology  
 Ian McKeown, Facilities Management  
 Viktoria Kuehn, Facilities Management  
 Tom Boughey, Civil Engineering  
 Fernando Guerra, Center for Study of Los Angeles/ Political Science  
 Brianne Gilbert, Center for Study of Los Angeles/ Political Science  
 Thea Trindle, Facilities Management  
 Al Tipon, Facilities Management  
 Michelle Miller, Economics  
 Deanna Cooke, Education  
[STARS Reporting Tool | AASHE](#)



Nicolas Rosenthal, History  
Michael Genovese, Political Science  
Joseph LaBrie, Psychology  
Hawley Almstedt, Psychology  
Diane Meyer, Art & Art History  
Magaly Lavadenz, Education  
Elvira Armas, Education  
Michael Castiglione, Education  
Catherine Clemmer, Education  
Michael Gottfried, Education  
Fernando Estrada, Education  
Anna Bargagliotti, Education  
Edmundo Lentton, Education  
Phillip Molebash, Education  
Emilio Pack, Education  
Jelena Trifunovic, Education  
Scott Wood, Political Science  
Rachel Adams, Civil Engineering  
Heather Tarleton, Health & Human Sciences  
Pezhman Hassanpour, Mechanical Engineering  
Bohdan Oppenheim, Systems Engineering  
Naan Miller, Housing (Recycling)

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

All faculty at LMU are involved in research, and the number of staff involved in research were added to the total number. These individuals were added if they were involved in presenting at conferences, or actively conducting research as defined by the Stars parameters.

The methodology followed to complete the research inventory is as follows:

- The Office of Research and Sponsored Programs provided the list of all faculty/staff who applied for grants for research for the last year.
- The list was reviewed, and the individuals who were conducting sustainability research (as defined by Stars) were highlighted on the attached document. Additional individuals whom have been involved in research were added by confirming with their departments that they were actively participating in research.

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

Publications of faculty whom have published sustainability research in affiliation with CUREs are listed on the website.

<http://cures.lmu.edu/our-programs/research/publications/>

Additionally, the annual report from the Office of Research and Sponsored Program lists how much grant money was brought in through research grants.

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

<http://cures.lmu.edu/our-programs/research/publications/>

# Support for Research

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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.
- 

*"---" 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:

CURes serves LMU faculty, staff and students by developing undergraduate and graduate courses related to urban ecology, resilience, and sustainability and supporting faculty research with an emphasis on student involvement. The internship program run by CURes creates an opportunity for students to be introduced to the research, and education work CURes does.

Additionally, in order to graduate from the Environmental Science, and Urban Studies programs students have to complete an internship related to their studies. These internships are often with local environmental organizations and government agencies, where they are exposed to real world sustainability questions.

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

<http://cures.lmu.edu/>

**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:**

CURes works with faculty, staff, students and community members to develop research and other interventions that lead to more resilient and just communities. CURes collaborates with faculty through fellowships, joint grant making and hosting and supporting university outreach programming.

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

<http://cures.lmu.edu/why-were-here/cures-and-lmu/#sthash.LqQVP4QE.dpuf>

**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:**

LMU's Faculty Handbook states, under the section discussing Departmental Rank & Tenure Standards, that: Department Standards should take into consideration Loyola Marymount University's Mission, the College or School's Mission, the Department Departmental/Program's Mission, principles of academic freedom, and, if appropriate, accepted practices in professional discipline-specific associations, as well as LMU's commitments to supporting teaching and scholarship/creative work that crosses disciplinary boundaries. (p. 57)

Department/Program Standards are the central benchmark by which candidates for tenure and/or promotion are evaluated at all levels of the process. Departments/Programs, Department Chairs/Program Directors, Deans, the Committee on Rank and Tenure, the Provost, and the President are obligated to evaluate a candidate's file as measured against Department/Program Standards. (page 10)

The interdisciplinarity of the research faculty undertake is factored in to the promotion/ tenure decision based on the Faculty Manual descriptions above. The level of weight that such research work has in playing a role in promotion/tenure varies from department to department, however it is a policy that influences these decisions campus wide.

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

[http://academics.lmu.edu/media/lmuacademics/ranktenure/documentsandpdfs/LMU%20Faculty%20Handbook\\_2014-15.pdf](http://academics.lmu.edu/media/lmuacademics/ranktenure/documentsandpdfs/LMU%20Faculty%20Handbook_2014-15.pdf)

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

Yes

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

The library supports sustainability research by providing a research database with categories that address sustainability topics. One such category is called Earth/Environmental Science, under which recent publications can be found that relate to sustainability.

<http://linus.lmu.edu/search/y>

Another category of many resources is corporate sustainability

<http://libguides.lmu.edu/content.php?pid=508425&sid=4183919>

Many other guides such as

<http://libguides.lmu.edu/biology>

also support sustainability research as does

<http://libguides.lmu.edu/environmentalscience>

Additionally, the library provides a research guide (known as LibGuide) that can be geared towards specific topics for individual courses. For example, the link for a class called "Business & Social Responsibility in the Global Economy" has a LibGuide that specifically aids sustainability related research called "Corporate Sustainability".

The Center for Teaching Excellence (CTE) supports LMU's teaching mission and the University's goal of academic excellence by providing support to enhance teaching and encourage learning. The CTE offers a variety of programs and services to faculty such as workshops and presentations as well as individual consultations. This provides numerous resources including Interdisciplinary Connections. LMU is committed to the education of the whole person through interdisciplinary approaches to learning. Courses in the humanities, social sciences, sciences, mathematics, visual and performing arts, business, and media arts express that commitment by virtue of their interdisciplinary pursuit of diverse issues, with attention to the Jesuit-Marymount commitment to learning that will lead to transformation. Students will expand their understanding through the integration of at least two disciplinary approaches. The courses in Interdisciplinary Connections will fall into one of the following thematic categories: 1) Virtue and Justice, 2) Culture, Art and Society, 3) Power and Privilege, 4) Globalization, and 5) Science, Nature and Society.

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

<http://libguides.lmu.edu/content.php?pid=508425&sid=4183919>

## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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

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

9

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

9

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

The Digital Commons of Loyola Marymount University and Loyola Law School provides software to manage and publish journals electronically, including the online submission of manuscripts, distribution of manuscripts for anonymous peer review, publication of accepted manuscripts, and archiving of content. The Library promotes open access publication, which removes price barriers (subscription or other fees) and permission barriers (copyright and licensing restrictions) from the accessibility of information and scholarship. Priority support will be given for journals that are open access immediately upon publication and follow peer review procedures. This particular update to the policy was July 2014.

## **A copy of the open access policy:**

[journalpolicy.pdf](#)

## **The open access policy:**

Digital Commons at Loyola Marymount University and Loyola Law School is an initiative of the William H. Hannon Library and the William M. Rains Library. The repository serves faculty and institutional interests by collecting, organizing, preserving, and disseminating faculty scholarship and creative works in a digital, open-access environment. This initiative is consistent with the library's archival role and responsibility in preserving publications and other artifacts documenting the university's history and the activities of its faculty, students, staff, and administrators.

The Library promotes open access publication, which removes price barriers (subscription or other fees) and permission barriers (copyright and licensing restrictions) from the accessibility of information and scholarship. Priority support will be given for journals that are open access immediately upon publication and follow peer review procedures.

**The website URL where the open access repository is available:**

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

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

Digital Commons at Loyola Marymount University and Loyola Law School is an initiative of the William H. Hannon Library and the William M. Rains Library. The repository serves faculty and institutional interests by collecting, organizing, preserving, and disseminating faculty scholarship and creative works in a digital, open-access environment. This initiative is consistent with the library's archival role and responsibility in preserving publications and other artifacts documenting the university's history and the activities of its faculty, students, staff, and administrators. In addition to archiving LMU's scholarly output, the LMU community can use the repository to support publication of open access journals, host events, image galleries and other content. The Library promotes open access publication, which removes price barriers (subscription or other fees) and permission barriers (copyright and licensing restrictions) from the accessibility of information and scholarship. Priority support will be given for journals that are open access immediately upon publication and follow peer review procedures

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

<http://digitalcommons.lmu.edu/about.html>

# 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

**Ian McKeown**

Sustainability Officer

Facilities Management

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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?:**

Yes

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

7,900

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

Resident Life Energy Reduction Team

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

3,210

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

This program is currently being initiated in the spring of 2015. These students will be tasked with educating peers in residence life spaces for reduction of energy. They will meet people face to face, hold meetings, and post information up around residence life spaces.

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

Selected on volunteer basis from interested groups including student government, housing, environmental related student groups, volunteers, and the sustainability office.

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

A sustainability office student will train them and provide materials to them to carry out an energy awareness campaign,.

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

Housing, Student Gov, and sustainability office will partner for online presence, giveaways, educational materials, etc.

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

Student Sustainability Tour guides

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

7,900

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

Students are currently being organized to be the university's first official Sustainability tour guides. These students will host tours for fellow students of campus sustainability program. They will also give tours to other groups outside the university. The focus is to make the student body aware of the operations we have on campus. In the future beyond the current pilot phase being implemented these students will develop videos of these tours to provide online for the whole student body to access as needed.

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

They are selected on volunteer basis, based on the students background and interests in sustainability. Representative from sustainability office and Center for Urban Resilience partner to select these students.

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

These students will be formally trained by a representative from the sustainability office and Center for Urban Resilience. They will be provided with script, promotional materials, and professional code for the tours. They will be educated and remain up to date on current sustainability programs at the school.

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

The school will provide office shirts, promotional materials, training, and scripts. The students will be volunteers for the pilot project.

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

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

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

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

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

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

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**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

**AJ LaPan**

Engagement & Assessment Coordinator  
Student Housing

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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:**

75

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

Prior to orientation, the 46 orientation leaders are taught about the green initiatives that that dining services (Sodexo) has implemented in the cafeterias (ex: trayless dining, compostable plasticware, food product disposal station). These orientation leaders then relay this information to the new students as they are eating in the Lair for the first time. The main exposure to sustainability on campus that the students have is this experience, and the exposure to various recycling and xeriscaping present throughout campus where they attend different sessions.

All new students in residence life are exposed via programming to sustainability initiatives including recycling, water conservation, and energy conservation. This is through signage, emails, contests, and pr campaigns,

campus tour guides talk about campus leed buildings.

In orientation, orientation leaders cover sustainable features on campus to inform students.

Sustainability is included in club fairs where the campus sustainability office and clubs present information on campus programs and opportunities

LMU has a program called the Green LION. The program introduces new students to the concept of sustainable living as a means to improve our society. The program talks about what it means to be sustainable and what actions students can take to be in line with that concept on campus.

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

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## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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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>	No



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

ECO Students (Environmentally Conscious and Organized Students) is a student-governed group that educates the student population on environmental issues affecting the world and what can be done. Students have participated in small initiatives, like promoting refillable water bottles, or large campaigns like working to eliminate coal power plants with the Sierra Club.

USGBC Students is a student-governed group that seeks to educate the LMU community in the field of green building design. The student group hosts a variety of campus wide programs, like the LMU Lights Out building energy competition so that students may develop and understanding and appreciation for the green buildings already established on campus.

Bike LMU. Bike LMU focuses on sustainable transportation and increasing bike presence on campus. Bike LMU hosts bike rides, education events, and awareness campaigns related to environmentalism and biking in general.

Environmental Responsibility ASLMU - ASLMU (Student Govt green representatives). These sustainability representatives of student government focus on sustainability initiatives on campus, working with administrators, working with the sustainability office, hosting sustainability events, and raising campus awareness.

Oxfam LMU is a group here at LMU that represents Oxfam America, which is an international organization that aims to end poverty and social injustice worldwide.

Espérer: We, the women of Espérer, hereby make it our mission to cultivate the growth of the individual for the growth of the community. In doing so, we strive to preserve the freedom of those to pass and those that are for those to come, through justice and conservation of the world and people around us. Our endeavors aim to protect those who were once enslaved through enduring, emotional connections and to prevent future generations from slavery through acting as spokeswomen for the cause. In addition, we aspire to promote knowledge of sustainable practices in SERVICE our local communities, as we further develop and maintain these traditions throughout our lives.

The Loyola Marymount University Surf Club strives to foster students' interest both in surfing and environmental issues.

Engineers Without Borders – LMU supports community-driven development programs worldwide through the design and implementation of sustainable engineering projects, while fostering responsible leadership.

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

<http://admin.lmu.edu/greenlmu/groupsprograms/studentorganizations/>

**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 LIONS Garden was created on the LMU campus to raise awareness and participation of the student population in agricultural sustainability. The garden features raised beds that allow the students the most diverse education in urban farming techniques. Students learn about soil fertility, composting, and best practices for organic gardening in urban environments. The purpose is to reacquaint new generations with knowledge of how to plan and implement the garden to be both agriculturally beneficial and sustainable. The garden allows LMU to put words into action, and environmental innovations are brought to life to showcase their viability. The garden features such innovations as rainwater harvesting, storm water management through a bioswale, on-site composting, a hydroponic tower garden, and 97% recycled plastic tables and benches. The LIONS Garden also features a peace pole that was installed to create a sacred space for reflection based on a deep respect for inter-faith and inter-cultural perspectives.

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

<http://admin.lmu.edu/greenlmu/gardens/lionsgarden/>

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

The Lion's Den is a student-run coffee shop with a friendly, energetic staff. They serve only 100% Fair Trade, Shade Grown, Organic Coffees. They also serve pastries and fair trade chocolate.

ASLMU (Student Government) Farmer's Market. Student government runs a farmers market every other Thursday, They sell sustainability related items, have educational booths, and local vendors come to sell sustainable local produce and food.

Campus Garden,

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

<http://www.lmu.edu/studentlife/studentaffairs/activities/hangouts/lionsden.htm>

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

The Student Investment Fund at LMU's College of Business Administration was designed to provide students with a valuable hands-on experience gained through practical knowledge in researching, choosing, investing, monitoring and measuring the performance of stocks. Our mission is to offer students the opportunity to apply the theories they learn in class which will give them the needed skills to manage funds through investment and security analysis. As this type of knowledge and understanding is usually obtained through on-the-job training, participating students are rewarded by being immediately prepared to pursue financial careers following graduation.

Last fall, the Center for Accounting Ethics also brought in Mike Wallace director of GRI (Global Reporting Initiative) Focal Point USA, for a lecture titled "Sustainability Performance: Measuring, Managing and Reporting." Wallace gave an in-depth overview of the current

state of corporate sustainability reporting across the world. The GRI is a leading organization in the sustainability field that promotes the use of sustainability reporting as a way for organizations to become more sustainable and contribute to sustainable development. Wallace took time to explain how the guidelines have evolved over time and highlighted some of the latest disclosures.

<http://cba.lmu.edu/academicprogramscenters/centers/centerforaccountingethicsgovernanceandthepublicinterest/>

[licinterest/](#)

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

<http://cba.lmu.edu/studentresources/studentinvestmentfund/>

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

For the inauguration of the new university president in February 2011, a full week of events were planned and both students and alumni participated in these events to show solidarity for community in which LMU resides, and its commitment to service and action. The week had several environmental events that students participated in such as the Dockweiler Beach Cleanup. Dockweiler Beach is the beach closest to campus and is frequented by students and residents. Both Leavey 4 and O'Malley Residence Halls sponsored the event where students picked up trash and recyclables from the beach. The other event students participated in was the STAR ECO Station which is an organization dedicated to wildlife preservation and environmental education. Their facility in Culver City is visited by various elementary and middle school students from around the city. The volunteer students learn about the natural habitat of the various animals kept in the facility, as well being docents during school trips.

There was an environmental symposium, The Sustainable City, held on campus on April 14 -15, 2011. The keynote speaker was Majora Carter, Environmental Justice Activist and MacArthur Fellow. The event was attended by faculty, staff, students, local government leaders, and scientists. Topics discussed ranged from environmental justice and urban ecology to environmental studies. Majora talked of the disproportionate environmental and public health concerns facing individuals living in disadvantaged areas much like the South Bronx. There was a screening of the documentary, The Garden, as well as several panels regarding environmental policy and law, human rights, and global justice.

In November 2011, LMU hosted Vandana Shiva to receive the Doshi Bridgebuilder Award. Vandana Shiva is a leading voice in the worldwide movement to promote biodiversity in agriculture and preserve the integrity of food resources. Vandana Shiva had a daylong visit where she gave a lecture to faculty, staff, and students in the evening and had a smaller lunch discussion with student leaders. A sustainability week was hosted around her visit where students participated in the Green LMU Festival learning from different outreach booths about LMU's own green efforts during a lunch hour; additionally, students held a Student Sustainability Symposium presenting projects that students had done in two classes regarding community gardens.

<http://www.lmu.edu/lmunews/doshi2011.htm>

<http://www.lmu.edu/resources/inauguration/serviceweek.htm>

<http://bellarmine.lmu.edu/sustainablecity/Program.htm>

[http://www.lmu.edu/sites/Community\\_home/green/ed/academics.htm](http://www.lmu.edu/sites/Community_home/green/ed/academics.htm)

#### SUSTAINABLE SEAFOOD SOLUTIONS: 2014

Is that fish in your dish sustainable? Find out on Thursday, February 27 as Sustainable Seafood L.A. and the Center for Urban Resilience at LMU hosts a dialogue to help consumers and business owners understand sustainable seafood issues and discover the tools for making smart seafood choices. Kicking off the evening is a seafood tasting, featuring chefs and sustainable fish and oysters from the likes of Whole Foods Market, Border Grill, Santa Monica Seafood, Carlsbad Aquafarm, Community Seafood, Sodexo, Marine Stewardship Council, TwoXSea, and Alaska Seafood, as well as organic spirits from Greenbar Craft Distillery. Transitioning to a presentation and panel discussion about wild and farmed fish, both local and imported, the event will also mark the release of “Know Your Fish Farm”, a paper by Los Angeles Food Policy Council Founder Paula Daniels, regarding the potential for incorporating sustainable, farmed fish into a local food system.

Guest speaker Contemporary Nutritional Science guest speaker, Dr. Roger Clemens, presented on Thursday, March 13th, From 5-7pm all were welcome to attend. He presented on food science, regulations, and the environment.

Tuesday, 4/22/14: Food Justice Panel at Convo in the Living Room (Veggie Grill lunch provided)

Tuesday, 4/22/14: "Plastic Paradise" documentary screening at 7pm in Seaver 200 (fair trade coffee provided)

Then, Earth Day Festival is on Thursday, 4/24/14 at Convo in Alumni Mall! Farmers market, bike demos, garden information, recycling showcase, performances, music, games, movie information,

Once a semester Garden party. Serving a FREE three course meal along with fun activities and giveaways. Everyone is welcome! This event is to educate and engage students on sustainability and gardening,

Food Day inspires Americans to change their diets and our food policies. Every October 24, thousands of events all around the country bring Americans together to celebrate and enjoy real food and to push for improved food policies. Environment is included in this.

For the past 2 years Vandana Shiva has given a yearly lecture in advance preparation for the alternative break during which students will visit her place in Dehra Dun. The event includes lunch a lecture, and garden workshop after.

Learn about food and sustainability during yearly Veg Week! Multiple educational events are part of this lectures, visitors, games, events, and giveaways.

A climate change teach-in attracted a crowd to St. Robert's Auditorium at Loyola Marymount University, where a panel of faculty members discussed the effects of global warming and how individuals can become involved in solutions.

About 200 students, faculty and community environmental activists participated in the March 21 teach-in, which focused on sparking individual and collective action to lessen our role in the changing climate and the serious effects of that trend.

The California Student Sustainability Coalition's annual spring Convergence will be taking place at Loyola Marymount University, The conference intended for students will feature inspiring guest speakers, student and community led workshops, local, ethical and delicious cuisine as well as breakout sessions examining the three main aspects of sustainability; ecology, economy and equity. This weekend will be a combination of formal trainings, student lead workshops, community and student lead Identity Caucuses and Issue Breakouts. You can also look forward to skills building, inspirational speakers, and meeting hundreds of people from across California and further to share in the conversation about taking action in our communities to create the world we want to live in.

Thursday, November 13, 2014 at 6:00pm to 9:00pm

Loyola Marymount University, Hilton 300 and 100 1 LMU Drive Los Angeles Ca. 90045

Join us for an evening of sustainable food and drinks and learn about local environmental organizations and sustainable businesses within the Los Angeles Watershed.

The reception will be located in Hilton 300 from 6-7pm. Background music will be provided by Alicia Murphy, followed by a short presentation from Bureo.

Screening of Patagonia's DamNation will be held downstairs in Hilton 100 at 7:15pm.

Countless other lectures, film events, conference tours, and symposium have been held to benefit the student population. These events are at the core of our students education to learn about real world applications of sustainability.

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

<http://admin.lmu.edu/greenlmu/newsevents/>

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

Workshop: "Yoga and Ecology: From Eco-Apartheid and Separation to Earth Democracy and Unity" with Dr. Vandana Shiva fall 2014

Earth Tones: An Environmental Art Installation

February 5 @ 8:00 am - February 13 @ 5:00 pm

Environmental Art installation at Loyola Marymount University

<http://cures.lmu.edu/event/earth-tones/#sthash.BNgq4XFr.dpuf>

Dancing the Environment

Kristen Smiarowski, Dance, LMU

Saltmarsh, Ballona Wetlands

How do arts educators participate in the discourse around ecology and environmental justice? The ecology of the classroom can literally

be explored outdoors. The 1.5 hour workshop will be held outside in the Ballona Wetlands preservation. Workshop includes moving in an outdoor environment. No dance experience is necessary. All levels of ability welcome. Please contact us if you have special needs or accommodations. Bring comfortable shoes or sneakers. Hats, water and sunscreen are recommended. It will likely be dry in June, so no rain gear will be necessary.

BIOL/CHEM/HHSC 398

Scientific Tools for Sustainability

Dr. Lambert Doezema (LMU faculty)

This course will explore the technology and instruments that are being utilized in the interest of sustainability. Instrumentation that is being used to assess and improve pressing worldwide issues, with a particular focus on air pollution and energy sources will be discussed. Additionally, sustainability relating to works of art and other historical artifacts will be covered. This portion of the course will focus on the authentication, preservation, and restoration of such objects.

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

<http://cures.lmu.edu/event/earth-tones/#sthash.BNgq4XFr.dpuf>

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

First-year LMU students can apply for ROAR (Recreational and Outdoor Activities in Rosecrans) program. This program allows students with a passion for outdoor adventure to live together in Rosecrans Hall and participate in outdoor activities. Students can participate in outdoor activities like hiking, skiing, kayaking, or simply barbecuing at the beach. The ROAR program has hosted events such as Marina Del Rey Kayak Trip, Joshua Tree National Camping Trip, and even skiing and snowboarding on Big Bear Mountain.

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

<http://studentaffairs.lmu.edu/housing/studenthousing/community/livingandlearningcommunities/themehousingprograms/>

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

There is a pilot program that is called Green Lion and the purpose of the program is to inform the students of the various changes that LMU has been making to the campus to make it more sustainable. For instance, reducing waste and increasing recycling efforts are some of the recent changes LMU is making to make the campus more green along with using solar panels to supplement energy needs. This program is currently available to 20% of incoming first-year students along with the Healthy Living and Learning Initiative. The program is being expanded to include a larger percentage of incoming first-year students and the hope is that it will be expanded campus wide.

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

<http://studentaffairs.lmu.edu/housing/studenthousing/community/livingandlearningcommunities/>

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

Garden workshops. Numerous educational workshops and service days are held in the garden to educate students about the environment, gardening, food justice, and sustainability in general. They learn the life skills of urban gardening.

Sustainability workshops occur at numerous times throughout the year. For instance during the past earth week and workshop was held regarding fair-trade, food justice, and environmental purchasing. This taught students the life skills of the environmental power of their

dollar.

Guest class lectures occur from the school sustainability officer to engage students in sustainability life skills such as recycling, business, purchasing, transportation, and reducing ones own impact on the environment.

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

<http://admin.lmu.edu/greenlmu/gardens/lionsgarden/gardenworkdays/>

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

Student employment is a large part of the LMU experience. National Reports and LMU Retention Statistics indicate that students who work are more successful because of the skills and experience they obtain on the job. The LMU sustainability office depends heavily on student worker support. Currently, the office has 8 paid student employees to support the sustainability office functions and work on projects. These environmental student workers are direct employees of the office. Additionally, the office of sustainability shares other student employees on joint projects and strategic partnerships of the sustainability office. Additionally, the on campus recycling center employs seven student workers year-round to help pay their tuition. The true partnership of university staff and student workers has yielded tremendous results in terms of waste prevention and resource recovery.

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

<http://studentaffairs.lmu.edu/studentemploymentservices/>

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

N/A

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

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

Environmental Stewardship & Sustainability Committee:

In March of 2007 President Lawton created the Environmental Stewardship and Sustainability Committee (E2SC), with the charge of identifying how we as a university could ideally care for our planet in our actions, while balancing real world complexities such as fiscal constraints and competing values. The committee comprises students, faculty and staff and meets regularly to discuss campus programs, events and initiatives related to sustainability.

The ASLMU Director of Environmental Responsibility is appointed each year by the elected Student President and Vice President. His/her duties include managing the bi-weekly Farmers' Market, planning and co-sponsoring events to raise environmental awareness, and being the principal advocate for students regarding resource consumption, recycling and waste management, campus sustainability and environmental justice outside of LMU. He/She maintains a Environmental Responsibility Committee each year. Applications to be a committee member are on the ASLMU website at

The Center for Santa Monica Bay Studies (Center), established in 2008, is a joint program of the Seaver College of Science and Engineering at Loyola Marymount University and The Bay Foundation. The mission of the Center is to engage in multidisciplinary research on environmental and social issues affecting Santa Monica Bay and its watersheds, and to contribute to policies and actions that improve the environmental conditions of the Bay and surrounding urban areas. The Center is a joint program of the two institutions, whose collaborative efforts provide a regional organizing body connecting research across disciplines, as well as a forum for the dissemination and discussion of results, and an opportunity for active student participation and involvement through hands-on learning experiences.

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

<http://admin.lmu.edu/greenlmu/>



# Outreach Materials and Publications

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## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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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>	Yes
<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>	Yes
<b>A sustainability walking map or tour</b>	Yes
<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>	Yes
<b>Other sustainability publications or outreach materials not covered above</b>	Yes

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

The Green LMU web site consolidates information about the institution's sustainability efforts. It is constantly being updated and expanded.

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

<http://www.lmu.edu/green>

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

Since Fall 2010, one Green LMU Newsletter has been produced by the Office of Sustainability each semester. It is used to inform students, staff and faculty about the various projects being done on-campus as well as a platform to talk about different issues that the university should examine and potentially implement. Some articles written have been about the on-campus garden, Fall Sustainability Week, LEED buildings, and students' experiences with sustainability. This newsletter is now released bi weekly to inform faculty, staff, and students of programs and accomplishments.

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

<http://admin.lmu.edu/greenlmu/newsevents/sustainabilitylmu/>

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

Web:

[www.lmu.edu/green](http://www.lmu.edu/green)

Facebook:

[www.facebook.com/greenLMU13](http://www.facebook.com/greenLMU13)

Instagram:

@greenlmu

blog:

<https://greenlmu.wordpress.com/>

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

<http://admin.lmu.edu/greenlmu/>

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

LMU held the first annual Student Sustainability Symposium on November 3, 2011 which showcased student research. The theme for this event was urban gardening within a university context.

<http://cures.lmu.edu/cures-blog/>

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

<http://www.lmu.edu/green>

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

Three of our buildings (two residence halls and the library) have LEED plaques mounted on the building walls, highlighting the fact that they are green buildings. Our Green LMU web site also highlights green features of these three buildings.

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

[http://www.lmu.edu/sites/Community\\_home/green/The\\_Campus/Built\\_Environment/Green\\_Building.htm](http://www.lmu.edu/sites/Community_home/green/The_Campus/Built_Environment/Green_Building.htm)

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

All of the dining halls on campus maintain a series of posters, fliers, table tents, napkin dispenser signs, and digital reader boards that provide information about the sustainable food systems on campus. There is also a Dining Services web site with much more information made available on these topics.

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

<http://dining.lmu.edu/sustainability/index.html>

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

LMU currently uses reclaimed water to irrigate approximately 75% of the campus and plans on expanding that coverage to 100% in the upcoming year. There is signage around the campus that highlights where reclaimed water is used to irrigate the grounds. There are several spots on campus where xeriscaping is practiced, with signage to highlight those features. The campus garden also has descriptive and informational signage about plants, and techniques for gardening and water saving tips

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

<http://www.lmu.edu/green>

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

Green Lmu, central plant, facilities, the sustainability office, campus dining, student workers, environmental education focused groups, and business services, frequently hosts campus tours of our garden, recycling plant, solar, grounds programs, bike program, LEED buildings, alternative transportation, and other sustainability features of campus. These walking tours are given frequently throughout the year usually 4 a semester. The groups reached with this our classes, student groups, student government, faculty, staff, businesses, outside

organizations, local schools, local environmental groups, and national/international interests wishing to see our operations,

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

<http://admin.lmu.edu/greenlmu/newsevents/playavistaelementarytour/>

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

The Green LMU web site has a page that provides information to commuters about local transportation alternatives. There are also brochures available for our ZipCar program. LMU provides several ways that students, faculty, and staff can commute to work that will save money and reduce impact to the environment. For instance there is the public transportation, via the Metro Rail and Big Blue Bus (Santa Monica Bus line), there is carpooling and vanpooling option for students and staff, as well as bicycling option for those so inclined. The Lion Express Shuttle and LMU Student Escort Service are options that are available only to students. There is also a website encouraging the use of bicycles on campus and info about all lmu bike related transportation.

<http://admin.lmu.edu/greenlmu/campusoperations/bikelmu/>

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

<http://admin.lmu.edu/studentfacultyandstaffparking/transportationalternatives/>

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

There is also a website encouraging the use of bicycles on campus and info about all lmu bike related transportation. There are campus maps of rack locations, repair stand locations, distances, dismount zones, bike paths, and other bike resources. Additionally, there is information for commuting by bike, bike safety, events, and city maps.

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

<http://admin.lmu.edu/greenlmu/campusoperations/bikelmu/>

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

LMU has created a new program called "Being a Green Lion" that informs students living on campus what the university has done to make the residence halls more environmentally conscious. Also, the program helps students understand what it means to be environmentally conscious and how each student can make behavioral changes that will allow them to keep the university in line with the progress that has been made.

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

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

The Loyolan, LMU's student-run newspaper, runs a regular column called "Veggie Ventures" in which they feature restaurants in the area that promote vegetarian options. In addition, the Loyolan is committed to frequently covering issues on sustainability events such as Earth Day, garden events, and Fall Sustainability Week. Other articles about on-campus sustainability are done from time to time and include an interview with the Sustainability Manager on-campus and highlighting achievements in the program. Frequent meetings occur with newspaper representatives for green columns or announcements or coverage of large events and Campaigns on campus.

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

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

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

An LMU student club, the Human Rights Coalition, publishes Passion Magazine, which focuses on issues such as social and environmental justice.

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

[http://www.lmu.edu/about/Campus\\_Ministry/Social\\_Justice\\_Service/Human\\_Rights\\_Coalition/PASSION\\_Magazine.htm](http://www.lmu.edu/about/Campus_Ministry/Social_Justice_Service/Human_Rights_Coalition/PASSION_Magazine.htm)

**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 Seaver College of Science and Engineering publishes the Breakthrough Newsletter, which often highlights research on topics that promote sustainability.

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

<http://newsletters.lmu.edu/seaver/>

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

Yes

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

LMU Magazine frequently features articles, and has published an on-line video, that discuss sustainability on campus.

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

<http://magazine.lmu.edu/>

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

Yes

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

LMU hosts a peer-reviewed journal called Cities And The Environment (CATE) that features scholarship on urban ecology research and urban ecology education.

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

<http://digitalcommons.lmu.edu/cate/>

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

No

**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):**

No

**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):**

No

**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):**

No

**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

**Ian McKeown**

Sustainability Officer

Facilities Management

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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?:**

Yes

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

Recyclemania

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

Recyclemania is a national recycling competition that LMU participated in to gauge how effective the university's recycling efforts are in comparison to other institutions. The purpose of the competition is to raise awareness and participation of the student body as well as faculty and staff. Students and staff interacted at multiple events within community to promote event. Fliers and posters were posted around campus. Additionally, email blasts, and social media was used to promote the event to campus community. All promotion is targeted at all LMU community members. The campaign was promoted heavily in the campus newspaper, The Loyolan, before the campaign officially started to increase awareness campus wide. Results were reported continuously throughout the length of the campaign to inform of progress and generate further support and participation. The LMU Facilities Management department increased recycling opportunities by purchasing new recycling stations. In high traffic areas, regular trash cans were replaced with a three-compartment recycling station for solid waste, paper, and beverage containers, making it more convenient for students, faculty, and staff to recycle. This competition runs through the spring semester at LMU.

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

The institution is successful in the recycling campaign as we lowered waste, increase recycling and therefore advance not only our overall rankings each year in the contest but we can see an increase in recycling as a result on our campus through the participation of faculty staff and students. This is successful in increasing our sustainability goals as we see a direct increase in recycling numbers and reduction in waste as a result. For example we noted a increase in recycling from 54,150 to 90,400 lbs between the prior year as well as a recycling rate increase of 5.12 lbs a person to 8.72 lbs per person.

90,400

2014 54,150lbs

8.72

2014 5.12

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

[http://www.recyclemaniacs.org/university\\_detail08.asp?ID=350](http://www.recyclemaniacs.org/university_detail08.asp?ID=350)

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

LMU lightsout- Campus Conservation Nationals

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

LMU lightsout is a three week energy reduction campaign in the residence halls at LMU. It is also our form of participation the Campus Conservation Nationals (CCN), the largest electricity and water reduction competition for colleges and universities in the world. Now in its fifth year, CCN gives a common voice and motivation to hundreds of thousands of students across North America, all working together to reduce consumption and mitigate the impacts of climate change.

To achieve reduction in energy and increase awareness we organize students, faculty, and staff to increase their awareness by hosting outreach events, and offer prizes and awards. Promotion also occurs through one on one interaction, social media, email, and campus signage, Residence life staff, faculty, and students participate in this campaign. This has a far reaching effect on the school's carbon emissions and campus culture. Student organizations (clubs), student workers, residence life staff, facilities staff, and student government help organize this event.

The Goals of CCN and our campus campaign for LMU lights out allign to do the following,  
Foster a culture of conservation within campus communities, and propel campus sustainability initiatives.  
Enable students to develop leadership, community organizing, and career development skills.  
Achieve measurable reductions in electricity and water use, preventing thousands of pounds of carbon dioxide from being emitted.  
Highlight the ability of behavior change tools such as competitions, commitments, and social norms, to conserve energy and water.

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

Who can save the most energy? Winning residence hall receives free dinner courtesy of Green Food Truck!! Measured reduction in residence hall energy use where program was heavily promoted. Less energy reduction in halls where less promotion occurred. Gained better understanding of student, staff, faculty behavior. Energy use was reduced across different places on campus. Compared to baseline energy use the winning dorm saw a reduction of 4.2% in energy use over the one month span of the competition.

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

<http://admin.lmu.edu/greenlmu/newsevents/campusconservationnationals2014/>

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

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# Employee Educators Program

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## Responsible Party

**Marieclare Sia**

Human Resources Specialist -Wellness

Human Resources

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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?:**

Yes

**Total number of employees:**

2,301

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

Green Office Program

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

2,301

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

A Green Leader from each office would be invited to participate in the Green Office Program through an announcement and outreach from the Green LMU office. Outreach is available to all offices and departments thus all employees are served by this program. even if they chose not to participate the option is there.

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

Green Leaders would be required to fill out an online survey about their green office practices in their own office. It would then be followed up with a visit from Green LMU where work-study students and the Campus Sustainability Manager would evaluate the office and points. The Green Leader will then be trained on what he/she could do to improve the sustainability of the office and educate his/her fellow co-workers. A certification would then be given to the office and the Green Leader would keep in communicate with Green LMU via e-mail and newsletters to attend upcoming workshops.

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

A pilot program is in progress and consists of a collaboration between staff from the sustainability office and human resources. Much of the work is done by work-study students from these departments.

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

<http://admin.lmu.edu/greenlmu/groupsprograms/greenofficeprogram/>

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

Ten Ways to Promote Sustainability at the Office

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

2,301

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

There is a wellness facilitator hired by the university. The employee facilitator's primary role is to provide research and local resources to the attending employees and implement the information into small group discussion throughout the workshop. Voluntary attendance at workshop but all can attend so all are targeted.

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

A facilitated meeting provided a list of ten ways to promote sustainability at the office. This workshop included a brief lecture on each of the 10 ways, as well as an open discussion as to how individuals can implement these practices on campus.

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

Facilitator = salary based. Materials used during programs consist of printing materials and donations.

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

[http://www.lmu.edu/sites/Community\\_home/green/programs.htm](http://www.lmu.edu/sites/Community_home/green/programs.htm)

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

Living Green Program

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

2,301

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

There is a wellness facilitator hired by the university. The employee facilitator's primary role is to provide research and local resources to the attending employees and implement the information into small group discussion throughout the workshop. Voluntary attendance at workshop but all can attend so all are targeted.

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

The Living Green Program provides employees with a number of ways to improve the quality of their lives by considering lifestyle changes having to do with green cleaning supplies, a healthier diet, walking and bicycling instead of driving, drinking clean filtered water, and much more. The facilitator provides short lectures followed by discussion from the group.

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

Facilitator = salary based. Materials used during programs consist of printing materials and donations.

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

[http://www.lmu.edu/sites/Community\\_home/green/programs.htm](http://www.lmu.edu/sites/Community_home/green/programs.htm)

# Employee Orientation

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## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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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 receive a brochure called "LMU At a Glance," where a section on Green LMU mentions the university's culture and commitment to green infrastructure in buildings, energy, and mission. A video is also shown during orientation about Green LMU. Sustainability is also part of the schools mission statement that is introduced to new employees.

<http://www.lmu.edu/Assets/2013-2014+LMU+Fact+Card.pdf>

<http://admin.lmu.edu/greenlmu/greenlmuvideo/>

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

<http://admin.lmu.edu/hr/learningdevelopment/>

# Staff Professional Development

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## Responsible Party

**Rebecca Chandler**

Vice President of Human Resources

Human Resources

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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 :**

LMU Human Resources' Learning and Development and Wellness departments team with Green LMU to offer sustainability workshops for all employees at least once a year. A few trainings have been the Green LMU Energy Workshop, Green Office Practices, and Gardening Workshops.

<http://admin.lmu.edu/hr/learningdevelopment/>

The LMU Green Office Program is designed to identify and recognize offices on campus that have implemented sustainable office programs which support daily operations and maintenance. The LMU Green office program serves as a sustainability training and professional development tool for the employees in the office that participate. The LMU green office program offers all staff the



opportunity to participate and sign up there office to the program which enhances there knowledge of sustainability principles. The LMU Green Office Checklist is designed so that nearly all offices at LMU will have an equal chance of implementing programs and earning points. There are 7 categories and 36 points available: Alternative Transportation (5), Water Efficiency (5), Energy and Atmosphere (8), Materials and Recycling (7), Paper Printing/Photocopy (5), Indoor Environmental Quality (3), and Innovation in Design (3).

<http://admin.lmu.edu/greenlmu/groupsprograms/greenofficeprogram/>

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

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**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**

**Viktoria Kuehn**  
 Sustainability Fellow  
 Facilities Management

**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*.

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"---" 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:**

LMU is home to the Center for Urban Resilience (CUREs), which has as its core mission, to promote resilience and sustainability through community engagement, basic research and STEM curriculum development. CUREs has ongoing partnerships and projects with many organizations dedicated to environmental protection and to education; partners include Friends of Ballona Wetlands (5yrs), The Bay Foundation (5yrs), Annenberg Foundation (1yr), the USDA Forest Service (2yrs), The Council for Watershed Health and others. Various programs that engage the local community include the Teacher Academy, in which teachers from schools in local underserved communities learn how to implement our urban ecology curriculum into their classrooms. Another example is the docent program, in which trained students and community members volunteer to give informational walks through the Ballona Discovery Park. The community science program was developed and implemented with support from the office of LA County Supervisor Mark Ridley-Thomas. The goal of this program is to empower participants to engage their communities in urban ecology and green technology by providing scientific monitoring tools to help community members of all ages gather critical environmental data that will both bolster their stewardship and better the ecosystem and social health of their communities through the development of urban gardens, and environmental remediation programs. 40% OF CUREs staff time, and resources are used to develop and support sustainability programs for the local community. We pride ourselves on program development that meets the unique needs of each community and this can only be done with their direct involvement.

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

Yes

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

The Center for Urban Resilience works to support social equity, well being and ecological health by reaching out to Title 1 schools throughout local Los Angeles neighborhoods. There are two major ways in which CUREs works to introduce sustainability to these communities. The STEM curriculum, Urban EcoLab (

[cures.lmu.edu](http://cures.lmu.edu)

) emphasizes locally-relevant field studies and is focused on engaging students in scientific study through the “four ways of knowing science”: understanding science, talking science, doing science, and acting on science. CUREs leads multiple programs in education including pioneering urban ecology curricula at the high school and middle school levels. For the past 5 years they have offered services for both formal and informal science providers. By developing strategic partnerships with the Friends of Ballona Wetlands, Youth Science Center, Heal the Bay, The Bay Foundation and the Council for Watershed Health, we reach beyond the borders of Los Angeles County serving a broad scope of communities throughout Southern California. Specifically, CUREs curricula and professional development services emphasize urban science and policy as interactive and participatory subjects. This approach treats the ever-changing city landscape as a distinct ecosystem. By applying urban ecology principles, instructors gain practical knowledge and tools of environmental assessment. The science lessons and accompanying field-study activities are adaptable for K-12th grade students. CUREs’ Urban EcoLab curriculum consists of 133 lessons, multi-media resources, informational texts, and accompanying student assessments available free of charge to all educators. We offer free professional development workshops to teachers for our Urban EcoLab High School curriculum. CUREs serves over a dozen schools of high need throughout Southern California. Our community of science and curriculum program includes LAUSD, Culver City Unified, Wiseburn Unified, Bassett Unified and neighboring charter and Catholic schools.

Restorative Justice is an innovative alternative to the punitive system, whereby people are held accountable for their behavior at the community level that is run by CUREs at LMU. The RJ process allows everyone involved in a crime or conflict to work collectively toward community-based solutions. Such community-based solutions present the potential to addresses root causes of oppositional or deviant behavior. RJ serves as a more meaningful way to handle offenses; it attempts to redefine crime as an injury to people and their relationships and turns the emphasis towards repairing those relationships. Restorative Practices (RP) is a philosophy that grew from RJ that aims to provide school communities with safe, inclusive, and effective tools to help develop relationships within a healthy school environment. This comprehensive strategy can be used to help mold knowledgeable, responsible, and civically engaged citizens. In our approach to RP, we take a whole-school perspective, whereby we invite all stakeholders—students, faculty, administrators, etc.—to participate in the restorative process. This strategy promotes an environment where the school community benefits from collaboratively working toward building strong interpersonal and community relationships.

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

Yes

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

The LMU LIONS Garden, developed in 2011, facilitates informal and formal learning opportunities for students and community members. The garden's mission is to address LMU's focus on social and environmental justice by examining issues such as hunger and nutrition through urban gardening. By utilizing bio-intensive gardening methods that maximize crop yields, the LIONS Garden strives to demonstrate how to grow nutritious food with a minimal amount of space. The plants in the garden are all native and attract pollinators. Various local nonprofits focusing on sustainable urban farming, such as Kiss the Ground have held workshops at our garden to teach the students and local community how to grow their own garden. The LMU Garden is also involved in local farmer's markets where they have a booth with educational material and do community outreach, which steers community members to buying locally grown produce. The excess food that is harvested from LMU's Garden that is not taken home by the volunteers gets donated to Holy Nativity. The garden also serves as a consulting arm of green lmU that helps educate local schools and communities on urban farming, sustainability, and gardening.

In addition, LMU, in collaboration with CUREs and funding from the W.M. Keck developed a series of interdisciplinary undergraduate courses, one of which was The Ecology of Homelessness. This course focused on the social and physical drivers of homelessness and the possible sustainable solutions in Los Angeles.

The Center for Santa Monica Bay Studies was established as a program of the Seaver College of Science and Engineering at Loyola Marymount University (LMU) and The Bay Foundation in December 2008. The mission of the Center is to engage in multidisciplinary research on environmental and social issues affecting Santa Monica Bay and its watersheds and to contribute to policies and actions that improve the environmental condition of the Bay. The Center is a joint program of LMU and TBF, which provides a regional opportunity to connect research across disciplines—from the field to the lab—as well as a forum for the dissemination and discussion of results.

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

LMU serves as the Secretariat University for the The Mediterranean City Climate Change Consortium (MC-4), which is a network of practitioners, policymakers, business leaders and academics from Mediterranean-climate cities across the globe who support vibrant, healthy, sustainable communities that promote ecological resilience, economic competitiveness and social equality. The purpose of the consortium is to improve the management of urban climate change impacts and to increase and preserve the social, economic and environmental health of Mediterranean-climate regions by strengthening government, business, academic, and civil society partnerships across the five Mediterranean-climate regions. MC-4 members participated in a variety of climate change adaptation events including the United Nations Framework on Climate Change (COP18) in Doha, Qatar and the National Adaptation Forum in Denver, Colorado. In 2014, MC-4, along with the European Commission and the Justus-Liebig University of Giessen (among other important partners), organized "The Mediterranean City Conference: Adaptation Strategies to Global Environmental Change in the Mediterranean City and the Role of Global Earth Observations," which was held in Athens.

LMU study abroad also offers various programs in Bonn Germany, where students engage in the local science communities through field trips, and excursions. They have also been able to connect directly with the community through work with various local organizations such as the Biostation where students helped restore dunes.

The biology department in partnership with CUREs gives students with any major the opportunity to go to Costa Rica for a summer study abroad course. We teach this interdisciplinary overview of tropical science, policy, and culture course (and the interactions between them) in conjunction with the Monteverde Institute. The course consists of lectures as well as field visits and presentations. Students also develop specific areas of concentration for their studies by collaborating with course instructor, Dr. Peter Auger. Overall, CUREs and the Monteverde Institute aim to provide students with a broad Costa Rican historical and social context in order to facilitate a better understanding of the tropical biology of the region.

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

<http://www.lmu.edu/cures/Partnerships.htm>





# Inter-Campus Collaboration

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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:**

LMU Center for Urban Resilience publishes the Cities and the Environment Journal (CATE) which is a peer-reviewed international journal of urban sustainability research and best practices. Funded in part by the USDA Forest Service, The Annenberg Foundation and The LMU Libraries (

[www.catejournal.org](http://www.catejournal.org)

)

LMU shares sustainability best practices through presentations at:

-The California Higher Education Sustainability Conference (2010, 2011, 2012): In 2012 the paper entitled "Recycling can be the Most Cost Effective Method of Solid Waste Management for Colleges and Universities" was featured.

- AASHE annual conference (2010, 2011 and 2012) The most recent presentation in 2012 was entitled Green LMU: Promoting Environmental Sustainability, Economic Viability, and Urban Resilience. A paper by Bill Stonecypher entitled "Recycling can be the Most Cost Effective Method of Solid Waste Management for Colleges and Universities" was also featured (2012).

- University of San Diego Waste Management Conference (2013): Bill Stonecypher's presentation focusing on an alternative in-house format for campus recycling services entitled "Don't punt on Recycling."

LMU has presented on its dehydrated food waste program and its organic garden initiative to various local and chain restaurants, including Caesar's Palace. LMU has also attended a Southern California Campus Sustainability Coordinator Meeting in 2010 to share

best practices within the immediate region. LMU has presented at BioCycle about food waste diversion and our composting techniques. LMU presented at APPA: Leadership in Educational Facilities (July 2014) on The Impact of Sustainability on FM.

LMU also hosted a workshop (August 2014) for the US Zero Waste Business Council. This workshop focused on food scrap issues and included a tour of the LMU Recycling Center, LMU Dining, and the on campus garden.

LMU's Center for Urban Resilience has an education program that focuses on teaching science based on local ecological systems. These curricula are available for teachers online, and we host teacher workshops and offer an annual Teacher Academy to learn how to better apply the curricula.

**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:**

NCSE (National Council for Science and the Environment)

CEDD (Council for Environmental Deans and Directors)

AASHE (Association of the Advancement of Sustainability in Higher Education)

California Higher Education Sustainability Conference

AJCU (Association of Jesuit Colleges and Universities) Facilities, Public Safety and Sustainability Conference

CURC (College and University Recycling Coalition)

CCRC (California Collegiate Recycling Council)

Sustainability in Faith Based Higher Education

ACUPCC (American College & University Presidents' Climate Commitment)

APPA: Leadership in Educational Facilities

MC4 Mediterranean City Climate Change Consortium (LMU is the Secretariat University)

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

LMU collaborates with AASHE in trying to accomplish the STARS assessment in order to share our institution's ideas.

LMU's collaboration with CURC is very vital to how we address our participation in recycling. A staff member was one of the founders for this coalition and thus has a big influence in how we conduct our business in recycling.

LMU collaborates with local and national/ international universities to give tours, share best practices, offer advice, seek advice, and maintain connections of a community.

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

<http://cures.lmu.edu/for-instructors/urban-ecolab-curriculum/>

# Continuing Education

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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:**

8

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

92

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

[STARS-LMU\\_Extension\\_Courses.docx](#)

## **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:**

Completion of each of the courses listed above results in a certificate for the subject matter. Please refer to these course descriptions listed in the file above.

**Year the certificate program was created:**

2,009

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

<http://academics.lmu.edu/extension/programs/>

# Community Service

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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

## Number of students engaged in community service:

5,421

## Total number of students :

7,900

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

Yes

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

176,100

## 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)?:**

Yes

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

Departments have community service days, employees participate in these days. These projects are done during normal work days. Service is encouraged in the very university mission and many opportunities to serve are well publicized.

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

<http://studentaffairs.lmu.edu/activitieservice/centerforserviceaction/>

# Community Stakeholder Engagement

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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## Criteria

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

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

And

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

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

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

---

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

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

Yes

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

LMU quarterly convenes a meeting of the Neighborhood Advisory Committee (NAC), which meets to discuss the legal and operating requirements of the university and other community concerns. The committee consists of representatives of the university, the local city council office, students, and residents who live in close proximity to the university (appointed by the council office). In addition to these NAC meetings, LMU regularly solicits feedback from neighbors through its involvement in a variety of local community organizations. LMU also has an Office of Community Relations, which is responsible for community engagement activities. This office holds regular inter-departmental meetings to bring stakeholders from across the university together to discuss university activities and identify opportunities for community stakeholder engagement.

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

Over its long history in the community (over 85 years), LMU has developed a strong, positive relationship with a broad spectrum of community stakeholders, which it has identified through regular communication with local electeds and their staff, community leaders and activists, key community organizations such as service clubs, the local YMCA, community serving nonprofit organizations, business and commerce groups, schools, environmental organizations, etc. The university is also active in many of these community organizations, with representatives serving as a member of the board.

**List of identified community stakeholders:**

- o City of Los Angeles:
    - Councilman Mike Bonin
    - Los Angeles Police Department
    - Los Angeles Fire Department
    - Westchester Park & Recreation Center
    - Westchester Senior Center
  - o Neighborhood Council of Westchester/Playa
  - o LAX Coastal Area Chamber of Commerce
  - o Westchester YMCA
  - o Westchester Vitalization Corp
  - o Westchester Rotary Club
  - o Playa/Venice Sunrise Rotary Club
  - o Los Angeles World Airports
  - o Westchester Towne Center Business Improvement District
  - o Westchester Playa Village
  - o Westchester Streetscape Improvement Association
  - o Westchester Historical Society
  - o Drollinger Properties
  - o Airport Marina Counseling Service
  - o Westchester/Playa Education Foundation
  - o Race for Success
  - o Community Outreach and Opportunity Programs
  - o Otis College of Design
  - o Decron Properties
  - o Friends of Ballona Wetlands
  - o Local public/private/charter schools
  - o Southern California Gas Company
  - o Westchester Neighbors Association
  - o Kentwood Home Guardians
  - o Brookfield Residential
  - o One Westbluff Homeowners Association
  - o Local Neighborhood Watch groups
- partial list



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

(1) Several years ago, LMU worked with local residents and community leaders to create a process to help neighbors with issues pertaining to off-campus student behavior. This process has been a collaborative effort between several LMU departments (Community Relations, Off-Campus Student Life, Public Safety), the Los Angeles Police Department, the local council office, and nearby neighbors. Local residents can submit a complaint on the phone or through the internet and the Community Relations Office now also follows up with each resident who submits a complaint (provided contact information is given). LMU regularly reaches out to neighbors through such means as direct mail, social media, information presentations to local homeowner groups, and more, to educate them about how LMU can help with resolve issues with off-campus students. (2) Over the last year, LMU significantly increased its stakeholder engagement to the local community, including the relaunch of a quarterly community newsletter, updating a community website with university information and events of particular interest to our neighbors, and proactively notifying local residents of any planned, major maintenance activities and work that may cause disturbance. This has resulted in more regular communication with neighbors and early identification and resolution to issues. (3) The university held its first Community Open House in September, inviting local residents to come on campus to learn about the university and the many resources, activities and events available to them. The event was very successful both in participation from internal departments who hosted tables to share information with community members and by local residents (over 300 local residents attended).

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

<http://community.lmu.edu/>

# Participation in Public Policy

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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.

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*"---" 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:**

LMU as an institution has engaged in public policy advocacy for sustainability by beginning a recycling initiative and creating new programs that foster this type of advocacy, supporting AB 939. Since its first environmental initiatives in 1990, beginning with a Recycling Program, Loyola Marymount's commitment to eco-friendly practices has grown into an innovative program known as "Green LMU." The Recycling Program is one of the few programs among educational institutions to heavily engage in the secondary processing of recovered materials. It is estimated that the cost savings is more than \$500,000 annually. Additionally, this program employs seven student workers year-round to help pay their tuition. The true partnership of university staff and student workers has yielded tremendous results in terms of waste prevention and resource recovery. More than 4,000,000 pounds of materials were reduced, reused, or recycled in 2009 alone. Most recently, Loyola Marymount submitted its Climate Action Plan (CAP) Road Map to the American College & University Presidents Climate Commitment (ACUPCC), outlining its efforts to become a climate-neutral campus. Our climate action planning supports AB 32.

[http://newsroom.lmu.edu/newsroompressreleases/LADWP\\_Public\\_Power\\_Week\\_Recognizes\\_LMU.htm?DateTi](http://newsroom.lmu.edu/newsroompressreleases/LADWP_Public_Power_Week_Recognizes_LMU.htm?DateTi)

[me=633277882200000000&PageMode=View](#)

<http://www.calrecycle.ca.gov/wrap/search.asp?VW=APP&BIZID=635&YEAR=2010&CNTY>

[http://rs.acupcc.org/site\\_media/uploads/cap/598-cap.pdf](http://rs.acupcc.org/site_media/uploads/cap/598-cap.pdf)

**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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# Trademark Licensing

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## Responsible Party

**Ray Dennis**

Associate VP for Auxiliary Mgmt. and Business Services  
Auxiliary Mgmt. and Business Services

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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:

LMU Has a no Sweatshop policy.

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

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

No

**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? :**

No

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

[http://www.lmu.edu/sites/Community\\_home/green/The\\_Campus/Business\\_Services.htm](http://www.lmu.edu/sites/Community_home/green/The_Campus/Business_Services.htm)

## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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## 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 Applicable** for the following reason:

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

# Operations

## Air & Climate

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

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

# Greenhouse Gas Emissions

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## Responsible Party

**Coco Freling**

Intern

CURes

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

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

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

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

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

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

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"---" 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>	No
<b>Waste generated in operations</b>	Yes

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

No

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

GHG inventories were performed the following ways

baseline: LMU Plant Operations worked closely with Sightlines, LLC to conduct the inventory. Sightlines (Greenline) calculated the GHG emissions using the CA-CP Campus Carbon Calculator.

performance year: Clean Air-Cool Planet's Campus Carbon Calculator

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

No

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

---

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



	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	<i>3,785 Metric Tons of CO2 Equivalent</i>	<i>3,309 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>226 Metric Tons of CO2 Equivalent</i>	<i>219 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>16,096 Metric Tons of CO2 Equivalent</i>	<i>16,213 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>1,113 Metric Tons of CO2 Equivalent</i>	<i>973 Metric Tons of CO2 Equivalent</i>

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

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**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:**

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

Purchased 3 year contract for Green-e Energy Certified energy. LMU executed a contract in September of 2010 for the following volumes purchased from 3Degrees Group Inc.

>2010-11: 2,000 MWh

>2011-12: 2,000 MWh

>2012-13: 2,000 MWh

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

	Performance Year	Baseline Year
Number of residential students	3,099	3,195
Number of residential employees	40	40
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,156	7,187
Full-time equivalent of employees	1,962	1,716
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	June 1, 2011	May 31, 2012
Baseline Year	June 1, 2007	May 31, 2008

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

---

**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	3,826 Metric Tons of CO2 Equivalent
Commuting	6,214 Metric Tons of CO2 Equivalent
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	322 Metric Tons of CO2 Equivalent
Other categories (please specify below)	---

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

n/a

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

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

[http://rs.acupcc.org/search/?institution\\_name=loyola+marymount+university&carnegie\\_class=%3F%3F&state\\_or\\_province=%3F%3F](http://rs.acupcc.org/search/?institution_name=loyola+marymount+university&carnegie_class=%3F%3F&state_or_province=%3F%3F)

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

Lighting projects,  
transportation projects,  
car sharing,  
bike program,  
shuttles,  
energy efficiency contests,  
energy retrofits,  
education,  
water saving devices,  
increased recycling,  
replaced boilers,  
reduced waste,  
light sensors,  
led replacements,  
alternative transportation options.

# Outdoor Air Quality

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## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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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.

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

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

Yes

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

The university, in its master plan, has specifically created air quality mitigation measures,

Here are a list of the measures:

1. General contractors shall implement a fugitive dust control program.
2. General contractors shall maintain and operate construction equipment so as to minimize exhaust emissions. During construction, trucks and vehicles in loading and unloading queues shall turn their engines off when not in use to reduce vehicle. emissions. Construction emissions shall be phased and scheduled to avoid emissions peaks and discontinued during second-stage smog alerts.
3. Electricity rather than temporary diesel- or gasoline-powered generators shall be used at least half of the time.
4. All construction vehicles shall be prohibited from idling in excess of 5 minutes, both on and off site.
5. The Applicant shall schedule routine deliveries during off-peak traffic periods to encourage the reduction of trips during the most congested periods.

6. All offroad diesel-powered construction equipment greater than 50 horsepower (hp) shall meet Tier 4 offroad emissions standards. In addition, all construction equipment shall be outfitted with the BACT devices certified by CARB. Any emissions control device used by the contractor shall achieve emissions reductions that are no less than what could be achieved by a Level 3 diesel emissions control strategy for a similarly sized engine as defined by CARB regulations.

7. The Project Applicant shall evaluate the potential for reducing exhaust emissions from on-road and off-road construction equipment, and implement such measures. Control technologies to be considered may include particulate traps and filters, selective catalytic reduction, oxidation catalysts, air enhancement technologies, and the use of alternatively (non-diesel) fueled engines. Considerations will include commercial availability of appropriate California Air Resources Board verified technologies.

8. The Applicant shall install shaker plates at construction site exits, to minimize dirt track out and dust generation

9. The Applicant shall operate street sweepers on roads adjacent to the construction site in a nearly continuous manner so as to minimize dust emissions. Paved parking and staging areas shall be swept daily.

10. Increase in electric vehicles such as golf carts and reduce use of gas cars.

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

No

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

---

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

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

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

Put in new burners in the boilers to lower the ppm of the nox emissions in 2012.

Generators are only used for back up emergency power. Per state requirements they are tested less than 20 hrs per year.

Placement of energy efficient devices and initiatives across campus we have reduced the load on the boilers and used less natural gas and electricity. Due to these installations we are also using less domestic water.

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

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# 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

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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.

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"---" 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>	Yes
<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:**

LEED Certified buildings that were not constructed within the last 5 years:

- Del Rey North: LEED Silver
- Del Rey South: LEED Silver
- W H Hannon Library: Gold

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

---

**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>	---
<b>3rd Highest Level (e.g. LEED Silver)</b>	---
<b>2nd Highest Level (e.g. LEED Gold)</b>	---
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	---

**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::**

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

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

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

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

[LMU Master Plan \(Development Agreement and Specific Plan\).pdf](#)

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

April 11, 2011

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

All buildings are maintained in accordance with the 2008 Title 24 standards, which are expected to reduce the growth in electricity use by 561 gigawatt-hours per year (GWh/yr) and reduce the growth in gas use by 19 million therms per year (therms/yr).

The 2013 Building Energy Efficiency Standards focus on several key areas to improve the energy efficiency of newly constructed buildings and additions and alterations to existing buildings, and include requirements that will enable both demand reductions during critical peak periods and future solar electric and thermal system installations. The most significant efficiency improvements to the residential Standards are proposed for windows, envelope insulation and HVAC system testing. The most significant efficiency improvements to the nonresidential Standards are proposed for lighting controls, windows, unitary HVAC equipment and building commissioning. New efficiency requirements for process loads such as commercial refrigeration, data centers, kitchen exhaust systems and compressed air systems are included in the nonresidential Standards. (Title 24)

Operations: At final inspection, the enforcement agency shall require the builder to leave in the building, for the building owner at occupancy, operating information for all applicable features, materials, components, and mechanical devices installed in the building. Operating information shall include instructions on how to operate the features, materials, components, and mechanical devices correctly and efficiently.

Maintenance: Maintenance information for all features, materials, components, and manufactured devices that require routine maintenance for efficient operation are accessible on site. Required routine maintenance actions shall be clearly stated and incorporated on a readily accessible label.

<http://www.energy.ca.gov/2012publications/CEC-400-2012-004/CEC-400-2012-004-CMF-REV2.pdf>

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

In accordance to LMU's Mater Plan: All new buildings are integrated into the Campus Energy Management System, which monitors and controls buildings' heating, ventilation, air conditioning (HVAC), and lighting systems to attain energy efficiency and optimize performance. When systems are not functioning optimally, it will be noted based on this system, and maintenance action will be taken.

[http://community.lmu.edu/media/universityrelations/communitygovernmentrelations/LMU%20%20Master%20Plan%20\(Deployment%20Agreement%20and%20Specific%20Plan\).pdf](http://community.lmu.edu/media/universityrelations/communitygovernmentrelations/LMU%20%20Master%20Plan%20(Deployment%20Agreement%20and%20Specific%20Plan).pdf)

Appendix A

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

[http://community.lmu.edu/media/universityrelations/communitygovernmentrelations/LMU%20%20Master%20Plan%20\(Deployment%20Agreement%20and%20Specific%20Plan\).pdf](http://community.lmu.edu/media/universityrelations/communitygovernmentrelations/LMU%20%20Master%20Plan%20(Deployment%20Agreement%20and%20Specific%20Plan).pdf)

# Building Design and Construction

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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.

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*"---" 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>	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 of certified buildings and ratings:**

LEED Certified Buildings that were constructed within 5 years prior to STARS submission:

- W.H. Hannon Library: LEED Gold

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

---

**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>	---
<b>3rd Highest Level (e.g. LEED Silver)</b>	---
<b>2nd Highest Level (e.g. LEED Gold)</b>	---
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	---

**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::**

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

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

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**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 :**

[LMU Master Plan \(Development Agreement and Specific Plan\).pdf](#)

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

April 16, 2011

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

The 2013 Building Energy Efficiency Standards focus on several key areas to improve the energy efficiency of newly constructed buildings and additions and alterations to existing buildings, and include requirements that will enable both demand reductions during critical peak periods and future solar electric and thermal system installations. The most significant efficiency improvements to the residential Standards are proposed for windows, envelope insulation and HVAC system testing. The most significant efficiency improvements to the nonresidential Standards are proposed for lighting controls, windows, unitary HVAC equipment and building commissioning. New efficiency requirements for process loads such as commercial refrigeration, data centers, kitchen exhaust systems and compressed air systems are included in the nonresidential Standards. (Title 24)

<http://www.energy.ca.gov/2012publications/CEC-400-2012-004/CEC-400-2012-004-CMF-REV2.pdf>

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

In accordance with LMU's Climate Action Plan, resulting from the signing of the ACUPCC, LMU adopted a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent.

The Master Plan Project would further this goal by replacing old, energy-inefficient buildings with new construction designed to meet LEED or similar green building criteria. New buildings would use sustainability design features such as roofs covered with white reflective material to reflect the sun's heat and reduce demand for air conditioning and window systems to reduce heat gain and loss. All new buildings, and existing buildings undergoing major renovations, would be integrated into the Campus Energy Management System, which monitors and controls buildings' heating, ventilation, air conditioning (HVAC), and lighting systems to attain energy efficiency and optimize performance.

<http://www.lmu.edu/resources/masterplan/Introduction.htm>

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

[http://www.lmu.edu/Assets/University+Relations+Division/Communications+!2b+Government+Relations/LMU\\_MP\\_Sustainability\\_r1.pdf](http://www.lmu.edu/Assets/University+Relations+Division/Communications+!2b+Government+Relations/LMU_MP_Sustainability_r1.pdf)



# Indoor Air Quality

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## Responsible Party

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities Management

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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.

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*"---" 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:**

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## **Gross floor area of building space:**

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

Occupants can file a complaint with the schools' ehs department and they along with facilities performs the follow up. Action plans are implemented with contracted vendor to test and to correct the air quality issue. Air quality is ensured with new and renovated construction but adhering to the following standards. All new and renovated HVAC systems are required to meet ventilation requirements per the latest versions of California Title 24 and ANSI/ASHRAE Standard 62.1 Ventilation for Acceptable Indoor Air Quality. Additionally, quality monitoring occurs across campus for air quality to meet regulation.

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

[http://www.lmu.edu/sites/Community\\_home/green/The\\_Campus/Built\\_Environment.htm](http://www.lmu.edu/sites/Community_home/green/The_Campus/Built_Environment.htm)

## Dining Services

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

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

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

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

# Food and Beverage Purchasing

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## Responsible Party

**Wassim Boustani**

Director of Operations

LMU Hospitality

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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).

---

"---" 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:**

10.20

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

[Sample Sustainable Products list DINING - LMU.xlsx](#)

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

---

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

Yes

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

2.70

**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:**

[Sample Sustainable Products list FRANCHISE- LMU.xlsx](#)

**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:**

Our chefs are well versed in the wide range of seasonal products available from local vendors in Southern California. Their menus and our ever-changing salad bar and salad stations reflect this seasonality. Our produce vendors are contractually required to source local foods whenever possible and we work closely with them to be sure we are ordering local ingredients whenever possible.

As a Fair Trade College and University, we strive to offer a wide range of Fair-Trade certified products. Coffee Bean & Tea Leaf, our local roaster, did not offer a Fair Trade product. Through our partnership, they developed a Fair Trade University Roast specifically for LMU, which they now offer to other customers as well. In addition, we also serve Green Mountain Fair Trade Coffees as well as a wide variety of Jazzman's Rain Forest Alliance Certified products.

Our convenience stores offer a host of Fair Trade products including Divine Chocolates, teas and as well as a variety of organic items including snacks, teas and dairy products.

Supporting the local community is important to the LMU community and the Jesuit mission. We purchase baked goods for several of our dining locations from Homeboy Bakery. Homeboy provides job training positions and free social services for formerly gang involved and previously incarcerated men and women.

We serve sustainable seafood at all dining locations and are proud of our MSC Certification.

Guests with Celiac disease or gluten-intolerance can be assured that our staff is informed and willing to meet their needs. Our GREAT Kitchen Certification is evidence of our commitment to serve the individual needs of all of our customers.

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

The methodology for tracking local sustainable purchases is as follows: 1. Gathering all available data from suppliers for time period (June 1, 2013 - May 31, 2014). 2. Sorting data to eliminate non-food purchases 3. Sorting food purchases into STARS categories (meat, grocery, dairy, etc), 4. Determining which products are local/community based or certified using knowledge of the products purchased, item descriptions and information from suppliers. 5. Tabulating results by category. This was done using an excel spreadsheet and the category spending document available on the AASHE STARS website.

As required for MSC Certification we also use the Marine Stewardship Sustainable Fishery Tracking (Chain of Custody), In and Out Matrix to track MSC purchases and sales and track inventory through Market Connection.

**Total annual food and beverage expenditures:**

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

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

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

	Yes or No

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

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

Green Restaurant Association Certified,

[dinegreen.com](http://dinegreen.com)

- a national nonprofit organization helping restaurants to become more environmentally sustainable.

The Lair Marketplace Dining Hall at LMU received 4 star Certified Green Restaurant® status from the Green Restaurant Association (GRA) with 325.70 greenpoints on the GRA's rigorous certification scale. This is the highest score in the nation in the education segment. The Lair's score is based on the implementation of 104 environmental steps.

Roski Dining Hall at LMU received 3 Star Certified Green Restaurant® status from the Green Restaurant Association (GRA) with 268.42 greenpoints. We are working on achieving the 4 star certification.

This rating achievement makes LMU the first University in California to be recognized as a 3 & 4 Star Certified Green Restaurant®. Both Locations completed all environmental categories including: Disposables, Energy, Food, Furnishing & Building Materials, Pollution & Chemical Reduction, Waste and Water to the highest percentages in the nation.

The Lair and Roski met GRA’s certification standards in the categories of water efficiency, waste reduction and recycling, sustainable furnishings and building materials, sustainable food, energy, disposables, and chemical and pollution reduction.

Lair Dining 4-Star (325.70 pts)

<http://dinegreen.com/customers/featured.asp?ID=REST11831>

Roski Dining 3-star (268.42 pts)

[http://dinegreen.com/customers/featured.asp?•](http://dinegreen.com/customers/featured.asp?)

Fair Trade University Certified: All our units at LMU carry FT in all of our units a brief example: Fair Trade Green Mountain Coffee Regular & Decafe, Harney & Sons Fair Trade Earl Grey tea, English Breakfast Tea, Green Tea, Chamomile Tea, Assorted Divine Chocolate Bar, Sugar Packet, This Bar Saves Lives, Crofter's Fruit Spread, Honey, Bulk Sugar, Wholsome baking Sugar, Nibmor Drinking Chocolate 2 Flavors, Bark Thins - 2 Flavors, Ben & Jerry's Ice Cream, Glee Chewing Gum 3 Flavors, Sunspire Peppermint Pattie, Starbucks Coffee Estima FT, Starbucks Decaf Estima FT, Coffee Bean & Tea Leaf University Blend Fair Trade, Organic created specialty for LMU university, Jazzmans Regular Fair Trade Coffee, Jazzmans Decaf Fair Trade Coffee and much more.

<http://fairtradecampaigns.org/campaign/loyola-marymount-university/>

Marine Stewardship Council (MSC): Loyola Marymount University Hospitality by Sodexo raised the sustainability bar for institutions of higher education across America by becoming the first Catholic Jesuit University to earn Marine Stewardship Council (MSC) Chain of Custody certification, which enables LMU hospitality to serve its students, faculty and guests MSC-certified sustainable seafood. The MSC certification process includes an inspection conducted by a third party certifier as well as training of front line staff, MSC's "Chain of Custody" system assures that in every step of the chain-from the fishers, to the processor, to the distributor and the end user- MSC certified seafood is not mixed with or substituted for non-certified seafood. LMU Hospitality by Sodexo maintains the integrity by labeling and storing away from non certified product and will only use the official ecolabel on all our menus when certified seafood being served. The MSC global standards recognizes and rewards sustainable fishing practices and having a prestigious Jesuit University like LMU join MSC program will help further engage colleges and universities in contributing to health of the world's oceans. The MSC maintains the most widely respected and accepted global standards for the certification of wild capture seafood. The program is based on, a rigorous science based standards and independent third party assesment by internationally accredited certification bodies. The MSC standard is based on three core principles; health of stock; impact on the marine ecosystem; and management of the fishery. The distinctive MSC blue ecolabel is a trust-mark to buyers and consumers worldwide confirming that the seafood comes from sustainable fishery that has been awarded MSC-Certification.

GREAT Schools Certification, National Foundation for Celiac Awareness (NFCA) - Gluten Free foodservice: All our Chefs, Managers been trained and certified as well as all front of the house and back of the house employees been trained and certified to serve and bring awareness of Gluten free food and celiac awareness to our students, faculty, staff and guest.

[www.celiacCentral.org](http://www.celiacCentral.org)

Food Recovery Network:

<http://www.foodrecoverynetwork.org/our-chapters/california/loyola-marymount-university/>

. We donate surplus perishable food a minimum of twice a week to non-profitable organizations such Upward Bound House, Feed the Hungry, Feed our Children, Marvista Children Center, Campus Ministry, Provecto Postoral.

Partnership for Healthy America Affiliation (in progress)

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

<http://www.lmudining.sodexomyway.com/>

# Low Impact Dining

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## Responsible Party

**Wassim Boustani**

Director of Operations

LMU Hospitality

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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.

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

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

35

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

The methodology for tracking purchases of animal products is as follows: 1. Gathering all available data from suppliers for time period (June 1, 2013 - May 31, 2014). 2. Sorting data to eliminate non-food purchases 3. Sorting food purchases into STARS categories (meat, eggs, dairy, fish, etc), 4. Using knowledge of the products purchased, item descriptions and information from suppliers, determine which [STARS Reporting Tool](#) | [AASHE](#)



animal based products are certified. 5. Tabulating results by category. This was done using an excel spreadsheet and the category spending document available on the AASHE STARS website. The spreadsheet automatically generates the appropriate percentages.

**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"):**

Many platforms provide delicious Vegan items from our Mindful menu: variety of hot breakfast cereals, Lentil Stew, Butternut squash & Lentils, Korean Stir Fried Vegetables & Tofu, Tofu Fried Rice, Veggie Tofu Stir Fry with Rice, Fresh Fruits, Roasted Corn, Chickpea & Barley Salad, Farro Salad, Garbanzo Bean Salad, Southwestern Wheat Berry Salad, Tabouleh Salad, Baby Carrots, Curried Lentil Soup, Split Pea Soup, Bok Choy Stir Fry, Roasted Julienne Vegetables, Quinoa Salad, Quinoa with Squash, Rice & Beans, Hummus, Baba Ghanoush and much more.

\*\*LaVincita, Far East Fusion, Get.Fresh., our salad bar, and in many instances our gluten free Celiac certified BeWell station offer a marinated, baked tofu options. Our Grill offers a garden burger that we make in house using quinoa and garbanzo beans. Kale and spinach take center stage in many of our recipes.

\*\*There is also a delicious salad bar featuring seasonal, locally grown produce with fruits and more. Our salad bar has fresh beans, edamame, quinoa and wheatberry salads daily.

\*\*"Caliente" Mexican Station: BURRITO, BOWL, QUESADILLA, TACOS, SNACKER available with only black or pinto beans, choice of rice and selection of over 16 fresh vegetable toppings and salsas.

\*\*"Get Fresh" Tossed Salad Bar: Any option can be customized to exclude meat, eggs and dairy products. Some menu favorites include: Mediterranean spinach and barley , fiesta quinoa & roasted corn, garden salad, southwest salad.

\*\*"Ignite" Grill Lunch/Dinner: Garden Ignite Burger, Black Bean Burger, sweet potato or classic fries, grilled vegetables

"Pasta Station"

Create your own pasta, substitute tofu and vegetables for all dishes

"Asian Station"

Create your own noodle bowl and stirfry, substitute tofu and vegetables for all dishes

Deli: Create your own, footlong, 6", Mini subs, Grilled & Fresh Raw Vegetables.

\*\*We are currently working with LMU students to implement a Meatless Monday initiative on campus. In addition, we are developing an exclusively Vegan grab-n-go cooler and grocery racks to ensure that guests can easily find Vegan options at all units.

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

We established a platform that focuses on whole grain salads including superfoods such as Quinoa, Farro, Wheatberry. We have these salads available all day to the students. The majority of our recipes are vegan and/or vegetarian.

All of our saute stations including La Vincita and Far East Fusion include kale and spinach in the vegetable mixes they offer to students for saute. In addition to our house marinated, baked tofu, vegetarians and vegans can enjoy a multitude of non-animal based proteins prepared to order for them daily, as described above.

We purchase ONLY cage free egg products

We are an MSC Certified restaurant.

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

<http://dining.lmu.edu/>

**Annual dining services expenditures on food:**

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

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

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# 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

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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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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"---" 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>	143,968.97 <i>MMBtu</i>	160,752.70 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	87,327.77 <i>MMBtu</i>	95,602.80 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

## Gross floor area of building space::

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

<b>Gross floor area</b>	---	---
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	---
<b>Healthcare space</b>	---
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	1,105
<b>Cooling degree days</b>	814

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	June 1, 2013	May 31, 2014
<b>Baseline Year</b>	June 1, 2007	May 31, 2008

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

Baseline Year for carbon footprint of university.

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

Loyola Marymount University does have timers for temperature control within the campus based off class schedules and office hours of the professors. This energy management system allows the university to schedule building temperature depending on its occupancy.

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

LED lighting is currently used around the campus in landscaping, and landscaping features such as Shea Terrace. In the past two years, there have been two complete building changeouts to LED. Two parking structures have upgraded their lighting to LED along with all parking lot and street lighting. Loyola Marymount University is continuing to introduce LED lighting across the entire campus.

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

Lighting sensors are present throughout the campus of Loyola Marymount University. Depending on the building that you are in, the lighting sensors can be either infrared, or ultrasonic. These sensors simply need someone to walk in front of them or around them and they will turn all the lights in the room on. Loyola is currently installing more lighting sensors and hopes to eventually have the whole campus under sensors to cut costs and save energy.

**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:**

At LMU, the western portion of the Hilton building is dedicated simply to energy management and distribution. Within this building there is the ability to cut off, supply, and transfer to any building on the west side of campus. This management system provides an easy way to keep track and maintain a clean and energy efficient campus for students and staff.

**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:**

The vending machines at LMU are state of the art where they have internal timers to track how long it has been in-between uses. This data is then recorded and the machine is able to turn itself into a sleep mode when historically no customers were using it. In the sleep mode, the only energy being used is the energy to keep the beverages cold. So in comparison the timer system virtually does the same thing as a external sensor. All Vending units are Energy Star rated and utilize LED lighting as well.

**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:**

<http://admin.lmu.edu/greenlmu/>

## Responsible Party

**Ian McKeown**

Sustainability Officer

Facilities Management

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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>	2,999.92 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<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 MMBtu
<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 MMBtu

**Total energy consumption, performance year:**

143,968.97 MMBtu

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

LMU was an early adopter of solar electric amongst colleges and universities, installing our first systems in 2003. In 2003 Loyola Marymount University installed \$4.5 million worth of solar panels on three of its largest buildings - Gersten Pavilion, University Hall and the Von der Ahe Library. It was the largest solar electric rooftop system at any university in the world and the largest system in Southern California at the time.

Encompassing a combined 81,000 feet of rooftop, the total project generates roughly 880,000 kilowatt hours annually

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

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**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://admin.lmu.edu/greenlmu/campusoperations/builtenvironment/solarprograms/>

# 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

**Brian Holtzapfel**

Assistant Director of Grounds and Fleet Services  
Facilities 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).

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

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

	Area
<b>Total campus area</b>	---
<b>Footprint of the institution's buildings</b>	---
<b>Area of undeveloped land, excluding any protected areas</b>	---

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

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

**A copy of the IPM plan:**

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**The IPM plan :**

Loyola Marymount University has developed and maintained their grounds in accordance with an integrated pest management plan that adheres to the four-tiered approach. Their management is based off the standard IPM approach used in the state of California. Before taking any pest control action, Loyola's IPM first sets an action threshold, they try to avoid meaninglessly use of chemicals for pests and take into account environmental conditions. The grounds are examined closely to monitor for pests and identify them accurately for minimal use of pesticides. Through these means, Loyola Marymount University can manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.

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

1. Integrated pest management plan for all ground
2. We have a tree care plan, regular inspections campus wide with our arborist to ensure plant health, phased out annuals in preference of perennial plants, additionally, there are efforts to reduce and replace high water use plants with drought tolerant native variety.
3. Every opportunity mulch and recycle green waste to have as much return to landscape as possible.

4. reclaimed water system means we limit use of inorganic fertilizers and chemicals in campus turf and planters.
5. Locally grown plants from local nursery are used. Environmentally preferred materials and recycling of campus materials is used in campus garden areas to ensure environmental and health friendly infrastructure for growing and learning.
6. 75% of campus irrigation is reclaimed water. 3 retention ponds on campus and these filter water out to go back to soil. Permeable pavers are used in certain locations, and decomposed granite are used to allow for infiltration of water.
7. composting done in garden space, mulch and tree clippings reused.

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

LMU does implement the use of native plant species in the landscaping of the campus. This program concentrates on plant selection, planning, and maintenance of gardens and landscapes that primarily will optimize the use of native plants. In the plant selection stage, a survey of the landscape and grounds on the university is completed. From this information, the planning stage can take place and landscapers can select the types of plants that are native to the area around the campus. Once these plants have been selected, they are placed in the areas around campus which will best suit the environment and their development. This practice continues as new landscapes become available and as more native plants become the most optimal choice.

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

LMU recycles 100% of its green waste. Most of the green waste is mulched and composted on-site and utilized in various areas on campus including the LMU campus community garden known as The LIONS Garden. Whatever is not used is diverted by waste hollers to be recycled.

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

We used organic fertilizers whenever possible. Regular soil tests are performed to make sure we are maintaining and healthy soil. Organic soils are maintained and organic fertilizers are exclusively used in the campus garden as well as the children's center.

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

Locally grown plants from local nursery are used. Environmentally preferred materials and recycling of campus materials is used in campus garden areas to ensure environmental and health friendly infrastructure for growing and learning.

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

75% of campus irrigation is reclaimed water. 3 retention ponds on campus and these filter water out to go back to soil. Permeable pavers are used in certain locations, and decomposed granite are used to allow for infiltration of water.

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

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**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)?:**

No

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

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## Responsible Party

**Eric Strauss**

President's Professor in Urban Ecology  
College of Science & Engineering

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

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

Yes

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

The LMU Bluff is adjacent to the protected Riparian Corridor of the 51 acre Ballona Freshwater Marsh ecosystem (FWM). It is managed separately from the state Ballona Wetlands Ecological Reserve (BWER) west of the property. However, the Bluff is important “fringe” habitat for birds and animals that are present in the Ballona Wetlands. Here are more sites to research more on this:

<http://ballonarestoration.org/>

,

<http://www.dfg.ca.gov/lands/er/region5/ballona.html>

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

Yes

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

Yes

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

We have regularly scheduled surveys conducted by professional biologists and additional surveys conducted by community members and Audubon Volunteers

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

Here are some species who are either species of special concern, or state or federally listed as endangered, and who are found foraging or breeding in the Ballona Wetlands:

1. Belding's Savannah Sparrow
2. El Segundo Blue Butterfly
3. Least Bell's Vireo
4. Least Tern (Breeds at Least Tern Colony on Venice Beach, forages in the Wetlands for fish)
5. Legless Lizard
6. Virginia Rail

Here are some birds who have been extirpated (meaning they once bred here and now only pass through occasionally):

- Burrowing Owl (almost every winter there are one or two Burrowing Owls spotted in the Wetlands or along the Creek)
- California Gnatcatcher (rare sightings)
- California Quail (a single male and a single female were spotted several years apart, have not re-established breeding)
- Clapper Rail (hasn't been seen for a long time)
- Loggerhead Shrike (it's been declining, only winters at Ballona – rare sightings)

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

The lands adjacent to the campus are part of a State and Regional restoration initiative that is partly funded by the Annenberg Foundation. LMU and the Center for Urban Resilience are leading community science programs and STEM education professional development in urban ecology for middle and high school teachers. In addition, LMU operated a natural history park at the edge of the Ballona Reserve that serves as both an outdoor classroom and public education space.

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

<http://cures.lmu.edu/our-programs/education/ballona-discovery-park/>

# 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

**Viktoria Kuehn**  
Sustainability Fellow  
Facilities 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:**

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

LMU is a registered EPEAT purchaser. Purchases such as imaging devices, the focus is on energy conservation and environmental factors in alignment with our energy goals and sustainability policies. All base model standard options for desktop and laptop computers fall into the gold category of the EPEAT rating system. Only when specific needs are required will the purchases not consist of these standard options; in this case, they may or may not fall into the EPEAT list of products.

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

**followed:**

The vast majority of computers are at EPEAT gold standard. All the Apple systems and Lenovos are gold while most of the HP systems are too.

**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 US/Canadian \$
<b>EPEAT Silver</b>	0 US/Canadian \$
<b>EPEAT Gold</b>	1,398,400 US/Canadian \$

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

1,472,000 US/Canadian \$

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

[http://www.lmu.edu/sites/Community\\_home/green/The\\_Campus/Business\\_Services.htm](http://www.lmu.edu/sites/Community_home/green/The_Campus/Business_Services.htm)

# Cleaning Products Purchasing

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## Responsible Party

**Ian McKeown**

Sustainability Officer  
Facilities 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
- 

"---" 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:**

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

The purpose of the Green Housekeeping Policy is to reduce exposure of building occupants and maintenance personnel to potentially hazardous chemical contaminants that adversely impact indoor air quality, occupant well-being and the environment.

The goal of this Green Cleaning Policy and Plan is to reduce the exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological and particle contaminants, which adversely impact air quality, health, building finishes, building systems and the environment.

Loyola Marymount University is committed to the use of environmentally preferable cleaning products and practices. In-house cleaning services shall meet the requirements of the Green Seal Standard GS-42 for Commercial and Institutional Cleaning Services. Products used shall be non-hazardous, have a low environmental impact and meet the criteria set for in Green Seal Standards GS-37.

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

This directive has just been initiated and is focused to start in the new life science building (LEED Targeted) that is opening soon and this policy will serve as a start of this policy to scale to the entire institution

The party(ies) responsible shall periodically evaluate the success of the Green Cleaning Policy and Plan. This evaluation may include producing and providing a report on an annual basis to senior management. Whenever possible, the annual report shall include an evaluation of the performance, safety, cost and environmental/public health benefits achieved as a result of its implementation.

Prior to implementation, the responsible party(ies) shall review all proposed cleaning activities. Upon reviewing proposed activities, the responsible party(ies) shall determine if they meet the criteria of the Green Cleaning Policy and approve or deny action.

The responsible party(ies) shall regularly communicate with all cleaning staff, and conduct regular site inspections and evaluations to ensure that the Green Cleaning Policy and Plan is in place and functioning as intended. In addition to ongoing quality control measures, Facilities Management Director of Custodial Services will review all practices and products (typically annually) to identify opportunities for improvement and expansion of environmentally friendly practices.

Additionally, LMU's Auxiliary Management and Business Affairs continues to work with campus departments, vendors, suppliers and partner businesses to incorporate environmentally and socially responsible business practices. To operate a fully functional institution, LMU enters contracts with companies that provide services such as food, construction, janitorial, apparel, paper products and coffee. The university has been educating our contractors of the standards they must comply with such as paying a fair living wage, practicing environmental stewardship and providing sweatshop free apparel. All of the companies that we have worked with have adapted to our higher standard and the effect is not only felt on campus but in the larger global business community as socially just practices are becoming more widely accepted/

**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:**

21,258.70 US/Canadian \$

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

184,825 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?:**

Yes

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

The purpose of the Green Housekeeping Policy is to reduce exposure of building occupants and maintenance personnel to potentially hazardous chemical contaminants that adversely impact indoor air quality, occupant well-being and the environment.

The goal of this Green Cleaning Policy and Plan is to reduce the exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological and particle contaminants, which adversely impact air quality, health, building finishes, building systems and the environment.

Loyola Marymount University is committed to the use of environmentally preferable cleaning products and practices. In-house cleaning services shall meet the requirements of the Green Seal Standard GS-42 for Commercial and Institutional Cleaning Services. Products used shall be non-hazardous, have a low environmental impact and meet the criteria set for in Green Seal Standards GS-37.

**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:**

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# Office Paper Purchasing

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## Responsible Party

**Ray Dennis**

Associate VP for Auxiliary Mgmt. and Business Services  
Auxiliary Mgmt. and Business Services

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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:**

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

LMU Requires all Office Paper consist of Recycle content. Departments are unable to order office Paper without a minimum of 30% recycled Content. Through our supplier the paper supplier we have chosen or switched to is certified processed chlorine free (PCF), acid free, and is Forest Stewardship Council (FSC) Certified or is Sustainable Forestry initiative certified.

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

The entire LMU campus has switched its paper supply to Boise ASPEN multipurpose paper with varying levels post-consumer recycled content. ASPEN is also processed chlorine free (PCF), acid free and is Forest Stewardship Council (FSC) Certified or is Sustainable Forestry initiative certified. Contains 30%, 50% or 100%

post-consumer fiber

- Performance Certified by Buyers Laboratory Inc. (BLI)
- Boise ASPEN 50 and Boise ASPEN 100 are FSC chain-of-custody certified
- Boise ASPEN 30 is SFI certified fiber sourcing
- Supports building urban parks through Project UPT™

**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>	139.88 <i>US/Canadian \$</i>
<b>30-49 percent</b>	56,581.87 <i>US/Canadian \$</i>
<b>50-69 percent</b>	2,290.35 <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>	2,156.78 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

61,029 *US/Canadian \$*

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

[http://www.lmu.edu/sites/Community\\_home/green/The\\_Campus/Business\\_Services.htm](http://www.lmu.edu/sites/Community_home/green/The_Campus/Business_Services.htm)

# Inclusive and Local Purchasing

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## Responsible Party

**Ray Dennis**

Associate VP for Auxiliary Mgmt. and Business Services  
Auxiliary Mgmt. and Business Services

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## 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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### **Submission Note:**

The University Affiliation with our Minority Owned Operator Sodexo Magic- Majic Johnson enterprises, Homeboy Industries, And Korean owned operator Moc MAx represents 5% of Dining product procurement.

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

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

Yes

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

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

Loyola Marymount University supports many different historically underutilized businesses on campus. One such business is the “Lion Café Cart” which is managed by Sung Park and Jimmy Yu, who are subcontracted as principle owners for coffee cart. The coffee cart was started as a part of the Student Government’s Sustainability Program in 1998. Also, bread products in the Roski Dining Hall,

Crimson Lion Restaurant, and Lion's Corner Café are all purchased from Homeboy Industries. This company assists at-risk, recently released, and former gang-involved youth to become contributing members of their communities through a variety of services in response to their multiple needs. In partnership with Sodexo food services, LMU is part of "SodexoMAGIC" which effectively provides flexible, innovative and comprehensive service solutions that have unrivaled broad consumer appeal to the marketplace. Through the University Affiliation with Sodexo Magic, the Magic Johnson Enterprises Benefit minority students through Scholarship.

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

Yes

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

5

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

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# Life Cycle Cost Analysis

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## Responsible Party

**Ian McKeown**

Sustainability Officer

Facilities Management

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

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

Yes

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

No

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

LCCA is followed when evaluating energy and water using products and system. From they very foundation of our mission statement it is paramount that the university considers sustainability in all operations and functions. Specifically, maintenance, environmental impact, labor, and energy/water use of a product and its production our considered when deciding on water and energy using products and systems. As we strive to reduce our environmental impact it is essential that the university considers Life Cycle analysis into decision making in order to fulfill are goals as a institution. Considerations also consider such certifications as energy star or any other environmentally friendly designation of these products.

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

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# Guidelines for Business Partners

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## Responsible Party

**Ray Dennis**

Associate VP for Auxiliary Mgmt. and Business Services  
Auxiliary Mgmt. and Business Services

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## 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.

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### Submission Note:

<http://bus.lmu.edu/bao/auxbusinessservices/businesspoliciesandservices/>

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

**How many of the institution's business partners are covered by policies, guidelines and/or agreements that require**

**adherence to minimum environmental standards?:**

All

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

All

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

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

All products sold and actions taken by the vendor must be in compliance with the mission, goals and objectives of Loyola Marymount University. (Including LA Living Wage, No Sweatshop practices, and Fair Trade Coffee, and apparel licensing compliance) Additional Policies on Fair Trade exist. Sustainability is infused in the very intent and function of business relationships.

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

Loyola Marymount University has multiple policies for on campus vendors, OneCard merchants, visiting food trucks, and its employees included in the Labor practice code and Vendor Policy.

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

<http://bus.lmu.edu/bao/auxbusinessservices/businesspoliciesandservices/>



# 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

**Brian Holtzapfel**

Assistant Director of Grounds and Fleet Services  
Facilities Management

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## 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.

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### Submission Note:

LMU has a solar powered cart as well

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

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

253

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	174
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

With each vehicle replacement , fuel economy is one of the highest priorities. We are looking to purchase more efficient vehicles with every new purchase we make. We use a great deal of efficient electric carts across campus.

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

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# Student Commute Modal Split

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## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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

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

58

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

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

. This percentage is based off parking passes sold to students data and overall student population data.

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

<http://admin.lmu.edu/parking/services/transportationalternatives/>

# Employee Commute Modal Split

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## Responsible Party

**Ian McKeown**

Sustainability Officer

Facilities Management

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

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

33.16

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

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

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

LMU uses a representative sample to gather data about employee commuting behavior. Specifically we report to the South Coast Air Quality Management District in California.

LMU is a member of the SCAQMD or South Coast Air Quality Management District.

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

[http://www.lmu.edu/sites/Community\\_home/green/The\\_Campus/transport.htm](http://www.lmu.edu/sites/Community_home/green/The_Campus/transport.htm)

# Support for Sustainable Transportation

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## Responsible Party

**Ian McKeown**

Sustainability Officer

Facilities Management

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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?:**

Yes

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

Loyola Marymount University encourages staff and students to use ways of transportation with zero emissions. For example throughout the campus there are numerous places to park, and lock up your bicycle with racks. Another way the university promotes commuting on a bicycle is the facilities that we offer. Loyola offers multiple places on campus such as the gym for commuters to lock up your bike, then come inside to shower, change, and prepare for work or class. Staff and Faculty can sign-up to get free access to showers if they commute by bicycle. Additionally we offer an alternative transport program that offers free parking for weather days etc for bicycle commuters. Additionally we recently installed numerous (6) strategically placed bike pump and repair stands around campus as a service to bicycle commuters and bike users on 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:**

There are a great deal of bike racks accessible to most buildings. Bike parking is a priority. Students can bring bikes into rooms if needed. Racks are available at almost every building location on traffic, in particular those that are heavily traveled. These racks are strategically placed to serve commuters and residents alike.

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

Yes

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

Yes lmu has over 2.1 miles of bike lanes on campus to access all buildings. Additionally these lanes link with racks, repair stands, and transit locations on campus. Additionally, there are .5 miles of safety dismount zones for bicyclists, skateboarders, etc. to ensure safe walking for pedestrians on major campus walk paths. In the future the bicycle task force on campus seeks to improve and adopt further policies to include bicycling through a campus bicycling master plan. Additionally, within the master plans there are specific requirements for bike lanes to be preserved. Furthermore The Los Angeles County Metropolitan Transportation Authority plan, adopted last October, tied for 10th place in the rankings by Smart Growth America’s National Complete Streets Coalition, which looked at more than 70 policies passed nationwide last year. Loyola Marymount University is located within Los Angeles.

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

Yes

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

Student government and business services were able to secure a donation of 11 bikes from coca cola. These bikes are used as a bike share system that will be run by student government and business services. This pilot program is the start of our bike share program that will expand in the future. LMU is also currently working on establishing a bike shop on campus that will offer repairs, parts, accesories, hold workshops, and be a social gathering place. This bike resource on campus will also help manage and expand the bike share program.

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

Yes

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

LMU received a honorable mention certification as a bicycle friendly on October 22nd 2014, it was our first time participating in this program. We are currently seeking a much higher ranking and bicycling is one of the top priorities of the sustainability office and many programs are currently being implemented.

**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):**

Big Blue Bus Passes Available- Parking and Transportation is now selling Big Blue Bus Passes at the Parking Office in University Hall Ste. 1766. 13 Ride Pass - 13 rides for \$12 30 Day Pass is \$60 and is valid for 30 consecutive days starting from the first tap/use.

The Alternative Transportation Incentive Program's (ATIP) intention is to reduce the number of vehicles on the road and on campus while also reducing carbon emissions along with other toxic byproducts created by fuel dependent vehicles. The Department of Parking and Transportation acknowledges that there may be circumstances in which individuals who typically commute using alternate forms of transportation are required to drive a vehicle and park on-campus. Parking and Transportation shall provide limited free parking each semester/term to community members who utilize ATIP and therefore pledge not to commute on a regular basis as a driver of a single occupancy vehicle (SOV).

The Lion Express is a free shuttle service offered to Loyola Marymount University students. Minivan shuttles allow LMU students without a car a chance to get off campus and enjoy some of the activities, restaurants, shops and services in the local area. The shuttle operates like a bus system, running a set schedule to popular destinations close to Loyola Marymount, including: Venice Beach, Santa Monica 3rd Street Promenade, Westfield Mall and many more! The Lion Express also offers shuttle service to LAX for students who are traveling and offers extended schedule hours around student breaks. Reservations are required any time you would like Lion Express to take you to a destination or pick you up from one.

LMU Shuttle provides transportation to the Metro Green Line Station at Aviation and Imperial Hwy. LMU shares the Beach Cities bus dock. On campus drop off/pick up at University Hall Flagpoles and Alumni Mall Flagpoles. Track the shuttle location with our Real-Time Shuttle Tracker. This service is provided free of charge and available to all affiliates, students, and employees with a valid One Card.

**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:**

Participants in LMU vanpools are enrolled in the GRH (Guaranteed Ride Home) program. The GRH program ensures that you'll be able to get home in case of an emergency or unscheduled overtime.

One of the most common concerns shared by commuters is being stranded without access to a car. The Regional GRH program helps alleviate this concern by providing employees who commute to work in LMU vanpools with a reimbursed ride home in the event of a valid emergency. This is a version of "commuter insurance" for people who participate in LMU vanpools. The Regional GRH program allows you to choose the most efficient means to get where you need to go during a qualified emergency. If you are without your car and experience an emergency, the GRH program will reimburse your ride, whether you choose a one-way taxi ride, one-day car rental, or transit ticket (public bus or Metrolink).

**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:**

- Loyola Marymount University has implemented a carpool matching program with the faculty and staff. The Human Resource's Counselor has sent out a carpool questionnaire to faculty and staff and if interested, they have the opportunity to submit their completed questionnaire back to the office, where they match up individuals who live in the same general zip codes areas and have similar work schedules. After, an email is sent out to all compatible respondents who can contact each other and set up their own carpools. Partnering with vRide, LMU offers a rideshare service which helps individuals with a long commute more enjoyable. While the details of the arrangement are up to the individuals of each group, vRide offers a simple and effective way to filter through hundreds of other commuters just like you looking to save money, time and the environment. Once a member of the vRide network you can either create your own carpool or request to join an existing carpool or vanpool.

When your carpool grows to a certain size vRide will reach out the group contact and ask if the members would be interested in forming a vanpool, which saves even more money and time for members, all while covered by vRide's vehicle insurance policy. vRide conducts background checks, offers emergency rides home and provides all regular maintenance for the van.

**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:**

LMU encourages students, faculty, and staff to participate in car sharing through the ZipCar program. Currently the university has contracted seven vehicles from ZipCar for our campus location. Loyola Marymount University students, faculty, and staff can join Zipcar for \$25. Receive up to \$35 worth of driving credits the first month you sign up!

**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:**

LMU recently installed 15 Electric Vehicle (EV) Charging Stations on campus. If you need to charge your EV, you have many options on the LMU campus. There are 8 chargers in Lot A, 2 in the Seaver Lot, and 5 in University Hall. These blink chargers are level 2.

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

Yes

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

LMU currently administers a pilot program for telecommuting. The Information Technology Services department has worked under this program for a few years now. Below is a brief description about the program.

LMU considers telecommuting to be a viable work option in certain circumstances which, when properly implemented and administered, benefit both the University and the telecommuter. Telecommuting does not change the basic terms and conditions of employment with the University. All University employees, including telecommuters, are subject to the University's employment policies and procedures.

DEFINITIONS:

“Telecommuting” is the substitution of telecommunication technologies, including, but not limited to, telephones, facsimile machines, computers, electronic mail, and modems for travel to the University's offices. Telecommuting is not a right, but rather, a privilege which may be granted at management's sole discretion to high performing individuals whose duties are suited to such an arrangement. Telecommuting is voluntary. Employees will not be required to telecommute.

“Telecommuters” are employees who work for the University from a home, or other remote office, for some part of the regularly scheduled workweek.

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

Yes

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

Some Loyola Marymount University Employees have adopted a condensed work week. For example, Public Safety employees changed to 4/10 shifts. This means that each employee will work 10 hours shifts for only four days of the week, eliminating one commuting day per week.

**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:**

Loyola Marymount University does have a program that encourages and facilitates its employees to live close to campus. LMU's Rental Assistance Program partially subsidizes rent with the faculty member contributing 25% of gross monthly household income. Size of household determines degree of assistance. Security deposit advances are also available. All rental units are located within a ten-mile radius of campus, keeping them within the local community. LMU also owns houses in the immediate neighborhood where 13 faculty and staff live within one mile from campus. Many of these employees walk or bike to work.

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

No

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

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

<http://admin.lmu.edu/parking/services/transportationalternatives/>

# 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

**William J. Stonecypher, Jr**  
Manager Facilities/Waste Management  
Facilities Management

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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
Materials recycled	---	---
Materials composted	---	---
Materials reused, donated or re-sold	---	---
Materials disposed in a solid waste landfill or incinerator	---	---

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	3,210	3,172
<b>Number of residential employees</b>	40	40
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	7,906	6,982
<b>Full-time equivalent of employees</b>	1,921	1,851
<b>Full-time equivalent of distance education students</b>	0	0

**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>	June 1, 2013	May 31, 2014
<b>Baseline Year</b>	June 1, 2004	May 31, 2005

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

This year was adopted as we continued to ramp up our recycle efforts.

**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:**



Loyola Marymount University does participate in materials exchange. In the summer of 2011, the dining hall was remodeled and all chairs and tables were donated to nonprofit companies such as the Dream Center and Midnight Mission. When there is a surplus of materials, the Center for Service in Action department is contacted so they can reach out to local nonprofit organizations and see if they are in need of any materials or equipment. When certain equipment is replaced, it is sent to the contractor for resale, rather than thrown out for scrap.

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

LMU does make course catalogs, course schedules, and directories readily available online as a primary source for students to look for class-related information. Students are assigned an account on a university shared website called PROWL where students register for classes and find all the information about each individual class which include but not limited to: course schedules, directories for each department and major, advisor information, transcripts, academic records, course descriptions, syllabuses, professors' contact information, and up-to-date changes to the class criteria. There is also another university share website called MYLMU Connect where students can receive the most up-to-date changes in syllabus, criteria, schedules, or class assignments which is specific to each class that are registered for.

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

LMU does limit free printing for students in all computer labs and the library. Free printing is limited for students through a donated monetary stipend of \$25 for each school year. The allocated money can be used exclusively for black and white printing in the library and computer labs and costs 10 cents per page, allowing each student only 250 available pages to print. Color printing is not included in the donated money portion. On average, the library produces approximately 500,000 pages per semester. Loyola Marymount University's student population approaches 6,000, each with 250 available pages to print for free. This means only 66% of the free printing is used each year. Before 1999, all printing from the library was free. LMU began charging students who printed more than 250 pages, which significantly contributed to the reduction of printing and paper waste on campus. In the case that a student surpasses 250 pages, they must use their own money to print on all printers located in the library and/or computer labs. By limiting "free" printing to only 250 pages students are discouraged to use printers located in the library and computer labs because they are charged for any printing beyond this capacity.

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

The LMU Recycling Team manages a comprehensive strategy for student move-out that includes recycling a large amount of cardboard, paper, and other items. Additionally, LMU partners with Planet Aid to collect clothing and shoes for re-use. Other reusable items (i.e. furniture, school supplies, electronics, etc.) are re-used and recycled when it is feasible.

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

Dining Services Inorganic Waste Minimization:

Bulk condiments are offered to reduce packaging waste

Many of our cleaning products are in concentrated form to reduce packaging

Our napkin dispensers dispense only one napkin at a time to minimize excess usage.

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

The LeanPath systems allows us to very accurately measure the amount and type of food waste we have in our kitchen. Tracking this information allows us to adjust processes to minimize our waste.

**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:**

We use the LeanPath Kitchen waste tracking system to measure and monitor all pre-consumer trim waste as well spoilage and overproduction in our two main dining facilities. Tracking this information allows us to adjust processes to minimize our waste.

All of our food waste and compostable wares are pulped and dehydrated on site utilizing the Somat Systems. The dehydrated product is picked up by a third party and utilized in various ways such as compost.

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

Sodexo does not provide trays in any dining facility on campus.

We offer samples of any item to our guests and every menu offers a half-portion alternative to minimize waste.

Periodically we conduct weigh the waste events with our guests which raises awareness about the amount and type of food that is being wasted on campus. We also have educational materials that highlight "Where the Waste Goes"

**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):**

To-go cold beverage cups, hot cups, soup cups, paper plates, cutlery and bowls are all compostable. Compostable wares and food waste are pulped and dehydrated on site utilizing Somat Systems. The dehydrated product is picked up by a third party and utilized in various ways such as compost.

**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):**

In both of our main dining facilities, we offer reusable plates, cups and silverware as the default option. Our guests can request a to-go container if needed. We offer compostable plates, cutlery and bowls.

**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

When students bring their own cup or mug to fill with coffee or soda at any Sodexo dining facility, they are only charged the refill price, which is \$1.25 regardless of the size.

Amount of the discount offered for using reusable mugs:

Filling up any size of a reusable mug costs \$1.25. Normally, a 12 oz. coffee from The Lair Marketplace costs \$1.79, and a 16 oz. coffee costs \$1.99; a 22 oz. cup of soda costs \$1.99 while a 32 oz. cup costs \$2.39. Clearly, the discount is significant, but it also varies

depending on the size that is purchased.

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

We utilize on line ordering for catering which minimizes paper use.

In addition, we print double-sided in our offices when printing is necessary. Our paper is made from 100% recycled content. Our pens are made from recycled content.

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

[http://www.lmu.edu/sites/Community\\_home/green/Recycling\\_\\_\\_Waste\\_Management.htm](http://www.lmu.edu/sites/Community_home/green/Recycling___Waste_Management.htm)

# Waste Diversion

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## Responsible Party

**William J. Stonecypher, Jr**  
Manager Facilities/Waste Management  
Facilities Management

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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*.

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

## Materials diverted from the solid waste landfill or incinerator:

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

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## 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:

At LMU, recycling follows the philosophy of the university, and has allowed it to greatly help the urban eco-system while complementing the bottom-line. The Recycling Program is one of the few programs among educational institutions to heavily engage in the secondary processing of recovered materials. It is estimated that the cost savings is over half a million dollars annually. Additionally, this program employs seven student workers year-round to help pay their tuition. The true partnership of university staff and student workers has yielded tremendous results in terms of waste prevention and resource recovery. At Loyola Marymount University, recycling is the most cost-effective method of solid waste management.

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

Dining Services works with Campus Ministry to collect leftover packaged food nightly. We donate leftover food that is in enclosed containers and has stayed at proper temperature from catered events. We work with Feed our Future during summer months to provide lunches to kids in summer programs and the homeless. Established in November 2013, a robust student-run food recovery network at Loyola Marymount University (LMU) is working to eliminate hunger and help the environment. Each week, students pick up surplus sandwiches, salads, baked goods, proteins and produce from dining services partner Sodexo and deliver to Proyecto Pastoral Guadalupe Homeless Project by the Dolores Mission. The certification recognizes food businesses that recover food from their establishments at

least once per month – with the goal of making food recovery the new norm. The campus garden donates food to local food banks. By connecting with LMU Campus Ministry and developing programs to feed hungry people, the LIONS Garden strives to promote social and environmental justice through community service and education.

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

LMU uses a food waste dehydrator machine to compost pre-consumer food waste. Some of the dehydrated food waste is composted at the LMU campus garden. The rest of the dehydrated waste is taken by a company to make bio products and keep it out of the landfill.

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

LMU Dining Services has experimented with processing post-consumer food waste in multiple ways. Currently, LMU owns and operates a food waste dehydrator, the Somat eCorect, that converts both pre-consumer and post-consumer food waste into a dehydrated food waste material. Then, some of this material is used for experimental composting via worm composting at the LMU campus garden. Additionally, the rest of the material that is not used for experimental composting is taken by a company to make bio-products and keep it out of the land fill.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes

<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<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:**

Electronic waste per California State Law must be recycled. LMU Recycling has conducted a robust community e-waste recycling program on Campus for over a decade.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Ian McKeown**

Sustainability Officer  
Facilities Management

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

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

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## Construction and demolition materials landfilled or incinerated :

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## 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:

Loyola Marymount University (LMU) seeks to recover all recyclable discards and out-throws from construction and demolition (C&D) activities. This includes, but is not limited to, materials such as copper, brass, aluminum, alloys, wood, concrete and greenwaste. It also includes recyclable discards from ancillary activities associated with construction and renovation projects, including materials such as pallets, cardboard, paper products, beverage containers and other materials deemed worthy of recovery by the University Recycling Program. LMU reserves the right to retain any recyclable materials that may generate revenue for the University. LMU requires the recycling of construction and demolition (C&D) debris. These requirements affect all construction projects such as new construction, remodels and partial demolitions, and require that all C&D materials removed from the project are properly recycled. These requirements prohibit any C&D recyclable materials from being placed in trash or sent to a landfill. C&D materials source-separated at the construction site for reuse or recycling must be taken to a facility that reuses or recycles those materials. All mixed C&D debris must be transported off-site by a certified hauler and taken to a registered facility that can process mixed C&D debris and divert a minimum of 65% (75% for projects working toward LEED Certification) of the material from landfill. LMU's Manager of Solid Waste & Recycling must be provided with copies of tare and transport tickets for each load removed from the site at the conclusion of the project. Additionally, hauler tonnage reports must be provided documenting all non-recyclable discards associated with the project that were hauled to a landfill or waste-to-energy facility.

# Hazardous Waste Management

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## Responsible Party

**Antonio Chavez, III**

Environmental Health & Safety Specialist  
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:

My main duties on campus are to acquire any "waste" chemicals for proper disposal.

The waste chemicals are spent.

The automobile fluids that are spent (antifreeze, oils, parts washer fluids, and automobile batteries), are therefore sent out for reuse.

*"---" 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:**

Loyola Marymount University has a well thought out and precise strategy to safely dispose of all hazardous waste that is produced within the university. Once the hazardous material is deemed trash it is picked up bi-weekly and prepared for transportation.

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

Our hazardous waste is dealt with by Heritage Environmental Services which is state and federal approved hazardous waste service. Heritage transports the waste to their yard in Collage, Arizona where it is properly disposed of. Most of the Hazardous and chemical waste collected at LMU is byproduct of laboratory work.



Medical waste is collected weekly. This is sent to Vernon, California through the company Stericycle who is also federally approved to dispose of waste in the proper way. Once in Vernon, the waste is disposed of properly and safely.

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

A vehicle accident that created an automobile fluids "spill" ( antifreeze, oils). The spilled area consisted of 5'x5' (about 1.5 gal. of antifreeze & 1/2 gal of oils). We proceeded to secure the area, don level D PPE and apply vermiculite onto the spill site. With brooms and shovels we gathered up the fluids and placed into a container for disposal.

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

When a LMU staff member contacts our department (EH&S), we require an inventory list of "waste " chemicals. After gathering the waste chemicals , I proceed to deliver them to our Hazardous waste storage location, where I segregate / place within a container for disposal.

Various chemicals are also placed with in a chemical storage cabinet for our contractor to segregate and lab pack for disposal. We dispose of our hazardous waste every 90 days at a designated facility.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

The e-waste is consolidated at our on-site recycling center and then recycled through certified e-waste companies. LMU Recycling handles hundreds of service requests for the removal of unwanted electronics each semester.

This includes all computer components that have been rejected by the IT e-waste program.

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

All e-waste is collected by LMU's Solid Waste Handlers, who are full-time staff trained in health and safety as it pertains to e-waste. This process is always carried out with human and environmental health as the top concerns

LMU conducted an extensive vetting process that considered dozens of regional e-waste vendors. Currently we have two approved e-waste recycling vendors.

Both of these vendors have local permitted facilities where they perform de-manufacturing and data-wipes of e-materials received. They

recycle these materials as an approved participant in the State of California's CEW recycling program, CalRecycle in collaboration with the Department of Toxic Substances Control (DTSC), receives and evaluates applications from prospective collectors and recyclers to participate in the Covered Electronic Waste Recovery and Recycling Payment System (payment system) provided by California's Electronic Waste Recycling Act of 2003, as amended, (Chapter 8.5, of Part 3 of Division 30 of the Public Resources Code, commencing with Section 42460, and Article 10.3, of Chapter 6.5 of Division 20 of the Health and Safety Code, commencing with Section 25214.9) and Title 14 of the California Code of Regulations (CCR), Division 7, Chapter 8.2, commencing with Section 18660.5. Additionally recyclers have certifications as responsible recyclers through e-Stewards, R2, ISO 14001, and OHSAS 18001.

All components are responsibly recycled, and in the wake of these loads LMU receives the proper certificates of disposal or recycling for the electronic discards LMU Recycling transferred to these two vendors.

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

<http://www.lmu.edu/about/services/environmental.htm>

# Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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## 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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## Submission Note:

For all new construction and renovations, LMU uses 0/125 gpf urinals, 1.28 gpf water closets and 0.5 gpm faucet aerators.

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

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

Extremely High

## 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	3,210	3,099
Number of residential employees	40	40
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,906	7,156
Full-time equivalent of employees	1,921	1,962
Full-time equivalent of distance education students	0	0

**Gross floor area of building space::**

	Performance Year	Baseline Year
Gross floor area	---	---

**Area of vegetated grounds::**

	Performance Year	Baseline Year
Vegetated grounds	---	---

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

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2010	May 31, 2011

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

Water is one of the world's most precious resources, and few other places in the United States realize the importance of water conservation as much as Southern California. The region's population continues to grow while water supplies continue to dwindle. The Public Policy Institute of California last year found that California's water needs may jump as much as 40% in the next 25 years. The Department of Water Resources' own projections show California's average annual water supply will be 2.4 million acre-feet short by 2020. Another important consideration is the amount of energy consumption related to water - 20% of energy use in the state is consumed through the transporting water to farms and taps, and this doesn't include the energy consumed through irrigation and other water uses.

LMU understands this dilemma and has made great strides in conserving water across the entire campus. The city of LA entered water restrictions in 2009, LMU decided to go above and beyond these water restrictions based on our environmental commitments as a university. Our reclaimed water system was actually adopted by LADWP to use as a community system.

The WaterReuse Association selected LMU as the 2010 WaterReuse Customer of the Year. Currently, 75% of LMU's irrigation needs are supplied by reclaimed water. LMU implemented a hydrogen peroxide treatment station in 2008 which produces odorless, clean water for use on campus landscapes. This technology has been since adapted by LADWP and used for municipal reclaimed water treatment a testament to our design!

In March 2009, the WaterReuse Association's California Section selected LMU as the 2008 WaterReuse Institutional Customer of the Year.

**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:**

LMU irrigates 75% our grounds with non-potable reclaimed water which we purchase through LADWP.

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

LMU has four main meters on campus. Most of the campus doesn't have meters for water. One of the meters covers at least one building. We have 7 campus water meters 1 for lower campus 4 for upper campus and 2 for reclaimed water. We have weather station that controls irrigation based on weather. Seven irrigation zones are run by flow control to avoid excessive water loss given a break in the system. Timers for irrigation. We base water use on evaporation rates. An initiative is currently being worked on to add more detailed water meters across campus buildings.

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

Per the university master plan here are a few of the initiatives.

- Bathroom faucets -1.5 gallons per minute (private), 0.5 gallon per minute (public)
- Self-closing faucets in public restrooms
- Kitchen faucets -1.5 gallons per minute

- Pre-rinsekitchensprayhead
- Showerheads: no more than 1 showerhead per stall
- Low-flow showerheads -2.0 gallons per minute
- High efficiency clothes washers -
  - water savings factor of 5.0 or less (residential);
  - water savings factor of 7.5 or less (residential)
- High efficiency toilets
  - 1.28 gallons per flush or less, or dual flush
- High efficiency/ultra low flow urinals
  - 0.125 to 0.5 gallon per flush
- Energy Star dishwashers
- Domestic water heating system located in close proximity to point(s) of use
- Tankless and on-demand water heaters
- Cooling tower conductivity controllers or cooling tower pH conductivity controllers (Cooling towers to operate at minimum of 5.5 cycles of concentration)
- Water-saving pool filter
- Rotating sprinkler nozzles
  - 0.5 gallon per minute
- Micro-spray nozzles
- Drip/subsurface irrigation (micro-irrigation) and bubbler irrigation
  
- Weather based irrigation controller
- Hydro-zoning plantings (grouping similar water needs plants together)
- Zoned irrigation
- Drought-tolerant plants: 75 percent of new landscape plantings
- Artificial turf (cost permitting)
- Landscaping contouring to minimize precipitation runoff
- Infiltration planters (i.e., notched curb to allow runoff to flow into planted areas)
- Stormwater capture and infiltration on campus sump
- Campus-wide reclaimed water irrigation (by Project buildout)
- Cooling towers using 100 percent reclaimed water use, as permitted by law (by Project buildout)
- 
- New buildings designed to meet the U.S. Green Building Council's Leadership in Energy and Environmental Design® (LEED®) Certified level (or higher), or an equivalent criteria.

## systems with water-efficient alternatives:

There are many initiatives within the dining spaces to save water and energy.

Per the university master plan here are a few of the initiatives.

- Bathroom faucets -1.5 gallons per minute (private), 0.5 gallon per minute (public)
- Self-closing faucets in public restrooms
- Kitchen faucets -1.5 gallons per minute
- Pre-rinse kitchen sprayhead
- Showerheads: no more than 1 showerhead per stall  
Low-flow showerheads -2.0 gallons per minute
- High efficiency clothes washers - water savings factor of 5.0 or less (residential); water savings factor of 7.5 or less (residential)
- High efficiency toilets  
-1.28 gallons per flush or less, or dual flush
- High efficiency/ultra low flow urinals  
- 0.125 to 0.5 gallon per flush
- Energy Star dishwashers
- Domestic water heating system located in close proximity to point(s) of use
- Tankless and on-demand water heaters
- Cooling tower conductivity controllers or cooling tower pH conductivity controllers (Cooling towers to operate at minimum of 5.5 cycles of concentration)
- Water-saving pool filter
- Rotating sprinkler nozzles  
- 0.5 gallon per minute
- Micro-spray nozzles
- Drip/subsurface irrigation (micro-irrigation) and bubbler irrigation

Washers: All campus laundry facilities had the washers upgraded to front loading models using 50% less water and electricity than the previous top loaders.

Toilets: For restrooms, all new construction and renovation work use 1/8 gallon per flush (gpf) urinals and 1.28 gpf water closets. Due to a mix of rebates and incentives, the recent replacement of urinals across campus with water-efficient models cost the university almost nothing, and energy savings, in addition to thousands of gallons of water annually, will be realized within the first month of installation.

Showers: All showerheads in residential dormitories have been replaced with low-flow efficient models.

Leaks: LMU continuously monitors water usage and consumption and uses this data to identify potential leaks, in addition to old-fashioned inspection and observation.

- Weather based irrigation controller
- Hydro-zoning plantings (grouping similar water needs plants together)
- Zoned irrigation
- Drought-tolerant

plants: 75 percent of new landscape



plantings

- Artificial turf (cost permitting)
- Landscaping contouring to minimize precipitation runoff
- Infiltration planters (i.e., notched curb to allow runoff to flow into planted areas)

• Stormwater capture and infiltration of on campus sump

• Campus-wide reclaimed water

irrigation (by Project buildout)

- Cooling towers using 100 percent reclaimed water use, as permitted by law (by Project buildout)

•

New buildings designed to meet the U.S. Green Building Council's Leadership in Energy and Environmental Design® (LEED®) Certified level (or higher), or an equivalent criteria.

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

Xeriscaping is a water-sensible approach to landscaping derived by the Greek word for dry (xeros). LMU subscribes to this "landscape ethic" by using drought-resistant plants for much of the campus landscaping. Such plants are acclimated to the Southern California climate and require little or no irrigation. Over the last six years LMU has focused only on installing drought tolerant plants and removing water intensive green space. Removed about 1 1/2 acres of turf in the past year alone to replace with drought tolerant landscaping.

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

Campus irrigation uses RainMaster sprinklers to further conserve water consumption. The control-based sprinkler system utilizes weather-based logic in addition to data taking into account such variables as type of surface and slope in order to minimize runoff. Effective irrigation methods can reduce water consumption to 2.0 gallons per hour as compared to older traditional irrigation which could use up to 1 gallon per minute. Weather information is based off onsite weather station. We also conserve water when it rains but shutting off systems also based on this weather system on campus.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

Water conservation public campaigns and initiatives. From green office programs to university communications, to residence life campaigns water conservation and behavior is a top priority of the institution.

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

<http://admin.lmu.edu/greenlmu/campusoperations/waterconservation/>

## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities 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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*"---" 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 accordance with all local, State, and Federal mandates, LMU is in compliance with stormwater management regulations. Also, LMU has followed all provisions of our 20-year Master Plan, which discusses the importance of stormwater management for new construction projects, renovations, and other cases. Major renovations on landscaping have occurred to remove concrete and green lawns to replace with pervious gravel and drought tolerant plants. We have green roofs, a rain barrels, campus gardens, and water capture locations, Prior

to the start of soil-disturbing activities for individual projects on campus, a Notice of Intent (NOI) and Storm Water Pollution Prevention Plan shall be prepared in accordance with, and in order to partially fulfill, the California SWRCB Order No. 9-08- DWQ National Pollutant Discharge Elimination System General Permit No. CAS000002 (General Construction Permit). The Storm Water Pollution Prevention Plan shall meet the applicable provisions of Sections 301 and 402 of the Clean Water Act and Chapter 6 Article 4.4, Storm Water and Urban Runoff Pollution Control from the City of Los Angeles Municipal Code by requiring controls of pollutant discharges that utilize best available technology economically achievable and best conventional pollutant control technology to reduce the rate and quantity of stormwater runoff. Examples of best available technology economically achievable and best conventional pollutant control technology that may be implemented during site grading and construction could include straw hay bales, straw bale inlet filters, filter barrier infiltration pits, stormwater cisterns, and silt fences. Additionally, other plans include, use of street sweeping to clean surfaces to prevent 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:**

The Storm Water Pollution Prevention Plan shall meet the applicable provisions of Sections 301 and 402 of the California Water Act and Chapter 6 Article 4.4, Stormwater and Urban Runoff Pollution Control from the Los Angeles Municipal Code, by requiring controls of pollutant discharges that utilize best available technology economically achievable and best conventional pollutant control technology to reduce pollutants.

Storm Water and Urban Runoff Pollution Control from the City of Los Angeles Municipal Code by requiring controls of pollutant discharges that utilize best available technology economically achievable and best conventional pollutant control technology to reduce the rate and quantity of stormwater runoff. Examples of best available technology economically achievable and best conventional pollutant control technology that may be implemented during site grading and construction could include straw hay bales, straw bale inlet filters, filter barrier infiltration pits, stormwater cisterns, and silt fences.

Prior to issuance of any grading or building permits for individual projects on campus, the City of Los Angeles Department of Public Works must approve the Standard Urban Storm Water Mitigation Plan

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

LEED buildings, Green roofs , rain barrels. master plan specifications, landscaping, gardens, rain garden, all new buildings must be leed silver or above.

**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:**

Rainwater filtration systems, the athletic complex, a parking lot, and two buildings, have a system of filtering rainwater/storm-water.

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

LMU has a green roof on top of the Drollinger Parking Plaza measuring over 130,000 sq. ft. The green roof is used for team sports and other events. Part of the new Seaver Life Sciences building's roof will be a vegetated.

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

As part of the William H. Hannon Library project, which earned a LEED Gold rating, there is a use of porous paving used to allow stormwater to infiltrate.

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

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**A brief description of any rain gardens on campus:**

LIONS garden rain garden.

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

There is a detention pond adjacent to the Drollinger Parking plaza used to allow stormwater to settle and infiltrate.

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

There are many areas on campus where vegetated swales have been installed to allow stormwater to infiltrate.

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

A 1,000-gallon cistern is installed at the campus garden to collect rain water from the engineering building and allow the water to be utilized for irrigation in the garden.

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

[http://www.lmu.edu/sites/Community\\_home/green/The\\_Campus/Water\\_Conservation.htm](http://www.lmu.edu/sites/Community_home/green/The_Campus/Water_Conservation.htm)

# Wastewater Management

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## Responsible Party

**Ian McKeown**

Sustainability Officer

Facilities Management

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## 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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### Submission Note:

<http://www.planning.lacity.org/eir/LoyolaMarymountUniv/DEIR/IV%20L%20202%20Wastewater.pdf>

[http://www.lasewers.org/treatment\\_plants/hyperion/technical.htm](http://www.lasewers.org/treatment_plants/hyperion/technical.htm)

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

### Total wastewater discharged:

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### Wastewater naturally handled:

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

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

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# 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

**Ian McKeown**

Sustainability Officer

Facilities Management

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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:**

As of Spring 2012, the office of sustainability has implemented a "Green Office Program" which is designed to identify and recognize offices on campus that have implemented sustainable office programs which support daily operations and maintenance.

Coordinated many sustainability events, movie, and educational seminars.

Conducted research and presented with other sustainability organizations

established a university bike program

helped conduct recycle contests (recycle-mania)

conducted earth day events

conducted energy awareness events

conducted energy contests in dorms (campus conservation nationals)

updated accounting information for STARS and GHG reporting

provided campus tours

guest lectured in class

researching new alternative energy solutions

held large networking events

helped shape curriculum

helped shape university operations

developed student research programs

conducted research

maintained and improved campus garden

there are countless other accomplishments from both the committee, the office, and the sustainability officers

**Does the institution have at least one sustainability committee?:**

Yes

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

In March of 2007 President Lawton created the Environmental Stewardship and Sustainability Committee (E2SC), with the charge of identifying how LMU as a university could ideally care for our planet in our actions, while balancing real world complexities such as fiscal constraints and competing values. The committee comprises students, faculty and staff and meets regularly to discuss campus programs, events and initiatives related to sustainability.

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

Ian McKeown, Chair  
Sustainability Officer  
Facilities Management

Dr. Brian Treanor  
Professor of Philosophy

Clarence E. Griffin  
Director of Community & Government Relations

Dr. Richard Plumb  
Dean, College of Science and Engineering

Dr. John Dorsey  
Professor of Natural Science



Michael Wong  
Associate Vice President  
Administration Services

Michael G. Lotito, P.E.  
Director of Plant Operations  
Facilities Management

Dr. Jeremy Pal  
Professor of Civil Engineering

April Sandifer  
Program Coordinator  
Center for Urban Resilience and Ecological Solutions (CURES)

Dr. Ivan Montiel  
Assistant Professor  
Management

LMU College of Business Administration  
Diane Meyer  
Professor of Photography

Mara Luevano  
ASLMU, Director of Environmental Responsibility

Bree Aguinaldo  
Sustainability Project Coordinator  
Facilities Management

Jason Adams  
General Manager,  
Sodexo  
LMU Dining Services

Carolyn French  
Recreation Specialist  
Campus Recreation

Bryce Davis  
Sustainability Education Coordinator  
Facilities Management

Yoni Carnice  
LIONS Garden Coordinator  
Facilities Management

Nathaniel 'Nan' Miller  
Director of Resident Services  
Student Housing Office

Karina Johnston  
Restoration Ecologist  
Santa Monica Bay Restoration Commission

Tom Ford  
Director of Marine Programs  
Santa Monica Bay Restoration Commission

Mario Inga  
Director of Parking and Transportation  
Administrative Services

Genna Bloombecker  
Co-President of ECO Students

Christopher Zavala  
President of LMU USGBC Students

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

[http://www.lmu.edu/sites/Community\\_home/green/groups/stewardship.htm](http://www.lmu.edu/sites/Community_home/green/groups/stewardship.htm)

**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:**

Green LMU is administered by LMU Facilities Management. One of its goals is making sure the campus is efficient and innovative with energy usage, water, transportation, waste, and building structures. Green LMU also works with many different departments on campus to collaborate with sustainability events and projects, such as the annual Earth Day Fair, farmers' markets, or a dorm hall trash audit. Some of the current projects Green LMU supervises are the E2SC committee, Sustainability Week and the LIONS Garden. Green LMU has one full time staff director, a Sustainability Research Employee , and 8 work-study students. Additionally, there are many volunteers and clubs that collaborate. The recycling center on campus employees an additional group of over six student workers.

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

6

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

<http://admin.lmu.edu/greenlmu/>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

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

**A brief description of each sustainability officer position:**

Primary responsibilities include designing, collecting, analyzing and reporting on current sustainability data, environmental stewardship, and green initiatives (i.e. President's Climate Commitment) at LMU. The incumbent is responsible for developing, planning, coordinating and implementing programs, initiatives and resources by working with the Environmental Stewardship and Sustainability (ES2C) committee and Academic Division to promote campus awareness and visibility. The Campus Sustainability Coordinator will establish and maintain the website as a communications tool and resource for information on LMU environmental initiatives and GHG emissions reporting as required under the ACUPCC. Working with the Director of Plant Operations and Energy Manager, and other University departments as appropriate, this position will help increase awareness and promote the implementation of campus-wide sustainable practices. Additional responsibilities include advising University Administration of changes in laws/regulations that may affect policies, require the implementation of new policies, or affect operating budgets; partnering with the Academic community to provide assistance with Environmental Studies, research and programs; collaborating on sustainability issues with the local communities; and liaising with sustainability leaders at other institutions.

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

<http://admin.lmu.edu/greenlmu/>

## Responsible Party

**Ian McKeown**  
Sustainability Officer  
Facilities Management

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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	No
<b>Public Engagement</b>	Yes	No
<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	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	Yes	Yes

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

To achieve climate neutrality, it is essential for our university to provide educational resources to our entire campus community. These educational resources must raise awareness about sustainability issues, LMU's specific goals to address these issues, as well as how individuals can participate. This education needs to be provided to students as well as staff, faculty, and administrators. All campus constituents need to know how they can contribute to reducing our carbon footprint and promoting a healthier environment. LMU will continue to increase our offerings of classes on sustainability, natural science, environmental ethics and related topics.

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

Increased number of Sustainability course work offered.

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

Green LMU - Office of Sustainability.

Department of Natural Science, College of Science and Engineering,

Civil Engineering

Community-based learning course involving partnership with Heal the Bay foundation

Center for Urban Resilience

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

As our campus sustainability programs grow and become more sophisticated, LMU will harness the power of our research facilities to study the effectiveness of our programs as well as create innovations for the future. Our engineering and natural science programs have already contributed significant research supporting LMU's sustainability initiatives over the last several years. LMU will increase this research, and involve students in campus sustainability research as much as is feasible. In addition to science and engineering, LMU will work to incorporate research from as many other departments on campus as are willing to participate. It is just as important to involve students from humanities backgrounds, such as art, history, political science, philosophy, literature, communication, film, and education. These students have much to offer in terms of understanding and expressing the theoretical basis for sustainability, as well as articulating the significance of working toward climate neutrality. Although science and engineering students will work toward many of the important infrastructural projects needed to reduce GHG emissions, the work conducted by humanities students provides an equally important role of understanding and communicating the significance of sustainability as a paradigm for decision making.

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

Increase sustainability Research on the LMU campus through partnerships between all educational centers.

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

Green LMU - Office of Sustainability.

Department of Natural Science, College of Science and Engineering,

Civil Engineering

Community-based learning course involving partnership with Heal the Bay foundation

Center for Urban Resilience

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

In addition to infusing sustainability into the formal education curriculum and research projects, it is also of great significance that LMU continues community outreach campaigns, providing access to the knowledge and resources needed to actively contribute to campus sustainability efforts. Community outreach efforts to be expanded include website enhancement, an increased presence at community events, creation of a campus sustainability newsletter, implementation of ■green■ e-mail reminders and messages, hosting of workshops and other educational events to raise awareness, and a variety of other creative programming.

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

Increase student engagement in sustainability. Increase number of students involvement in social media and email lists. Get more students involved in sustainability clubs, programs, contests etc.

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

Green LMU - Office of Sustainability.

Department of Natural Science, College of Science and Engineering,

Civil Engineering

Community-based learning course involving partnership with Heal the Bay foundation

Center for Urban Resilience

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

In addition to infusing sustainability into the formal education curriculum and research projects, it is also of great significance that LMU continues community outreach campaigns, providing access to the knowledge and resources needed to actively contribute to campus sustainability efforts. Community outreach efforts to be expanded include website enhancement, an increased presence at community events, creation of a campus sustainability newsletter, implementation of ■green■ e-mail reminders and messages, hosting of workshops and other educational events to raise awareness, and a variety of other creative programming.

Partner with the broader community in sustainability and environmental justice efforts through interdisciplinary centers, programs in under-served neighborhoods, and off-campus facilities, such as schools, urban gardens and parks.

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

Hold more tours for outside community. Increase web presence and case studies of environmental programs. Increase influence on sustainability in Los Angeles and beyond.

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

Green LMU - Office of Sustainability.

Department of Natural Science, College of Science and Engineering,

Civil Engineering

Community-based learning course involving partnership with Heal the Bay foundation

Center for Urban Resilience

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

Loyola Marymount University is committed to reducing campus emissions from a variety of sources, including the Scope 1 emissions sources of stationary combustion, mobile combustion, and fugitive emissions. Additionally, LMU is committed to reducing Scope 2 and Scope 3 emission sources including purchased electricity, commuting, air travel, and solid waste. By reducing emissions from each of these categories, LMU will continue to move closer to achieving climate neutrality. Through all these efforts, as well as by involving as many campus stakeholders as feasible, LMU will work diligently to track the progress of our GHG emissions reduction efforts, and monitor our progress toward the goal of climate neutrality. The LMU campus community takes great pride in knowing that the university is doing its part to reduce impacts to climate change.

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

7% reduction in Total Scopes 1, 2, 3 Emissions by 2015 relative to baseline emissions in 2008

10% reduction in Total Scopes 1, 2, 3 Emissions by 2020 relative to baseline emissions in 2008

15% reduction in Total Scopes 1, 2, 3 Emissions by 2025 relative to baseline emissions in 2008

Climate Neutrality Target Date 2050

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

Green LMU - Office of Sustainability.

Department of Natural Science, College of Science and Engineering,

Civil Engineering

Community-based learning course involving partnership with Heal the Bay foundation



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

LMU has committed to new buildings designed to meet the U.S. Green Building Council's Leadership in Energy and Environmental Design® (LEED®) Certified level (or higher), or an equivalent criteria.

All new and renovated roofing projects include installation of a highly reflective white membrane cool roof.

Buildings shall be well sealed to prevent outside air from infiltrating and increasing interior space-conditioning loads;

- Buildings shall incorporate thermal insulation in walls and ceilings;
- Window systems shall be designed to reduce thermal gain and loss, thus, reducing cooling loads during warm weather and heating loads during cool weather; and
- High-intensity-discharge (HID) lamps, light-emitting diode (LED), or other energy efficient lighting shall be installed for all outdoor lighting to reduce electricity consumption.

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

There are three LEED-certified buildings on campus, including the William H. Hannon Library.

Loyola Marymount University, Life Sciences Building, Target July 2016

LMU's Frank R. Seaver College of Science and Engineering offers one of the top ranking undergraduate engineering programs in the nation. In order to continue to foster excellence in all areas of science and engineering, the new 120,000 GSF building is designed with modern laboratories and collaborative research space. Facilities include three subterranean levels for parking and three above grade levels housing 9,000 SF of faculty research lab space, 24 teaching labs, lab support spaces, vivarium, faculty offices, classrooms, shared public spaces, a rooftop garden and laboratory, conference rooms and a 292-fixed seat auditorium. Meeting with the University's commitment to reduce its carbon footprint, the project is targeting LEED® Gold.

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

Green LMU - Office of Sustainability.

Facilities Management

Campus Planning

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

From purchasing local seasonal produce whenever possible to reducing inorganic and organic waste, your campus team is dedicated to providing you with an exceptional dining experience that is good for you and good for the planet. LMU's Auxiliary Management and Business Affairs continues to work with campus departments, vendors, suppliers and partner businesses to incorporate environmentally and socially responsible business practices. To operate a fully functional institution, LMU enters contracts with companies that provide services such as food, The university has been educating our contractors of the standards they must comply with such as paying a fair

living wage, practicing environmental stewardship and providing sweatshop free apparel. All of the companies that we have worked with have adapted to our higher standard and the effect is not only felt on campus but in the larger global business community as socially just practices are becoming more widely accepted.

This commitment was formalized with Sodexo's Better Tomorrow Plan. The Better Tomorrow Plan includes 18 commitments for a brighter future by focusing on four key priorities: health, planet, community and our people. Learn more about the Better Tomorrow Commitments.

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

Our Better Tomorrow Plan Commitments

We will ensure compliance with a Global Sustainable Supply Chain Code of Conduct in all the countries where we operate by 2015

We will source local, seasonal, or sustainably grown and raised products in all the countries where we operate by 2015

We will source sustainable fish and seafood in all the countries where we operate by 2015

We will source and promote sustainable equipment and supplies in all the countries where we operate by 2020

We will reduce our carbon footprint in all the countries where we operate and at clients' sites by 2020

We will reduce our water footprint in all the countries where we operate and at clients' sites by 2020

We will reduce organic waste in all the countries where we operate and at clients' sites by 2015. We will support initiatives to recover organic waste

We will reduce non-organic waste in all the countries where we operate and at clients' sites by 2015. We will support initiatives to recover non-organic waste

increase rating with green restaurant association, msc certified fish, organic products, reusable products, reduce kitchen waste to 100% recycled.

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

Campus Business Services

LMU/Dining Sodexo

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

An analysis of the snapshots of 2008 and 2009 GHG emissions data demonstrates that the largest source of GHG emissions at LMU is purchased electricity. Moving forward LMU must address energy management in efforts to reduce emissions from electricity use on campus.

Honor Loyola Marymount University's pledge as a signatory of the American College and University President's Climate Commitment and design a sustainable Campus environment with the goal of

reducing GHG emissions, supporting recycling and the reduction of solid waste, and increasing energy and water efficiency;

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

Central Plant motors shall include variable frequency drivers to adjust electrical motor speed based on demand;

- Major building renovations and additions shall be integrated into the Campus Energy Management System, which is a set of computer-aided tools used to monitor, control, and optimize the performance of building HVAC and lighting systems; Future cooling loads shall be met using thermal energy storage, Or an additional energy efficient chiller, or other comparable storage technologies;
- New and replacement buildings with flat roofs shall use white reflective material or comparable heat rejecting material on the building roofs;
- New appliances shall meet or exceed the minimum efficiency levels mandated in the California Code of Regulations;
- All irrigation shall use reclaimed water by Project buildout;
- All irrigation shall use automatic irrigation timers and at least 50 percent of the campus's non-turf areas shall include drought-tolerant or native plantings;
- All new and renovated buildings shall incorporate water conservation measures such as ultra-low-flush water closets and urinals, low-flow shower heads, and low-flow faucet aerators;
- All new construction shall be designed to the 2008 LEED Certified criteria (or an equivalent criteria) or better;
- Buildings shall be well sealed to prevent outside air from infiltrating and increasing interior space-conditioning loads;
- Buildings shall incorporate thermal insulation in walls and ceilings;
- Window systems shall be designed to reduce thermal gain and loss, thus, reducing cooling loads during warm weather and heating loads during cool weather; and
- High-intensity-discharge (HID) lamps, light-emitting diode (LED), or other energy efficient lighting shall be installed for all outdoor lighting to reduce electricity consumption.

All electricity purchased by LMU is supplied by the Los Angeles Department of Water and Power (LADWP).

As LADWP continues to add renewable energy to its mix, LMU will benefit from being able to purchase cleaner energy.

In addition, LMU will continue to increase efficiencies, reduce consumption, promote conservation and implement new energy policies.

The university plans to

increase its use of renewable energy from 12 percent to 20 percent of the total campus electricity consumption.

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

Green LMU - Office of Sustainability.

Facilities Management

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

Responsible for overall condition of the landscape including parking lots and sidewalks. Mowing, tree and shrub trimming, irrigation, fertilization, interior plantscaping, weed control, debris removal, cleaning of sidewalks and roads, insect and vector control, and athletic field upkeep.

LMU does implement the use of native plant species in the landscaping of the campus. This program concentrates on plant selection, planning, and maintenance of gardens and landscapes that primarily will optimize the use of native plants. In the plant selection stage, a survey of the landscape and grounds on the university is completed. From this information, the planning stage can take place and landscapers can select the types of plants that are native to the area around the campus. Once these plants have been selected, they are placed in the areas around campus which will best suit the environment and their development. This practice continues as new landscapes become available and as more native plants become the most optimal choice.

Xeriscaping is a water-sensible approach to landscaping derived by the Greek word for dry (xeros). LMU subscribes to this "landscape ethic" by using drought-resistant plants for much of the campus landscaping. Such plants are acclimated to the Southern California climate and require little or no irrigation.

Maintain and expand campus garden as educational resource

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

- Weather based irrigation controller
- Hydro-zoning plantings (grouping similar water needs plants together)
- Zoned irrigation
- Drought-tolerant plants: 75 percent of new landscape plantings
- Artificial turf (cost permitting)
- Landscaping contouring to minimize precipitation runoff
- Infiltration planters (i.e., notched curb to allow runoff to flow into planted areas)
- expand campus garden and continue to use it as a living lab

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

Green LMU - Office of Sustainability.

Facilities Management

Campus Planning

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

LMU's Auxiliary Management and Business Affairs continues to work with campus departments, vendors, suppliers and partner businesses to incorporate environmentally and socially responsible business practices. To operate a fully functional institution, LMU enters contracts with companies that provide services such as food, construction, janitorial, apparel, paper products and coffee. The university has been educating our contractors of the standards they must comply with such as paying a fair living wage, practicing environmental stewardship and providing sweatshop free apparel. All of the companies that we have worked with have adapted to our

higher standard and the effect is not only felt on campus but in the larger global business community as socially just practices are becoming more widely accepted.

In an effort to minimize waste, staff involved in purchasing decisions shall adhere to the guidelines set forth in this policy when making purchasing decisions. The Business and Finance Division will participate in establishing goals and support to increase the number of recyclable products or products that are made of recycled content used by Campus Departments.

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

Business Services is working closely with Office Max to highlight availability of environmentally preferable office products, and developing a paper purchasing policy for the university to increase use of post-consumer waste recycled paper across the campus. All LMU Ricoh Multi-Function Devices are Energy Star rated. Recycled toner cartridges are now in standard use for all campus printers. Ricoh multi-function copiers are equipped with energy-saving settings allowing them to power down at night, conserving more energy than traditional desktop printers.

C-Store has now gone bagless! Plastic bags, which account for 60-80% of marine debris, have now been eliminated, and students can purchase an eco-friendly reusable bag or bring their own.

LMU recently signed a contract with Sparklett's to install water filtration systems across the entire system in an effort to reduce the amount of bottled water being trucked onto campus and the harmful emissions associated with the transportation of water: 2,000 reusable aluminum bottles will be distributed to faculty and staff to encourage reduction of bottled water consumption and excessive use of plastics.

All University equipment purchases must be Energy Star-rated.

Energy Star is a program helping businesses and individuals protect the environment through superior energy efficiency (for further details please see

<http://www.energystar.gov>

). EPA offers a proven strategy for superior energy management with tools and resources to help each step of the way. Based on the successful practices of Energy Star partners, purchasing Energy Star-rated equipment will improve the University's energy and financial performance while distinguishing our institution as an environmental leader.

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

Business Services

IT

Office of Sustainability

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

In the LMU Master Plan, there is an increase in on campus student residency that will reduce the need for students to drive to and from campus. Additionally, LMU is working to implement a variety of transportation initiatives to address GHG emissions derived from commuting

such as a Zip Car program increased bus service, promoting Metro use, improving bicycling opportunities on campus, encouraging carpooling, developing a shuttle service for staff and faculty for transportation to key locations, and expanding telecommuting opportunities.

Through this diversified approach, LMU will continue to reduce its carbon footprint

Parking and Transportation at LMU supports individuals seeking alternatives to driving a vehicle. We have teamed up with various partners to create an ever growing network of resources for transportation alternatives.

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

Parking and Transport seeks to expand the following programs

Alternative Transportation Incentive Program (ATIP)

Lion Express shuttle service for students only

2014 LMU Shuttle Schedule from the Green Line at Aviation and Imperial

Carpool Portal

Vanpool by vRide for ridesharing

Zipcars on campus for hourly and daily car rentals

EVC stations by BLINK network (electric vehicle charging stations)

Increase bicycle infrastructure

Increase bicycle friendly university ranking and initiatives that support it by 2016. This will reduce transportation by individual drivers.

Increase ridership on van sharing rides.

LMU shall maintain a

General Parking Management Program to manage day-to-day parking and discourage people from driving their cars to Campus.

Such measures may include, but are not limited to, installing parking lot/garage equipment to control and regulate parking for visitors, faculty, staff, resident students, and commuter students; providing visitor parking at clearly marked convenient locations; collecting and maintaining vehicle information for all campus residents parking on Campus, and all students living off-Campus; and charging for parking on Campus to provide a further disincentive for people to drive their cars to Campus. Upon the effective date of the Specific Plan, LMU shall provide LADOT with the proposed program. LADOT shall have 30 days to review and approve or disapprove the program or any updated program. The program will be approved if LADOT has not disapproved the program within 30 days.

The Transportation Demand Management (roM) program implementation and monitoring shall be conducted in accordance with the guidelines set forth in the Transportation Impact Analysis prepared in December 2009 for the Proposed Project. The final, detailed roM plan shall be presented to the Los Angeles Department of Transportation for approval.

The typical measurement taken each year to measure how LMU ranks in terms of commuting in terms of commuting strategies through Average Vehicle Ridership (AVR). LMU's target is 1.5, thus our commute strategy is based around decreasing solo trips to and from the University.

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

Parking and Transportation

Office of Sustainability

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

LMU is a leader in recycling. Our campus features its very own recycle plan. The institution takes recycling very seriously and plans to remain ahead of the game in our efforts. It is paramount that we continue to reduce recycling numbers across our campus and improve our collection methods. We have set aggressive goals that exceed state and local goals.

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

Between increasing recycle collection points, working on purchasing, minimizing packaging and waste, and continuing to run an innovative recycling plant we can exceed state goals of 75% by 2020. Specifically LMU has set the following goals

75% by 2015

100% by 2020

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

Campus Recycling

Facilities Management

Dinning Services

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

LMU is also committed to expanding its use of reclaimed water for irrigation from 75 percent of landscaped area to 100 percent by 2020. Additionally, all new and renovated buildings shall incorporate water conservation measures such as ultra low flush water closets and urinals, low flow faucet aerators, and low flow shower heads.

The Proposed Project would include the following water conservation features in new development approved as part of the Proposed Project through Proposed Project buildout, unless alternative or equivalent measures are substituted with City approval.

## **The measurable objectives, strategies and timeframes included in the Water plan(s):**

Bathroom faucets -1.5 gallons per minute (private), 0.5 gallon per minute (public)

- Self-closing faucets in public restrooms
- Kitchen faucets - 1.5 gallons per minute
- Pre-rinse kitchen spray head
- Showerheads: no more than 1 showerhead per stall

Low-flow showerheads - 2.0 gallons per minute

- High efficiency clothes washers - water savings factor of 5.0 or less (residential); water savings factor of 7.5 or less (residential)
- High efficiency toilets - 1.28gallons per flush or less, or dual flush
- High efficiency/ultra low flow urinals - 0.125 to 0.5 gallon per flush
- Energy Star dishwashers
- Domestic water heating system located in close proximity to point(s) of use
- Tankless and on-demand water heaters
- Cooling tower conductivity controllers or cooling tower pH conductivity controllers

(Cooling towers to operate at minimum of 5.5 cycles of concentration)

- Water-saving pool filter
- Rotating sprinkler nozzles - 0.5 gallon per minute
- Micro-spray nozzles
- Drip/subsurface irrigation (micro-irrigation)and bubbler irrigation

Weather based irrigation controller

- Hydro-zoning plantings (grouping similar water needs plants together)
- Zoned irrigation
- Drought-tolerant plants: 75 percent of new landscape plantings
- Artificial turf (cost permitting)
- Landscaping contouring to minimize precipitation runoff
- Infiltration planters (i.e., notched curb to allow runoff to flow into planted areas)
- Stormwater capture and infiltration of on campus sump
- Campus-wide reclaimed water irrigation (by Project buildout)
- Cooling towers using 100 percent reclaimed water use, as permitted by law (by Project buildout)
- New buildings designed to meet the U.S. Green Building Council's Leadership in Energy and Environmental Design® (LEED®) Certified level (or higher), or an equivalent criteria.

## **Accountable parties, offices or departments for the Water plan(s):**

Campus Recycling

Facilities Management

Dinning Services

Campus Planning



### **A brief description of the plan(s) to advance Diversity and Affordability:**

Ensure that our student body is diverse, embraces the mission of the university, and possesses the academic potential and personal attributes necessary to participate fully in our rigorous academic experience.

A diverse student body is integral to LMU's core value of fostering an inclusive community. At LMU, diversity refers to individual differences (e.g., personality, learning styles, and life experiences), and group or social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) (AAC&U). Diversity generates important educational benefits because it provides a setting for students to live among and learn from those who are different from themselves. This is particularly important in a global, multicultural society and world. In addition, a transformative education requires that students are prepared to engage in rigorous academic experiences, desire personal development beyond intellectual growth and career preparation, and seek to become men and women for others.

The cost of school can be a barrier to receiving a high quality education. Our goal is to attract and support the highest caliber students to the best of our ability. In order to achieve this, LMU offers a wide range of financial aid opportunities for deserving students. Let us work with you to investigate ways to make LMU an affordable opportunity.

### **The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

Enhance our efforts to recruit a diverse pool of academically ambitious students.

Review and refine our recruitment, admissions and financial aid practices to take into consideration additional measures of success, such as demonstrated leadership, service and personal initiative.

Significantly grow the university endowment in support of academic scholarships and need-based financial aid that help make LMU more broadly accessible and affordable.

Support the implementation of the Retention Strategic Plan.

83% of LMU students receive financial assistance.

LMU contributes more than \$60 million annually in student aid.

The University endows 192 undergraduate scholarships.

Freshman applicants are automatically considered for merit scholarships.

LMU Grants are based on financial need, academic merit or a combination of both.

LMU participates in all federal and state financial aid programs.

### **Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Office of Intercultural Affairs

### **A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

LMU is launching the MyWellness Rewards Program to support you and your family as you get healthy and stay healthy. This program offers many resources to support your healthy living journey. You'll find a variety of classes, workshops and programs to encourage and motivate work/life balance. Make sure to look for updates on the MyWellness Incentive Program, you can earn points to win big prizes! Click "Track Your Progress" on the home page to track your fitness and health activity.

27 DAY UNIVERSITY WELLNESS CHALLENGE: Go Move! – Every Minute Counts

MONTH OF FEBRUARY (LMU vs. University of San Francisco vs. Santa Clara vs. Marquette)!

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

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

The Burns Rec Center measures health/well-being sustainability with various instruments. Our facility is unique in that you must swipe your Onecard in order to enter the facility. Therefore, usage is measured by the statistics and reports we pull each week and year for our annual report. On average, we have between 7,000-8,000 visits a week into our facility. Over the course of a year we have over 250,000 visits and over 7,000 unique visitors. With our high usage numbers, we do not set goals when it comes to increasing gym usage in general. We always want to increase participation and target those who do not use the facility, and are working to obtain more accurate tools to measure the specific usage. Specific programs such as intramurals, pool use or lounging, club sports, group fitness classes track their participants and set different goals than the overall facility.

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

HR wellness

Student life

Campus Recreation

### **A brief description of the plan(s) to advance sustainability in Investment:**

To finance the mitigation strategies, LMU will undertake a multi faceted approach. Through the combined efforts of these financial mechanisms, LMU will be able to fulfill the goals of our Master Plan and Strategic Plan, while also reducing our GHG emissions.

### **The measurable objectives, strategies and timeframes included in the Investment plan(s):**

The following consists of a brief description of the financial mechanisms that LMU will begin to consider:

1)

Improve efficiencies of our various infrastructure systems  
to reduce consumption

2)

Minimize waste across campus  
to save precious resources

3)

Expand our Environmentally Preferable Purchasing (EPP) program

4)

Invest funds saved from sustainability programs into new sustainability projects

5)

Implement a "TGIF" (The Green Initiative Fund) that is student focused

6)

Establish a Revolving Loan Fund  
to increase funding available for  
new projects

7)

Organize fund

raising events and programs  
for our sustainability program

8)

Coordinate with various university  
departments to identify external sources of funding

9)

Provide education to the  
campus community to increase participation in green initiatives

10)

Purchase renewable energy credits and carbon offsets to mitigate our impacts

Through this diversified approach

, LMU will be well positioned to invest financial resources in a  
sustainable manner. These strategies will enable the university to s  
ave money and resources while also improving human health and reducing LMU's  
impact on climate change.

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

Green LMU - Office of Sustainability.

Department of Natural Science, College of Science and Engineering,

Civil Engineering

Community-based learning course involving partnership with Heal the Bay foundation

Center for Urban Resilience

Buisness School

Environmental Committee.

Student Government/ School Boards/ and student groups

**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:**

Strengthen the university's commitment to stewardship, ethical sustainability, environmental justice and human resilience.

LMU strives to infuse sustainability into all campus decision-making processes in order to promote economic, social, spiritual and environmental well-being. The lens of sustainability provides a powerful vision for community engagement in initiatives of equity, spirituality and stewardship. Thus, the linking of our mission to environmental sustainability and resilience will be integrated into our curricular and co-curricular programs so that we can be a leader in best sustainable practices among universities and form new leaders in sustainable practices.

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

Yes

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

1 Be a national leader among universities in sustainable practices by making progress on the implementation of sustainability objectives in LMU's 2011 Master Plan and the Climate Action Plan.

2 Engage students, faculty, staff, and administrators in learning about, teaching to and celebrating the traditions of resilience and sustainability in the support of social justice, earth care and deeper understanding of human-nature interactions.

3 Partner with the broader community in sustainability and environmental justice efforts through interdisciplinary centers, programs in underserved neighborhoods, and off-campus facilities, such as schools, urban gardens and parks.

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

<http://academics.lmu.edu/strategicplan/strategicplan2012-2020/strategicplantableofcontents/theme5-advancinglmsroleasapremiercatholicuniversityinthejesuitandmarymounttraditions/>

## Responsible Party

**Ian McKeown**

Sustainability Officer

Facilities Management

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

ASLMU (undergraduate student government)

graduate students association.

Can participate in elected roll, appointed roll, or by joining a committee .

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

Yes

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

As the chief executive officer of ASLMU (student government) the President shall: Serve as the primary student representative to the University administration, University committees, and the Board of Trustees The chief executive officer President of ASLMU (student government) is selected through application process, campaign and student body vote..

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

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

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

**Establishing organizational mission, vision, and/or goals**

- new president elected tasked on filling spots on 75 different professional committees on campus from dining to diversity to sit on and represent student voice.

**Establishing new policies, programs, or initiatives**

- new president elected tasked on filling spots on 75 different professional committees on campus from dining to diversity to sit on and represent student voice. ASLMU senate roll is liaison between admin and students.

**Strategic and long-term planning**

Comes out of these committees for example a senator on master plan committee and on other task forces.

**Existing or prospective physical resources**

Within budget that goes towards net access. Student oriented planned buildings etc aslmu contributes.

**Budgeting, staffing and financial planning**

Treasurer sits on lmu budget committee and student body president sits on presidential search committee

**Communications processes and transparency practices**

- new president elected tasked on filling spots on 75 different professional committees on campus from dining to diversity to sit on and represent student voice. ASLMU senate roll is liaison between admin and students. Social media director of student government works closely with schools communications group.

**Prioritization of programs and projects**

-ASLMU senate roll is liaison between admin and students. Senate helps to make student voice heard which in turn focuses shift on programs and projects priorities of importance.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

In keeping with the mission of Loyola Marymount University, the Staff Senate exists to promote the professional and personal development of staff members, to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

Staff senate president- Represents the staff employees of the University at various meetings and functions and on specific committees. The president is selected by vote, and the requirements are to be employed for one year and to attend all meetings after election.

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

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

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



### **three years:**

Establishing organizational mission, vision, and/or goals

- Staff senate contributes to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.
- Staff contributed to staff benefits that intertwined with the mission of the university.

Establishing new policies, programs, or initiatives

- Staff senate contributes to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.
- Staff senate has voiced opinion and contributed to numerous policies and programs on the campus such as parking and benefits. .

Strategic and long-term planning

- Staff senate contributes to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.

Existing or prospective physical resources

- Staff senate contributes to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.

Budgeting, staffing and financial planning

- Staff senate contributes to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.
- Contributed opinion and voice on budgeting at the university.

Communications processes and transparency practices

- Staff senate contributes to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.
- Worked with university on communication of what effects the staff at the University.

Prioritization of programs and projects

- Staff senate contributes to serve in an advisory capacity to the University leadership in the development, review and dissemination of University Policies, and to provide a forum for open communication and ongoing dialogue among the entire University community.

### **Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

### **A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

The Faculty Senate represents the voice of the faculty and its recommendations to the Provost, the President, and the University community. The Faculty Senate shall be the representative body of the faculty and the professional librarians. Criteria and procedures for the appointment and retention of faculty, and definitions of the categories of tenure-line, term, and part-time faculty, are detailed in the Faculty Handbook. For the purposes of University governance, the Senate distinguishes between two types of faculty:

Continuing Faculty: Includes active, full-time faculty on multi-year contracts with a minimum of one year remaining (i.e., tenure-line faculty, clinical faculty, and continuing instructors) and professional librarians. Continuing faculty members may vote for senators and hold Senate seats in their defined constituencies, and may vote for At-Large Continuing Faculty Senators and hold At-Large Continuing Faculty Senate seats.

Contingent Faculty: Includes visiting faculty, faculty on short-term, non-renewable contracts, and part-time faculty. Contingent Faculty are eligible to vote for the At-Large Contingent Faculty Senators and hold the At-Large Contingent Faculty Senate seats.

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

Yes

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

The duties of the president shall be to: chair meetings, select the parliamentarian; exercise the powers of the Senate as defined in the Executive Committee Bylaws; assist at the meetings of the Executive Committee of the Board of Trustees; act as an observer at Board of Trustees meetings; and serve as Chair of the Senate Executive Committee. The president of the Senate shall receive a minimum of one course remission per semester. Remissions for other officers of the Senate shall be defined in the Senate Bylaws.

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

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

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

Establishing organizational mission, vision, and/or goals  
 - new president elected tasked on filling spots on 75 different professional committies on campus from dining to diversity to sit on and represent student voice.

Establishing new policies, programs, or initiatives

- new president elected tasked on filling spots on 75 different professional committees on campus from dining to diversity to sit on and represent student voice. ASLMU senate roll is liaison between admin and students.

Strategic and long-term planning

Comes out of these committees for example a senator on master plan committee and on other task forces.

Existing or prospective physical resources

Within budget that goes towards net access. Student oriented planned buildings etc aslmu contributes.

Budgeting, staffing and financial planning

Treasurer sits on lmu budget committee and student body president sits on presidential search committee

Communications processes and transparency practices

- new president elected tasked on filling spots on 75 different professional committees on campus from dining to diversity to sit on and represent student voice. ASLMU senate roll is liaison between admin and students. Social media director of student government works closely with schools communications group.

Prioritization of programs and projects

-ASLMU senate roll is liaison between admin and students. Senate helps to make student voice heard which in turn focuses shift on programs and projects priorities of importance.

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

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# 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

**Kimberly Misa**

Research Associate

Office of Intercultural Affairs

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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	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Advise and make recommendations to the Assistant to the President for Intercultural Affairs regarding intercultural policies, procedures, programs, documents, and issues; Identify and implement strategies within their units that encourage leadership and involvement of faculty, staff and students in transforming LMU from a multicultural organization to an intercultural community; educate the University community about intercultural affairs as it relates to academic excellence and institutional viability.

**Student Specific:**

The Ethnic and Intercultural Services Department (EIS) provides services and resources that promote the academic mission of this institution. We provide a supportive environment where individual growth and cultural expression is encouraged and academic excellence is expected. Each of you has embarked on a journey to become better educated citizens. We encourage you to take educational risks and sharpen your academic skills by becoming high achievers.

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

5

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

[http://www.lmu.edu/Assets/Academic+Affairs+Division/Faculty+Support/Committee+Directory\\$!2c+2011-+2012.pdf](http://www.lmu.edu/Assets/Academic+Affairs+Division/Faculty+Support/Committee+Directory$!2c+2011-+2012.pdf)

**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>	Yes
<b>Administrators</b>	Yes

**A brief description of the cultural competence trainings and activities:**

- (1) All new employees receive diversity training in the New Employee Orientation.
- (2) Continuing training is also available through LMU Human Resources Learning and Development. LMU Human Resources provides a number of training and development workshops (i.e., Interculturalism I & II, Star Power, Attitudes Towards Differences, Discriminatory Harassment Awareness, Exploring Diversity Through a Common Language), films, games and e-learning programs (i.e., Workplace Diversity, Exploring Diversity With Your Team).
- (3) Additionally, cultural competence and inclusiveness is promoted and supported through LMU’s Office of Intercultural Affairs. This Office is vital to LMU success in creating and maintaining “inclusiveness” in all functions of LMU. A summary of programming is provided in the diversity Link provided below.
- (4) There are numerous committees on campus dedicated to promoting and fostering diversity and inclusiveness, for example: the FRANK SULLIVAN SOCIAL JUSTICE COMMITTEE advises the President and the Office of the Campus Ministry on all aspects of the promotion of social justice and concern in the University; the INTERCULTURAL ADVISORY COMMITTEE advises and makes

recommendations to the Assistant to the President for Intercultural Affairs regarding intercultural policies, procedures, programs, documents, and issues; Identify and implement strategies within their units that encourage leadership and involvement of faculty, staff and students in transforming LMU from a multicultural organization to an intercultural community; educate the University community about intercultural affairs as it relates to academic excellence and institutional viability; and the INTERCULTURAL FACULTY COMMITTEE (IFC) charged with helping cultivate and express the University's mission and identity, and commitment to diversity and interculturalism within the academic life and academic programs of the University.

<http://www.lmu.edu/about/services/hr/landd.htm>

<http://www.lmu.edu/about/diversity/intercultural.htm>

<http://www.lmu.edu/Assets/Academic+Affairs+Division/Intercultural+Affairs/Staff+Diversity+Resources.pdf>

<http://www.lmu.edu/about/diversity/csw.htm>

<http://studentaffairs.lmu.edu/interculturalism/ethnicinterculturalservices/>

<http://academics.lmu.edu/diversity/interculturalaffairs/strategicplan/>

**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

**Kimberly Misa**

Research Associate

Office of Intercultural Affairs

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

1) 2006. The Equity Scorecard is an assessment tool designed to foster institutional change in higher education by helping to close the achievement gap for historically underrepresented students” (Bensimon, 2004, p. 44).

2) The Ethnic and Gender Profile of the Faculty was published in 2009 and a revised version will be published late Spring of 2012. The Profile compares the ethnic and gender composition of the faculty and student populations. It helps to identify any inequities related to ethnicity and gender.

3) The NSSE 2010 and BCSSE 2011 are student surveys that are administered periodically to better understand students’ attitudes and behaviors regarding their college experiences. Students are asked about a number of topics including cross-racial interaction, diverse perspectives, and perspective taking. Many of the survey items align with LMU’s student learning outcomes, one of which focuses on diversity and inclusiveness (Students will demonstrate transformative growth and integration of their intellectual, physical, social, cultural, emotional and spiritual selves, and through a critical, self-reflective process evaluate and articulate their beliefs, values, faith and culture, as well as understand those of others). Questions that focus on diversity and inclusion include:



- How often have you had serious conversations with students of a different race or ethnicity than your own?
- How often have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective?
- To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial or ethnic back grounds?
- To what extent has your experience at this institution contributed to your knowledge, skills, and personal development regarding understanding people of other racial and ethnic backgrounds?

4) 2011. The Staff Engagement Survey was utilized to capture LMU staff members' attitudes about their work environment. Staff were asked about their level of agreement with the following statements focused on diversity and inclusion among colleagues and departments/units:

- Diversity is valued in my department.
- Colleagues in my department are sensitive to cultural differences.
- The LMU work environment is welcoming to all people regardless of background.
- I feel that the LMU work environment is welcoming to people of my race or ethnicity.

**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://www.lmu.edu/about/diversity/intercultural/Strategic\\_Plan/Initiatives/Initiative\\_4\\_\\_Educational\\_Equity\\_\\_\\_Accountability.htm](http://www.lmu.edu/about/diversity/intercultural/Strategic_Plan/Initiatives/Initiative_4__Educational_Equity___Accountability.htm)

# Support for Underrepresented Groups

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## Responsible Party

**Kimberly Misa**

Research Associate

Office of Intercultural Affairs

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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 on campus?:**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups:**

There are many academic programs, student groups, centers and university-sponsored efforts that help support underrepresented groups within the student body. With regard to academic programs, there are many majors and minors that focus on underrepresented groups in academia. These majors and minors include: African American Studies major, Chicana/o Latino Studies major, Asian and Pacific Studies major, European Studies major, Urban Studies major, Women's Studies major, Irish Studies minor, Modern Greek Studies minor, and Asian Pacific American Studies minor. Also, one American Cultures class needs to be taken by every student as a part of the core curriculum. The student groups on campus that support underrepresented students are hosted by the Ethnic and Intercultural Office (EIS) and its sub-offices: Asian Pacific Student Services (APSS), Chicano Latino Student Services (CLSS), Office of Black Student Services (OBSS) and Intercultural Affairs, and Jewish Student Services. These students groups include the Black Student Union, Movimiento Estudiantil Chicana Y Chicano de Aztlan, Asian Pacific Islander Student Association, and Hillel. A full list of the groups can be found at

<http://www.lmu.edu/PageFactory.aspx?PageID=3998>

. EIS Peer Mentors give counseling to identified minority students through their first year at the university. Additionally, there are other offices on campus that help support underrepresented groups within the student body: First to Go (for first generation college students),

The Learning Community (TLC) (for first-year African American students), Academic Community of Excellence (ACE), Disability Support Services (DSS), Transfer Programs for community college transfer students, LGBT Student Services, and Office for International Students and Scholars (OISS).

[http://www.lmu.edu/about/diversity/intercultural/Diversity\\_Resources/For\\_Students.htm](http://www.lmu.edu/about/diversity/intercultural/Diversity_Resources/For_Students.htm)

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

[http://www.lmu.edu/about/diversity/intercultural/Diversity\\_Resources.htm](http://www.lmu.edu/about/diversity/intercultural/Diversity_Resources.htm)

**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

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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

**Kimberly Misa**

Research Associate

Office of Intercultural Affairs

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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:

As a part of LMU's Strategic Plan for the Office of Intercultural Affairs, LMU has in place: 1) Faculty Profile that supports LMU's goal to increase ethnic and gender diversity within the academy. The profile contains data that describes full-time faculty and students by college or school and ethnicity and gender. 2) Academic Community of Excellence that is designed to prepare underrepresented students for graduate and professional programs. It consists of faculty and staff mentoring, workshops on academic strategies, psychological support services, undergraduate research opportunities and scholarly forms and publications. 3) First to Go Program that pairs each first-generation student with a faculty mentor, and a network of LMU staff and Alumni as well as increases awareness about research opportunities graduate/professional school options 4) Human Resources recruitment resources for women and minority faculty 5) Bellarmine College of Liberal Arts (BCLA) Hiring Summit which reviews college-wide data on faculty search processes and outcomes every three years to increase emphasis on mission and diversity in hiring processes 6) BCLA annual lunches with the Dean 7) BCLA Faculty Parent Group to support faculty with children 8) BCLA annual Dean's Listening Sessions 9) Faculty Retention Toolkit with strategies particularly useful in retaining women and faculty-of-color 10) President's Leadership Development Initiative which is a leadership development program that serves as a catalyst for change to create an effective inclusive university environment where all faculty and staff can succeed. 11) Recruiting and Hiring Faculty for Mission is a professional development program that aims to hire candidates who are supportive of and will contribute to LMU's distinctive mission as a Catholic university, who will enhance ethnic diversity and who will contribute to gender equity.

A NSF Noyce Scholarship grant for \$1.2 million over five years to train gifted college math and science students to become teachers in under-served school districts. The program recruits students with an aptitude and passion for math and science through \$20,000 in scholarships and paid summer internships.

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

<http://academics.lmu.edu/diversity/interculturalaffairs/strategicplan/>

# Affordability and Access

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## Responsible Party

**Daniel Wait**

Associate Director of Financial Aid  
Financial Aid

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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:**

Loyola Marymount University participates in all federal and state financial aid programs and provides significant funding of our own to assist students who qualify for financial aid. LMU also offers a wide range of academic scholarships programs to recognize and reward the scholastic accomplishments of our most distinguished entering freshmen. When eligible, LMU offers students California State Grants, Federal Grants, LMU Grants, LMU Athletic Grant-In-Aid, Tuition Benefits (for staff or faculty / their children), Veteran's Benefits, Various Scholarships, Federal Perkins Loans, Federal Subsidized and Unsubsidized Stafford Loans, Federal Direct Parent (Plus) Loan, LMU Burns Student Loan, LMU California Student Loan, LMU Shandler Student Loan, LMU Miyawaki Student Loan, Federal Work-Study,, LMU Work, and/or LMU Transfer Work. According to LMU.edu's QuickFacts, Undergraduate financial aid recipients:85%, Graduate financial aid recipients 88%, Endowed undergraduate scholarships 241, LMU grant and scholarship contribution \$98.8 million,

<http://financialaid.lmu.edu/>

<http://financialaid.lmu.edu/current/awardguide/>

<http://www.lmu.edu/Assets/University+Relations+Division/2014-15+Fact+and+Figures+PDF.pdf>

About 40 community college students from low-income families will participate in a new program to enable them to complete their bachelor's degrees at Loyola Marymount University, thanks to a \$400,000 grant from the Jack Kent Cooke Foundation.

The two-year grant will establish the Cooke Undergraduate Research Scholars Academy at LMU in partnership with El Camino College and West Los Angeles College. The goal of the program is to expand educational opportunities for high-achieving students from ECC and WLAC whose families, schools, and communities need additional resources to help them reach their goals.

LMU and its community college partners will provide educational, financial and personal support through an enriched research and educational curriculum along with peer and faculty mentoring.

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

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

First to go Program-The program pairs each student with a faculty mentor who was a first generation student. Additionally, participants have a network of LMU staff and alumni, also former first generation college students, who further support them and reinforce a community atmosphere on campus via informal receptions and dinners. First to Go is unique in that it approaches first generation college students as a population with considerable assets and resources. A collaborative effort between Academic and Student Affairs divisions,

this program creates a more academically supportive environment for students.

<http://academics.lmu.edu/arc/programswesupport/firsttogoprogram/>

ACCESS Program through College of Science and Engineering is designed for first-year students in the Seaver College of Science and Engineering. By a generous donation from Thomas and Marlene Hynes, this program provides students an opportunity in an all-expense paid, three-week residential program that focuses on academics and critical thinking in the sciences. Participation in the ACCESS program will prepare students for academic excellence through collaborative engagement in scientific scholarship.

<http://cse.lmu.edu/programs/access/>

Welcome to Loyola Marymount University's Upward Bound Program! Funded in 2007 by a grant from the U.S. Department of Education, Upward Bound is a TRIO Program designed to provide educational and personal support services that will increase the high school graduation and college enrollment rates of its participants.

Upward Bound serves high school students from low-income families in which neither parent has earned a bachelor's degree. Services include: academic advising and workshops, tutoring, college visits, assistance with the college and financial aid application process, social activities, and a residential summer school experience on the LMU campus.

<http://studentaffairs.lmu.edu/interculturalism/upwardbound/>

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

LMU provides many different types of scholarships, particularly 4-year scholarship programs for entering freshmen. These merit-based scholarships are for students with outstanding academic records, rigor of college prep curriculum and class standing. For example, there is the Arrupe Scholarship, LMU Scholarship, Trustee and Presidential Scholarship, Jesuit and Marymount High School Scholarship, and LMU Achievement Awards. The Leadership Scholarship in particular gives special consideration to students who demonstrate exceptional leadership despite significant hardship or disadvantage.

[http://financialaid.lmu.edu/prospective/scholarships/LMU\\_Academic\\_Scholarship\\_Programs\\_for\\_Entering\\_Freshmen\\_2011-2012.htm](http://financialaid.lmu.edu/prospective/scholarships/LMU_Academic_Scholarship_Programs_for_Entering_Freshmen_2011-2012.htm)



Other LMU 4 (or continuing)–year scholarships that are provided by alumni networks and are given to students of academic achievement and financial need include the African American Alumni Association Scholarship Program and Mexican American Alumni Association Scholarship Program. Various one-time LMU scholarships are provided by outside donors and several of them list financial need as a requirement to get the scholarship.

[http://www.lmu.edu/giving/whysupport/Goals\\_and\\_Priorities/Scholarships/Listing\\_of\\_Existing\\_Scholarships.htm](http://www.lmu.edu/giving/whysupport/Goals_and_Priorities/Scholarships/Listing_of_Existing_Scholarships.htm)

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

Upward Bound parents are essential to the success of the program. It's important for parents to understand the importance of high school and how to help prepare their children for high school graduation and college admission. Our goal is to equip parents with the tools to help their children make educated decisions about successfully completing high school and post-secondary education. Here, parents can find valuable resources to aid their children as well as learn about upcoming events.

<http://studentaffairs.lmu.edu/interculturalism/upwardbound/ubparents/>

The Financial Aid Office is here to help your family address questions about financing your son or daughter's LMU education. Whether your student will attend LMU for the first time or is preparing to graduate, it is important for them to have a clear understanding of the costs of going to college.

The following information can help you learn more about how you can continue to support your child so they can succeed and make the most of the richly rewarding LMU experience. The website below has various information on programs for parents.

<http://financialaid.lmu.edu/parents/>

Parent Council- The LMU Parent Council advances the University's Mission by working with the Office of Parent Programs & Parent Giving to increase awareness of and support for the Parents Fund. The Council promotes communication with current parents and parent participation in events, programs and fundraising activities for LMU.

<http://resources.lmu.edu/parents/getinvolved/parentcouncil/>

It's an honor to welcome you to the LMU family! As your son or daughter prepares to attend New Student Orientation we invite you to consider taking part in Parent Orientation, a special program that provides opportunities to:

- Interact with faculty, administrators, staff and current LMU parents.
- Learn more about the developmental aspects of the transition to college.
- Understand procedures for bills, housing, food service, financial aid and more.
- Know and understand LMU's academic expectations and community standards

<http://admission.lmu.edu/lifeatlmu/orientation/parentorientation/>

There is no doubt that the cost of college is well worth the future financial benefits and increased opportunities for your student. There is also no doubt that college is a major financial commitment. However, your family does not need to make that commitment alone. At LMU, we are committed to help families find the funding they need.

At LMU we realize the important role parents play in their student's college experience. We hope you will work with us to promote your student's academic and personal success. Parent Pride can help you do just that! Parent Pride is an online resource for parents designed to provide helpful articles, tips, deadline reminders, general information and other online tools. It's a unique online resource created to involve and inform parents. It also contains ongoing opportunities to ask questions about issues or concerns. Parent Pride topics will include everything from financing your student's education to health and safety on campus and social life. Your participation in Parent Pride will help you stay connected to your LMU student so that you can continue to provide the support and encouragement he or she needs.

<http://resources.lmu.edu/parents/parentpride/>

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

The federal government has given several major grants to Loyola Marymount University in support of the school's commitment to recruiting underserved minorities, low-income and first-generation college students interested in pursuing careers in science and teaching.

LMU was awarded three highly competitive grants totaling almost \$3 million – two by the National Science Foundation and another from the Department of Education – to train young scientists and teachers in the STEM (science, technology, engineering and math) fields, as well as the social sciences.

“LMU is doing many things to recruit and then ensure the success of underserved minorities and first-generation college students,” said President David W. Burcham. “These successful programs are another place where our rhetoric becomes reality.”

The grants go hand-in-hand with LMU's just-announced \$100 million scholarship endowment campaign, as well as other longstanding LMU efforts to recruit and support low-income students, particularly first-generation college attendees, as well as under-represented minorities who go to Los Angeles-area high schools.

### **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?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

LMU Extension is committed to making continuing education affordable. Thanks to the generosity of the University, our benefactors, religious communities and the community, we have scholarship and tuition assistance opportunities available to the general public for selected programs.

A scholarship is an award of tuition assistance for specific professional certificate programs. Due to the generosity of University benefactors, LMU Extension is able award several partial merit and need-based scholarships to qualified students annually.

**Martin Gang Scholarship**

A merit-based scholarship for qualified applicants enrolling in the African American Ministry, Cultural Orientation Program for International Ministers, and Pastoral Studies in Spanish professional certificate programs.

**Thomas P. Pike Scholarship**

A need-based scholarship for qualified applications enrolling in the Alcohol and Drug Counseling professional certificate program.

**Payne-Chapple Scholarship**

A need-based scholarship for qualified applicants enrolling in the Advanced Yoga Therapy (level 2) and Clinical Yoga Therapy (level 3) professional certificate programs.

**Third Party Sponsorship**

Many companies, professional organizations offer their own tuition assistance for employees enrolling in professional and continuing education programs. Some individuals have insurance policies which will pay for retraining. Sometimes friends and family members may wish to setup a gift account in a student's name to help defray the cost of tuition. To obtain information and/or make arrangements to have your tuition paid by a third party, be sure to contact LMU Extension prior to enrollment.

**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:**

LMUCC is a non-profit organization dedicated to providing high quality care for children 6 weeks to 5 years of age. Recently, LMUCC achieved accreditation for the second time from the National Association for the Education of Young Children (NAEYC), an honor bestowed upon less than 8% of child care centers nationwide.

LMUCC exists to support the University's mission by caring for the children of its faculty, staff, students and community and furthering the University's mission of social justice. It is our belief that our society can achieve its optimal potential when we ensure educational equality for all, beginning at infancy. The core tenet of LMUCC and its success lies in relationships. We believe that positive, caring relationships between a child and the significant adults in his or her life are vital to quality care.

**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:**



# 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

**Rebecca Chandler**

Vice President of Human Resources

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

**Number of employees:**

2,389

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

2,389

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

Yes

**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:**

LMU pay rates for all employees meet or exceed the Los Angeles' Living Wage "with benefits" and "without benefits." This Wage exceeds the minimum wage established by both federal and State standards. Although LMU is not legally bound to pay the Los Angeles Living Wage, LMU administration believes it is socially responsible to provide employees this wage as set and approved by the Los Angeles City Council.

Additionally, LMU's Human Resources performs annual reviews of our comprehensive salary structure (salary grades and ranges) to both local, regional and national markets as appropriate and adjusts the structure when indicated.

The Office of Business and Finance negotiates with all providers of contracted services for the payment of the Los Angeles Living Wage for all contract workers assigned to work at LMU. Annual compliance with this contract requirement is assessed to ensure that the Los Angeles Living Wage standard is met.

**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:**

Compensation for all classifications of employees (faculty and staff) are assigned to a "salary pay grade," which provides a corresponding salary range. Ranges are established to align with market for job groups/families; assess internal equity; allow for recruitment and retention based on the candidate's skill, ability, and experience; and provide opportunity for rewarding performance. Ranges are established by "benchmarking" a representative number of positions for staff and all disciplines for faculty against the "market." The 50th percentile of the market is used to establish the "mid-point" of the range. Additionally, individual salaries are compared to the mid-point of their assigned salary range to measure fairness in pay and equity.

**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:**

9 US/Canadian \$

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

Yes

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

Yes

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

[http://www.lmu.edu/sites/Community\\_home/Social\\_Responsibility.htm](http://www.lmu.edu/sites/Community_home/Social_Responsibility.htm)

# Assessing Employee Satisfaction

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## Responsible Party

**Rebecca Chandler**

Vice President of Human Resources

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:**

34

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

The purpose of the Staff Engagement Survey is to gather data that will allow a better understanding of the work experience and quality of work life for all staff members at LMU. The data will be used to inform leadership about the staff experience at work and to guide a conversation between staff and leadership on how to improve the work place and thus leading to greater staff engagement.

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

The Staff Engagement Survey will be administered July 12th through August 12th in both English and Spanish. To ensure the anonymity of each survey participant, the survey will be administered by an external researcher, Cassie Barnhardt, from the University of Michigan's Center for the Study of Higher and Postsecondary Education. Staff members will be able to access the survey online or be provided a "paper Survey" for completion. On-line surveys will be forwarded to the individual staff member's email account directly from the external survey administrator at the University of Michigan. All "paper surveys" will be assigned a unique identification number only

known to the survey administrator at the University of Michigan. Once paper surveys are completed, they will be returned to human resources for bulk forwarding to the survey administrator at the University of Michigan. No one at LMU will have access to the data and no data will be reported in such a manner that will reveal anyone's identity. Confidentiality is important to us so in addition to using an external researcher to collect, analyze, and store data, your responses will be combined with others, and will never be linked to you personally. The researcher, Cassie Barnhardt, will analyze the data, prepare a report, and be invited to LMU to present the findings to all LMU staff. The results of the Staff Engagement Survey will then be used to inform and assist leadership in identifying proactive steps to improve the working environment for staff at LMU.

**The year the employee satisfaction and engagement evaluation was last administered:**

2,014

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

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# Wellness Program

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## Responsible Party

**Rebecca Chandler**

Vice President of Human Resources

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>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

Student program(s):

<http://studentaffairs.lmu.edu/healthwellness/>

The Student Health Center and Student Psychological Services are open to current students in an effort to make life on campus a safe and healthy experience. In addition to these services, the Fitwell Center offers nutritional guidance and personal fitness assessment. Student Health Services (SHS) strives to create a safe and healthy campus community for all by providing those services, opportunities, and experiences which support academic pursuits and personal development.

Student Health Services is a full service medical office and is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). Our health care team includes physicians, nurse practitioners, registered nurses, an x-ray technologist, and trained support staff.

Student Psychological Services (SPS) provides confidential individual and group therapy; walk-in consultations; emergency psychological services; and psycho-educational outreach programming. SPS also offers psychological consultation to students, faculty, staff, or parents who are concerned about a student. There is no charges for our services.

Fitness and Wellness Programs stretch, strengthen, tone, breathe and sweat. That's the regimen you'll go through as you increase your fitness level and improve your mental, physical and spiritual well-being.

Located on the first floor of the Burns Recreation Center, the FitWell Center is committed to providing health and wellness programming and education for the entire campus. Offerings include a variety of group exercise classes, personal training packages, nutrition consultations, massage therapy, fitness assessments and specialized wellness presentations

LMU Campus Awareness Resource Education Services (CARES) provides education to the campus community about resources, support and policies at the university regarding sexual and interpersonal misconduct and prevention. ■

Staff/faculty program(s):

LMU is launching the MyWellness Rewards Program to support you and your family as you get healthy and stay healthy. This program offers many resources to support your healthy living journey. You'll find a variety of classes, workshops and programs to encourage and motivate work/life balance. Make sure to look for updates on the MyWellness Incentive Program, you can earn points to win big prizes! Click "Track Your Progress" on the home page to track your fitness and health activity.

<http://studentaffairs.lmu.edu/athleticsrecreation/burnsrecreationcenter/fitnesswellness/faculty>

[stafffitness/](#)

LMU's Wellness Program understands that good health is more than the absence of major illness. Paralleling with Jesuit and Marymount traditions, the programs encompass 'wellness' as the view of one's self from a whole perspective and focuses on the inseparability of the physical, emotional and spiritual aspects of an individual. A wide spectrum of holistic health, mind/body, fitness and wellness classes, workshops and programs are offered to LMU faculty and staff to encourage and support work/life balance.

<http://www.lmu.edu/about/services/hr/Benefits/well.htm>

To help faculty/staff members deal with personal issues and concerns, LMU offers an Employee Assistance Program (EAP) at no cost. The EAP provides confidential service by experienced, licensed professional counselors who can help faculty/staff members and their household members deal with issues such as depression, marital and family issues and substance abuse. The program also includes services for work/life issues, such as legal and financial services, work/career conflict resources and child care/elder care resources. All full-time faculty/staff members and their household members are eligible for the EAP. EAP counselors are available 24 hours a day, seven days a week. The EAP is completely confidential.

Medical, Dental & Vision Coverage

All full-time faculty, full-time, regular and full-time term staff members are eligible to participate. Eligibility commences on the first of the month following the faculty/staff member's employment date.

Medical, Dental & Vision Coverage. The LMU benefits program allows its faculty and staff members to select his/her own personalized package by choosing from a variety of benefits. As part of its benefit offering, the University pays a portion of the cost of a faculty/staff member's health care plan.

<http://admin.lmu.edu/hr/benefits/medicaldentalvisioncoverage/>

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

<http://admin.lmu.edu/hr/benefits/employeeassistanceprogram/>

# 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

**Caroline Wilhelm**

Associate Treasurer

Office of SVP Business & Finance

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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:**

The University will maintain a high degree of social responsibility when investing. Therefore, the following investment considerations will be weighed when it is prudent to do so: 1) excluding from the portfolio securities of firms whose policies are inimical to the values of the university; 2) investing in firms that demonstrate a high level of social concern; and 3) influencing the social behavior of invested firms through the exercise of ownership rights.

It is the responsibility of the committee to take into consideration these basic principles and prudently to determine appropriate strategies on the basis of information and advice from external as well as internal sources, at all times keeping foremost in mind the future and welfare of the university.

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

All members of the University's Investment Committee are responsible for carrying out the University's investment policy. The committee is comprised of trustees, regents, alumni, faculty, staff, and students.

**Examples of CIR actions during the previous three years:**

The University proactively invests in various types of clean and sustainable energy, both in its endowment and with respect to its campus.

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

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## Responsible Party

**Caroline Wilhelm**

Associate Treasurer

Office of SVP Business & Finance

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## 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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**Submission Note:**

As of September 30, 2014

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

**Total value of the investment pool:**

457,690,000 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	700,000 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

The University invests in a number of funds and/or partnerships that invest in clean energy and/or timber as a percent of total holdings. The University currently maintains interests in three natural resource partnerships that have 5 – 10 + in clean energy assets.

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

Yes

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

SOCIALLY RESPONSIBLE INVESTING

First and foremost, the Committee will attempt to achieve the overall goal of the Fund in support of the University's mission and in accordance with its fiduciary responsibility. However, the Committee may also consider socially responsible investing if/when it is prudent and appropriate to do so. The following investment considerations may be at times weighed by the Committee: 1) excluding from the portfolio securities of firms whose policies are inimical to the values of the university; 2) investing in firms that demonstrate a high level of social concern; and 3) influencing the social behavior of invested firms through the exercise of ownership rights.

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

No

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

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

No

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

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

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**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

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**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

The University is part of the Jesuit Consortium of 28 universities. This consortium may at times discuss socially responsible investing and how to work together to proactively create change.

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

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# Investment Disclosure

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## Responsible Party

**Caroline Wilhelm**

Associate Treasurer

Office of SVP Business & Finance

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

### **Does the institution make a snapshot of its investment holdings available to the public?:**

Yes

### **The percentage of the total investment pool included in the snapshot of investment holdings:**

100

### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

<http://president.lmu.edu/search/universityoverview/auditedfinancialstatements/>



# 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

**Ray Dennis**

Associate VP for Auxiliary Mgmt. and Business Services  
Auxiliary Mgmt. and Business Services

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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.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

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

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

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

Pre and Post Consumer Dining Waste Dversion

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

Loyola Marymount University implemented a process to achieve near zero Waste Kitchen Status for pre and post consumer waste Diversion. Teh practice combines all dining waste aggregation to achieve a 76% kitchen waste diversion through Emulsification and Dehydration. This has resulted in all trash cans removed from the dining room and pre and post consumer kitchen adn dining waste is converted to compostable material and is available to support the community Garden and Bio Feed companies.

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

The Loyola Marymount Univeristy Lair Marketplace is the Highest 4 Star certified Green Restaurant in Higher Education,

[www.dinegreen.com](http://www.dinegreen.com)

Loyola Marymount has achieved a 74 Ton reduction in landfill waste as certified by the attached third party report from Republic Waste management and documented by Mr. Bill stonecypher, Director of Waste Management and Recycling

**A letter of affirmation from an individual with relevant expertise:**

[20150225144536683.pdf](#)

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

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---

<b>Dining Services</b>	Yes
<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 :**

<http://dining.lmu.edu/>

## Innovation 2

### Criteria

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

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

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

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

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

## Innovation 3

### Criteria

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

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

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

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

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

## Innovation 4

### Criteria

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

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

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

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

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