Saint Louis University

The following information was submitted through the STARS Reporting Tool.

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STARS Version: 2.0
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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.
Institutional Characteristics

The passthrough subcategory for the boundary

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Institutional Boundary</td>
</tr>
<tr>
<td>Operational Characteristics</td>
</tr>
<tr>
<td>Academics and Demographics</td>
</tr>
</tbody>
</table>
### Institutional Boundary

**Criteria**

This won't display

---

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

**Institution type:**

Doctorate

**Institutional control:**

Private non-profit

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

<table>
<thead>
<tr>
<th>Campus Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Pharmacy school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Public health school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Veterinary school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Agricultural experiment station</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Reason for excluding agricultural school:**

n/a
Reason for excluding medical school:
Included

Reason for excluding pharmacy school:
n/a

Reason for excluding public health school:
Included

Reason for excluding veterinary school:
n/a

Reason for excluding satellite campus:
Saint Louis University includes two locations worldwide: St. Louis (Medical Center, Frost, Downtown campuses) and in Madrid, Spain. The Madrid campus is not included in this report in order to more efficiently focus efforts on St. Louis campuses.

Reason for excluding hospital:
Saint Louis University does not manage SLU Hospital, Tenet Healthcare does.

Reason for excluding farm:
n/a

Reason for excluding agricultural experiment station:
n/a

Narrative:
---
Operational Characteristics

Criteria

n/a

Submission Note:

Saint Louis University receives its electricity from Ameren Missouri. This mix of electricity received above is from their source:

https://www.ameren.com/sites/aue/Media/Pages/AmerenMissouriEnergyCenters.aspx

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

Endowment size:

40,164,000 US/Canadian $

Total campus area:

271 Acres

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

7,651,755 Gross Square Feet

Conditioned floor area:

---

Floor area of laboratory space:

402,381 Square Feet

Floor area of healthcare space:

106,505 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:
### Electricity use by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>73</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Hydro</td>
<td>2</td>
</tr>
<tr>
<td>Natural gas</td>
<td>1</td>
</tr>
<tr>
<td>Nuclear</td>
<td>24</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>---</td>
</tr>
<tr>
<td>Wind</td>
<td>---</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>---</td>
</tr>
<tr>
<td>Coal</td>
<td>---</td>
</tr>
<tr>
<td>Electric</td>
<td>---</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>---</td>
</tr>
<tr>
<td>Geothermal</td>
<td>---</td>
</tr>
<tr>
<td>Source</td>
<td>Quantity</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Natural gas</td>
<td>---</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>---</td>
</tr>
</tbody>
</table>

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

---
Academics and Demographics

Criteria
n/a

Submission Note:
Values of 0, are not necessarily 0. Some data was unavailable to report and needed to be reported as a number.

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

Number of academic divisions:
12

Number of academic departments (or the equivalent):
67

Full-time equivalent enrollment:
12,222

Full-time equivalent of employees:
5,217

Full-time equivalent of distance education students:
0

Total number of undergraduate students:
8,806

Total number of graduate students:
5,175

Number of degree-seeking students:
0

Number of non-credit students:
0

Number of employees:
6,179
Number of residential students:
3,843

Number of residential employees:
17

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
</tr>
<tr>
<td>Learning Outcomes</td>
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<tr>
<td>Undergraduate Program</td>
</tr>
<tr>
<td>Graduate Program</td>
</tr>
<tr>
<td>Immersive Experience</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
</tr>
</tbody>
</table>
Academic Courses

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

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

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

Submission Note:

Saint Louis University does not specify learning outcomes as a matter of policy or standard practice across the entire university. In accordance with the specified criteria for this credit, we are reporting graduates from sustainability-focused programs at the division level.

Credit Data Source: Saint Louis University Fact Book 2012-2013, November 7, 2013, Saint Louis University Office of Institutional Research, retrieved from:
http://www.slu.edu/office-of-institutional-research/fact-book

"---" 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:

142
Total number of graduates from degree programs:
816

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

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

COLLEGE OF ARTS & SCIENCES
- Bachelor of Science in Biology
- Master of Science in Biology
- Bachelor of Arts in Environmental Studies
- Bachelor of Science in Environmental Studies
- Bachelor of Science in Environmental Science
- Bachelor of Arts in Sociology
- Master of Arts in Sociology

CENTER FOR SUSTAINABILITY
- Master of Arts in Sustainability
- Master of Science in Sustainability
- Master of Arts in Urban Planning and Real Estate Development
- Graduate Certificate in Advanced Remote Sensing and Geographic Information Systems

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

Educational outcomes are specific goals that are attained by graduation. Following is a sample list of sustainability learning outcomes:

- Define sustainability
- Identify how the concept of sustainability is connected to issues of social justice, the environment, and the economy
- Recognize how local, regional, and national policies and actions have global impacts
- Explain how principles of ethics apply to diverse issues such as population growth, poverty, habitat quality, biodiversity, and energy use
- Demonstrate skills related to building common agreement among stakeholders at the micro, mezzo and macro levels of sustainability issues
- Collect and organize information on sustainability through appropriate qualitative and quantitative methods
- Demonstrate effective written and oral communication skills needed to disseminate information about sustainability among diverse audiences
- Compare and contrast a variety of theories and models of sustainability
- Examine resource limitations and opportunities and develop holistic and integrated approaches to resource management
- Assess how laws and institutional approaches inform effective policy making and implementation
- Evaluate environmental, economic, and social impacts of real-world projects

The website URL where information about the institution’s sustainability learning outcomes is available:
http://www.slu.edu/sustainability/graduate-programs

STARS Reporting Tool | AASHE
**Undergraduate Program**

**Responsible Party**

David Webb  
Program Manager  
Center for Sustainability

**Criteria**

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

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

Environmental Studies focuses on relationships between the natural environment and social, economic, political, legal, and humanistic aspects of society. As global population and consumption rises, understanding the interplay between environmental and social systems has become an increasingly important component of decision-making and planning. The program helps prepare students for careers that emphasize a dual awareness of scientific and social perspectives and their relationship to the natural environment.

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

http://www.slu.edu/x35843.xml

**The name of the sustainability-focused, undergraduate degree program (2nd program):**  
Environmental Sciences
A brief description of the undergraduate degree program (2nd program):

The Environmental Science program focuses on developing a scientific understanding of Earth's natural systems and their interconnections with human society. The program represents a collaborative effort between several departments to provide a degree opportunity that bridges traditional academic boundaries. It is hosted by the Department of Earth and Atmospheric Sciences, which provides student advising and mentoring.

The website URL for the undergraduate degree program (2nd program):
http://www.slu.edu/environmental-science

The name of the sustainability-focused, undergraduate degree program (3rd program):
Program in Conservation and Biodiversity

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

For students interested in careers in Conservation, Natural Resource Management, Environmental Science. Requirements: 21 credit hrs including: Ecology, Conservation Biology, Conservation Internship, Biology electives (5 hrs), Interdisciplinary courses (6 hrs)

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

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

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

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

A brief description of the undergraduate minor, concentration or certificate (1st program):
The Sustainable Business Practices Program is intended to help undergraduate business students understand how firms can achieve economic sustainability while also pursuing environmental and social sustainability; a goal that fits well with Saint Louis University’s Jesuit identity and university mission.

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://www.slu.edu/x49886.xml
The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
---

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

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

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

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

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

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

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

MA in Sustainability

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

The Master of Arts (M.A.) and Master of Science (M.S.) degrees in Sustainability train leaders to understand the cascading issues surrounding society’s increasing use of our decreasing resources. The M.A. and M.S. share a foundational core of courses designed to provide students with an integrated view of sustainability that incorporates cross-disciplinary knowledge in science, technology, business, policy, sociology, and social work.

Given the unique interdisciplinary nature of sustainability, the program offers a wide variety of electives available through the Center for Sustainability and its partner schools. In general, Master of Arts students take sustainability electives focused on business, policy, sociology, and social work. Master of Science students choose from sustainability electives focused on science, engineering, and technology. There are no prerequisites for these electives (electives table below).

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

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

A brief description of the graduate degree program (2nd program):
The Master of Arts (M.A.) and Master of Science (M.S.) degrees in Sustainability train leaders to understand the cascading issues surrounding society's increasing use of our decreasing resources. The M.A. and M.S. share a foundational core of courses designed to provide students with an integrated view of sustainability that incorporates cross-disciplinary knowledge in science, technology, business, policy, sociology, and social work.

Given the unique interdisciplinary nature of sustainability, the program offers a wide variety of electives available through the Center for Sustainability and its partner schools. In general, Master of Arts students take sustainability electives focused on business, policy, sociology, and social work. Master of Science students choose from sustainability electives focused on science, engineering, and technology. There are no prerequisites for these electives (electives table below).

The website URL for the graduate degree program (2nd program):
http://www.slu.edu/sustainability/graduate-programs/sustainability

The name of the sustainability-focused, graduate-level degree program (3rd program):
MA in Urban Planning and Real Estate Development

A brief description of the graduate degree program (3rd program):
The Master of Arts in Urban Planning and Real Estate Development, offered by Saint Louis University's Center for Sustainability, is the only degree of its kind in Missouri and the first planning program at a Jesuit institution. The program is interdisciplinary in cooperation with SLU’s John Cook School of Business and School of Law and, as part of the Center for Sustainability, it has access to many resources and faculty experts whose knowledge enriches the Planning program. Our intimate classes emphasize skill building, discussion, and debate. Because of the learning experience at Saint Louis University, UPRED graduates are leading the way in public and private sector careers and making a positive impact in planning and development.

The website URL for the graduate degree program (3rd program):
http://www.slu.edu/sustainability/graduate-programs/urban-planning-and-real-estate-development-upred

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):
MA in Sustainability and Master of Business Administration Dual Degree (MA/MBA)
http://www.slu.edu/sustainability/graduate-programs/ma-in-sustainabilitymba
Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?: Yes

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):
Graduate Certificate in Advanced Remote Sensing and GIS

A brief description of the graduate minor, concentration or certificate (1st program):
Professionals in remote sensing and geographic information systems (GIS) are in ever increasing demand in a variety of disciplines. The graduate certificate program in Advanced Remote Sensing and GIS in the Center for Environmental Sciences is developed to fill a growing demand for GIS skills in today’s job market. This graduate level program is intended to offer a mix of GIS theory and practical training for individuals who have completed an undergraduate education in a wide range of disciplines, and gained a certain level of GIS experience, and wish to upgrade their GIS skills.

The emphasis in the program is on advanced methods, technologies, and applications of remote sensing and GIS to spatial problem solving. Students are required to complete 15-credit hours of courses.

The website URL for the graduate minor, concentration or certificate (1st program):
http://www.ces.slu.edu/gc/

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

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

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

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

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

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

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

The graduate degree programs in sustainability (M.A. and M.S.) trains leaders to understand the systemic issues surrounding society’s increasing use of our decreasing resources. The cross-disciplinary degree integrates knowledge on sustainable business practices, urban planning and development, social and policy processes, and environmental sciences. Consistent with Saint Louis University’s Mission, candidates will learn applied ethical reasoning skills as the foundation for achieving sustainability.

The goal program is to provide an integrated learning environment that emphasizes sustainability as a unique discipline. To meet that end, the program works within the following framework and related program level objectives:

Holistic: The program is interdisciplinary and focused on whole systems.

Humanistic: The program embodies the principles of service and justice found in the university mission statement.
Collaborative: The program recognizes that individuals must work together to address complex problems.

Applied: The program focuses on the application of knowledge to address real world problems

The website URL where information about the immersive program(s) is available:
http://www.slu.edu/sustainability/graduate-programs/sustainability
Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

---

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

---

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

---

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

---

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

The assessment was developed by the Student Government’s newly founded Sustainability Committee to assess students’ feelings and knowledge towards sustainability on Campus in order to make valuable changes on campus and understand the concerns of students.

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

The assessment was administered through a Student Government Association news update that contained a link to the student survey.

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

Students were asked to evaluate the sustainability efforts at Saint Louis University. Students were asked how well Saint Louis practices sustainability, what else could be done on campus to improve sustainability efforts, and how well they understood the concept of sustainability.
The website URL where information about the literacy assessment(s) is available:

https://docs.google.com/a/slu.edu/spreadsheet/viewform?formkey=dFFLeWIJeDB2MW5YVDyeWl0a1lyeHc6MQ
Incentives for Developing Courses

Responsible Party

Timothy Keane  
Executive Director  
Center for Sustainability

Criteria

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

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

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

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

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

Yes

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

The Center for Sustainability funded the development of all core courses and electives in its new Master of Sustainability graduate degree program, which launched in August of 2010.

The Center for Sustainability continues to actively engage faculty and staff members across the university with incentives to get involved with the Center and the MOS program. This includes funding for course development, retrofitting, and instruction. The Center also encourages faculty and staff to participate in Center sponsored sustainability initiatives such as field trips, conferences, symposiums, presentations, social and networking events, and speaker series. The Center for Sustainability covers the cost of all events for faculty, staff, and students who are in the MOS program or otherwise contribute time and knowledge to the Center.

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

The Center for Sustainability created a task force comprised of faculty and staff from multiple university departments and paid them to develop the inaugural Master of Sustainability curriculum. The core task force received significant financial bonuses, far outside of typical university pay grades, as an incentive to help launch the new degree program.

The Center continues to provide financial incentives to faculty for the development of new courses, retrofitting of existing courses, and participation in sustainability seminars and speaking engagements. Faculty involved with the program have access to the Center library and a wealth of sustainability resources for research, program development, and conference preparation.
The website URL where information about the incentive program(s) is available:

---
Campus as a Living Laboratory

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Category</td>
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<tr>
<td>Air &amp; Climate</td>
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<td>Buildings</td>
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<tr>
<td>Dining Services/Food</td>
<td>Yes</td>
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<tr>
<td>Energy</td>
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<tr>
<td>Grounds</td>
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<td>Purchasing</td>
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<td>Transportation</td>
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<td>Waste</td>
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<td>Water</td>
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<td>Coordination, Planning &amp; Governance</td>
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<td>Diversity &amp; Affordability</td>
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<td>Health, Wellbeing &amp; Work</td>
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<td>Investment</td>
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<td>Public Engagement</td>
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<tr>
<td>Other</td>
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</table>

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

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

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

1.) Fresh Gatherings Café in Saint Louis University's Doisy College of Health Sciences is operated by the Department of Nutrition and Dietetics. Their mission is to be a leader in sustainable food service while providing exceptional education-based experiences. They are committed to supporting local farmers in the community who use sustainable farming practices. The menu explores new flavors and emphasizes local products sourced at the peak of freshness, serving them when they taste best. As part of Fresh Gatherings' commitment to sustainability, they operate an organic farm on campus with a comprehensive composting program. By integrating the Department of Nutrition and Dietetics undergraduate and graduate student practicum experiences and dietetic internship rotations in the café with chefs committed to sustainable food systems, they create an environment that fosters unique experiences for student development and professional growth.

2.) Campus Kitchen is an on-campus student service program that is a member of the nonprofit organization, The Campus Kitchens Project. At a Campus Kitchen, students use on-campus kitchen space and donated food from their cafeterias to prepare and deliver nourishing meals to their communities.

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

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

In 2014, the Department of Nutrition and Dietetics at Saint Louis University broke ground on the Garden to Table Teaching Orchard, located just west of the Garden to Table organic garden located at the intersection of S. Compton Ave and Rutger St.

The orchard will primarily be used for teaching with a focus on organic growing techniques while providing fresh, local fruit to Fresh Gatherings Café, the café operated by the Department on the lower level of the Allied Health Building. The fruit will also be provided to the surrounding community through Fresh Harvest, the Department's Community Supported Agriculture program. Finally, any excess fruit will be provided to Campus Kitchen, a community outreach program that coordinates food donations to use in meals delivered by various organizations, including the Salvation Army Family Haven, Blumeyer Community Center and the Ronald McDonald House.

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

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

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

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outcomes associated with the work:

1.) Abuduwasiti Wulamu, Ph.D., assistant professor in the Center for Sustainability received a $30,000 grant from the St. Louis-Jefferson Solid Waste Management District. His grant is titled "Campus Recycling Program Expansion: SLU Center for Sustainability/Chaifetz Arena."

To improve recycling availability and awareness on campus, Brandon Verhoff, project analyst for Service Operations, will assist Wulamu with plans to introduce six Big Belly Solar recycling units to high traffic areas on campus, including Chaifetz Arena, to encourage recycling and to help divert recyclable materials from landfills. These units will increase recycling collection by 55 tons, decrease emissions through reduced collection trips and diminish collection expenses.

In addition, the Center for Sustainability, Facilities Services, Business Services, Marketing and Communications, and Global Spectrum have partnered to upgrade the recycling program at Chaifetz Arena. Located on SLU's campus, Chaifetz Arena is a large sized event space that hosts more than 365,000 people from the campus, district and region annually, with 45,000 from area schools' commencement ceremonies alone last year.

The grant's goal is to increase recycling efforts at Chaifetz Arena through the addition of single-stream recycling receptacles and event equipment, as well as through the introduction of educational signage for the promotion of single-stream recycling. By increasing recycling availability at the arena, location-specific waste diversion will increase, increasing the university's total recycling by 52 tons, while also educating and encouraging patrons from the campus, district and region to increase their recycling habits elsewhere.

2.) Doisy College of Health Sciences is pleased to announce that Mildred Mattfeldt-Beman, Ph.D., chair of the Department of Nutrition and Dietetics at Saint Louis University, has received a $35,000 grant from the St. Louis-Jefferson Solid Waste Management District. Dr. Mattfeldt-Beman's grant is titled Start to Actively Recycle Today III.

The primary goal of START III is to expand on SLU's Department of Nutrition and Dietetics' current composting operations to include the Food Innovation Center (FIC), with the goal of composting 21,590 pounds of solid food waste, paper, and landscaping waste using Earth Tubs, NatureMill composters, traditional composting, and vermiculture. START III will also explore mechanisms for breaking down compostable dinnerware to increase composting potential. The total estimated impact on reducing the quantity of waste is approximately 10.8 tons. Cost savings for solid waste diversion is $324 the pilot year. The project also includes extensive training and education for both the university as well as the community.

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

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

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

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

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

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

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

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

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Academic Research</td>
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<tr>
<td>Support for Research</td>
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<tr>
<td>Access to Research</td>
</tr>
</tbody>
</table>
criteria

part 1
institution’s faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

part 2
institution’s academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

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

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

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

number of the institution’s faculty and/or staff engaged in sustainability research:
21

total number of the institution’s faculty and/or staff engaged in research:
145

number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
16

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:

SLU Faculty Sustainability Research.pdf

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

CENTER FOR SUSTAINABILITY FULL-TIME FACULTY (PRIMARY APPOINTMENTS)
- Jae-Teuk Chin, Ph.D.
- Sarah Coffin, Ph.D.
- Damon Hall, Ph.D.
- Abduwasiti Wulamu, Ph.D.
- John Woolschlager, Ph.D.
- Graduate Research Assistants (x4)

CENTER FOR SUSTAINABILITY ADJUNCT FACULTY and/or SECONDARY APPOINTMENTS
- Sridhar Condoor, Ph.D. (Aerospace and Mechanical Engineering)
- Jami Curley, Ph.D. (Social Work)
- Jack Fishman, Ph.D. (Earth and Atmospheric Sciences & Center for Sustainability)
- Roobik Gharabagi, Ph.D. (Electrical and Computer Engineering)
- Jason Knouft, Ph.D. (Biology & Center for Sustainability)
- Huliyar Mallikarjuna, Ph.D. (Electrical and Computer Engineering)
- Nitish Singh, Ph.D. (International Business)
- John Wagner, Ph.D. (Public Policy)
- Grigoriy Yablonsky, Ph.D. (Chemistry)

SUSTAINABILITY RESEARCH FUND GRANT RECIPIENTS
- Mildred Mattfeldt-Beman, Ph.D. (Nutrition and Dietetics)
- Miriam Cherry, J.D. (School of Law)
- Brett Emo, Ph.D. (Environmental and Occupational Health)
- Cynthia LeRouge, Ph.D. (Health Management and Policy)
- Allison Miller, Ph.D. (Biology)
- Donald Stump, Ph.D. (English)
- Yao Jan Wu, Ph.D. (Civil Engineering)

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

The inventory of faculty and staff researchers inventory was compiled as follows:

1.) Full-time Center for Sustainability faculty members with primary appointments in the Center were included as they conduct ongoing sustainability research for the Center. Graduate research assistants in the Center (x4) were also included in the count.

2.) Adjunct faculty and faculty with secondary appointments in the Center who conduct sustainability research were included.

3.) Recipients of the Sustainability Research Fund were included. This is a grant fund managed by the Center for Sustainability that awards funding for SLU faculty engaged in sustainability-focused research in the region. More details:
A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

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The website URL where information about sustainability research is available:

http://www.slu.edu/sustainability/about-the-center-for-sustainability/sustainability-research-fund
Support for Research

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.

- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.

- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

Submission Note:

The URL links to a staff contact page where you will find Sustainability Research Librarian John Montre's contact information. He can provide more details concerning the support services he provides for sustainability on behalf of the Pius XII Memorial Library.

"---" 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:

Students in the Master of Sustainability (MOS) graduate degree program are required to conduct research to complete their degrees. The research may be conducted in one of the six core courses or students may choose conduct their research as an MOS elective such as MOS 596 - Master’s Project, MOS 597 - Research Topics, or MOS 598 - Independent Study. These electives are typically constructed as real-world practicums in which the student works with one of several local organization as part of our REAL (Reality-based Efficient Action Learning) Partners program. In order to graduate, students must also complete a Capstone, which may take the form of a practicum or a Master’s Thesis in a sustainability-related topic.
The Center for Sustainability supports student research projects providing academic advising, guidance, and academic resources as appropriate. Center faculty and staff also serve as project manager / liaisons for applied research projects. Some financial support is also available through the Alberici Fund for Innovation in Sustainability.

**The website URL where information about the student research program is available:**
http://www.slu.edu/sustainability/graduate-programs/sustainability/sustainability-capstone

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

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

The Center for Sustainability established the Sustainability Research Fund (SRF) to support promising research projects that have strong potential to attract external grant funding. These internal awards are aimed at assisting in the collection of data that the applicant will use as the basis for an extramural grant or contract application.

Consistent with the Center's mission, the Sustainability Research Fund supports projects that promote multi-disciplinary approaches aimed at first discovering the causal factors of sustainability-related issues and, second, identifying integrated solutions. Of particular interest (although not required) are projects that encourage discoveries that may have a direct impact in a relatively short period of time. Projects targeted at improving the quality of life of underserved populations will be given high priority.

**The website URL where information about the faculty research program is available:**
http://www.slu.edu/sustainability/about-the-center-for-sustainability/sustainability-research-fund

**Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**
No

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

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

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

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

The Center for Sustainability has secured the commitment of professional research librarian, John Montre, in the Pius XII Memorial Library. This individual provides research support to Center for Sustainability students and faculty, including education, guidance, research assistance, and the ordering of sustainability titles/journals for the library’s permanent collection or inter-library loan.

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

http://libraries.slu.edu/node/182
Access to Research

Criteria

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

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

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

Campus Engagement

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

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

Credit

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<tr>
<th>Credit</th>
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<tr>
<td>Student Educators Program</td>
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<td>Student Orientation</td>
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<tr>
<td>Student Life</td>
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<tr>
<td>Outreach Materials and Publications</td>
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<tr>
<td>Outreach Campaign</td>
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<tr>
<td>Employee Educators Program</td>
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<tr>
<td>Employee Orientation</td>
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<tr>
<td>Staff Professional Development</td>
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</tbody>
</table>
Student Educators Program

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

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

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

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

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

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

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

Number of students served (i.e. directly targeted) by the program (1st program):
---
A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

Number of students served (i.e. directly targeted) by the program (3rd program):
A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

---

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

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

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

Sustainability training during new student orientation will began in Fall 2013. The initiative is mentioned in the link below. There, all new students will be receiving handouts through their student portal, SLU 101, that describe the single stream recycling, what items are considered recyclable, and what items are considered to be electronic waste.

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

http://www.slu.edu/facilities-services-home/sustainability/be-a-green-billiken/live-it/initiatives
Student Life

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

<table>
<thead>
<tr>
<th>Yes or No</th>
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<td>Activity</td>
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<tr>
<td>Active student groups focused on sustainability</td>
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<tr>
<td>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</td>
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<tr>
<td>Student-run enterprises that include sustainability as part of their mission statements or stated purposes</td>
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<tr>
<td>Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills</td>
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<td>Wilderness or outdoors programs that follow Leave No Trace principles</td>
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<td>Sustainability-related themes chosen for themed semesters, years, or first-year experiences</td>
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</tr>
<tr>
<td>Other co-curricular sustainability programs and initiatives</td>
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</table>
The name and a brief description of each student group focused on sustainability:

Just Earth is an organization for students of Saint Louis University who are dedicated to increasing awareness of important issues related to the sustainability and health of our planet. (http://groups.sluconnection.com/organization/justearth)

The Environmental Law Society (ELS) is dedicated to addressing regional, national and international issues related to environmental law. ELS periodically sponsors speakers on a wide range of topics pertaining to environmental law, natural resources law, environmental science and the environmental movement. (http://www.slu.edu/school-of-law-home/student-life/student-organizations/current-organizations/environmental-law-society-and-student-animal-legal-defense-fund)

The Sustainable Planet Learning Community is open to all students of all academic interests and majors who are interested in the environment, sustainability and "living green." Residents self-selecting into this community should be dedicated to learning about environmental issues and exploring creative solutions as a community. (http://www.slu.edu/x27194.xml)

Water Bottle Free SLU is group of SLU students passionate about reducing our dependence on disposable plastic water bottles on campus.

The website URL where information about student groups is available:
http://www.slu.edu/facilities-services-home/slustainability/initiatives/groups

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

Fresh Gatherings Café is a student-supported cafeteria that utilizes an on-campus organic garden (approximately one acre) to grow a variety of produce and raise cage-free hens that lay organic eggs. Students in the Nutrition and Dietetics program prepare the food sold at Fresh Gatherings Café and in the process earn credits towards their degrees in the culinary arts. Produce that is not used in food preparation is either sold at Fresh Gatherings Cafe or through local farmer’s markets.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:
http://www.slu.edu/x30961.xml
A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

Campus Kitchens (founded at Saint Louis University)

Student volunteers develop partnerships, plan menus, run cooking shifts, organize drivers, garden, glean, and teach nutrition education to children and families. They keep track of all of the paperwork (so we know everything’s being done safely), organize fundraisers, develop curriculum, and recruit new students to get involved. They accomplish an incredible amount of work every day.

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

http://www.campuskitchens.org/location/slu/

A brief description of the sustainable investment or finance initiatives:

---

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

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

The Center for Sustainability develops and executes community engagement initiatives that steward the Earth’s resources and build external partnerships across businesses, governmental agencies, communities, and academic institutions. The Center establishes ongoing methods of communication that mobilize individuals and groups to take action that positively impact sustainability issues. Some of the many events sponsored, coordinated, and/or executed by the Center for Sustainability include the St. Louis Green Confluence, Sustainability Matters Speaker Series, the first St. Patrick’s Day Recycle Drive, and Unite for Sight, Can-Can Educational Movie Series, and more. More details are available through the Events and Community Engagement section of the Center for Sustainability website.

Sustainable Disaster Recovery Conference Series:

2012 marked the first year for this innovative conference series that aims to help cities stricken by natural disasters rebuild strong, livable communities by identifying ways to efficiently and effectively weave elements of sustainability into the disaster recovery process, while increasing collaboration among all parties working toward this goal.

http://www.slu.edu/sustainability/events/sustainable-disaster-recovery-conference

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

http://www.slu.edu/x44654.xml

A brief description of cultural arts events, installations or performances related to sustainability that have students as
A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

Wilderness Adventure Club (WAC)

The Wilderness Adventure Club (WAC) organizes hiking, backpacking, rock climbing, mountain biking, and other outings. On their trips, the WAC emphasizes the “Leave No Trace” principle. In other words, every effort should be made to leave little to no mark on the natural environment. The WAC realizes that even a biodegradable or “natural” item left behind in the wilderness could pose a threat to the native ecosystem.

On backpacking trips the WAC carries all of trash for the duration of the outing. The only thing left behind is human waste (i.e., feces) for which the WAC uses a trowel to dig a minimum six-inch hole. Toilet paper is discarded and transported in the trash bags that WAC carries with them throughout the duration of the journey. Basically, WAC aims to leave visited areas as pristine (if not better) than the way they found it.

SLU also offers a student-led Kayak Club, which is a non-competitive club dedicated to the promotion of whitewater recreation on campus. In short, our goal is to share Missouri’s sublime Saint Francis River with a wide range of students in collaboration with the Missouri Whitewater Association. We travel around the country to paddle some of the best whitewater rivers in America.

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

http://www.slu.edu/x29166.xml

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

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The website URL where information about the theme is available:

---

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

---

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

---

A brief description of sustainability-focused student employment opportunities:
The University has sustainability-focused Graduate Assistant positions available in the Center for Sustainability and in the Department of Facilities Services. Graduate assistants serve as research assistants in the Center for Sustainability. In Facilities Services, graduate assistants engage in activities designed to increase sustainability in campus operations (grounds, water, buildings, energy use, etc.). Graduate assistants receive a monthly stipend as well as tuition remission.

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

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

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

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

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

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

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

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

| A central sustainability website that consolidates information about the institution’s sustainability efforts | Yes |

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

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

Yes, the Center for Sustainability (CFS) website serves as the central hub for coordinating and consolidating sustainability-related information. The CFS website features information about its Master’s in Sustainability degree program as well as the Master’s degree in Urban Planning and Real Estate Development, which was added to the Center in July of 2012. The site is also a source for events, news feeds, and other items of interest relative to sustainability on campus and in the broader community.

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

---

Yes, the Center for Sustainability (CFS) website serves as the central hub for coordinating and consolidating sustainability-related information. The CFS website features information about its Master’s in Sustainability degree program as well as the Master’s degree in Urban Planning and Real Estate Development, which was added to the Center in July of 2012. The site is also a source for events, news feeds, and other items of interest relative to sustainability on campus and in the broader community.
A brief description of the sustainability newsletter:

Each month or since Spring 2011, the Student Government Association releases a sustainability newsletter. Each newsletter updates the student body on sustainability related activities and events going on at SLU and in the surrounding Saint Louis Area.

The website URL for the sustainability newsletter:
http://www.slu.edu/sustainability/community-education/sga-green-mailer

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

Saint Louis University's "Be a Green Billiken" campaign leverages Facebook and Twitter to engage students, faculty, and staff, as well as the St. Louis community

The website URL of the primary social media platform that focuses on sustainability:
http://www.slu.edu/facilities-services-home/sustainability/be-a-green-billiken

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

In 2012, the Center for Sustainability launched the Sustainability Research Fund, which funds sustainability-focused research projects led by Saint Louis University Principal Investigators. The fund allows for and encourages the employment of student assistants. The Center for Sustainability will feature student research projects on the website and help them find and apply to conferences where they can present their research in poster sessions and/or presentations.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.slu.edu/sustainability/about-the-center-for-sustainability/sustainability-research-fund

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

---

The website URL for building signage that highlights green building features:
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A brief description of food service area signage and/or brochures that include information about sustainable food systems:

Fresh Gatherings Cafe on the Medical School campus provides information on the benefits of sustainable food systems. The cafe procures produce from local farmers year round. Names of the farms and the produce that they sell to the cafe are listed on the daily menu. Similar signage is also featured at the Ameren UE cafe in the business school as well as the Terra Ve cafe on the main campus mall.
The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.slu.edu/x19799.xml

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:
SLU maintains a green roof, a native garden, rain barrel sites, a teaching orchard, and community urban garden, and an ozone garden. All include signage labeling the site and providing additional information.

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

A brief description of the sustainability walking map or tour:
Although the university does not have a sustainability walking map or tour, the Simon Recreation Center at Saint Louis University provides visitors and the campus community with three walking/jogging maps within the boundary of the campus. The maps can be used for dual purposes - sightseeing and exercise. Simon Recreation Center also provides a link on their website to www.mapmyrun.com, where visitors can build custom tour maps.

The website URL of the sustainability walking map or tour:
http://www.slu.edu/x35652.xml

A brief description of the guide for commuters about how to use alternative methods of transportation:
Saint Louis University offers numerous options in traveling to and around campus. A brief overview of transportation options available through SLU can be found on SLU’s website, including information about programs such as RideFinders, Metro, and TrailNet.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.slu.edu/facilities-services-home/departments/transportation-services/alternative-transportation

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

---

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

The Center for Sustainability features information on how students can live "green" in their dorm, on campus, and throughout the St. Louis area, but is not an official guide for students living in the residence halls.

---

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

---

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

---

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

---

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

SLU now produces an annual sustainability report. This report provides information on the past year's sustainability efforts. It was published internally on the daily SLU newsslink as well as various other events.

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


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

---

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

---

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

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

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

The website URL for this material (3rd material):
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material (4th material):
---

The website URL for this material (4th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material (5th material):
---

The website URL for this material (5th material):
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material (6th material):
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The website URL for this material (6th material):
Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

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

---

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

---

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

---

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

---

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

---
Outreach Campaign

Responsible Party
Brandon Verhoff
Director
Sustainability & Benchmarking

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

Submission Note:

SLUstainability:

http://www.slu.edu/x47480.xml

Electronics Recycling

http://www.slu.edu/facilities-services-home/slustainability/news/recycling-electronics-drive

Midwest Recycling Center
1240 N Truman Blvd
Crystal City, MO 63019-1333
EPA Registry Id: 110038879489
Facility Registry System (FRS):

http://www.epa.gov/enviro/html/facility.html

http://www.epa.gov/enviro/html/fii/fii_query_java.html

Missouri Department of Natural Resources
Registered Electronics Recycling Businesses List:

http://www.dnr.mo.gov/env/hwp/electronics/recyclerlist.htm

Village Energy Efficiency Competition:


"---" 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):

SLUstainability: Electronics and Appliances Recycling Drive

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

SLUstainability: Electronics and Appliances Recycling Drive

In an effort to promote RecycleMania, the Departments of Athletics, Facilities Services, and Midwest Recycling Center held an electronics and appliance recycling drive for the university community. Midwest Recycling is a level 4 certified e-cycling business registered by the Missouri Department of Natural Resources. Comprehensive information regarding Midwest Recycling Center’s facilities can be found in the U.S. EPA Facility Registry System (FRS), a central database that identifies facilities, sites, or places subject to environmental regulations.
A brief description of the measured positive impact(s) of the campaign (1st campaign):

The 2012 2nd Annual Electronics Recycling Drive brought in a total weight of 48,791 lbs. or 24 tons of electronics equipment, keeping it from entering a landfill.

This was an increase of more than 36,000 lbs. over the 2011 event total of 12,350 lbs.

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

The name of the campaign (2nd campaign):
Sustainable Disaster Recovery Conference

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

The second annual Sustainable Disaster Recovery conference brought together leaders in the fields of disaster response and recovery, government, urban planning, emergency management, design, renewable energy, public and private enterprise, green building, social work and sustainability. It featured an impressive line-up of speakers and exhibitors eager to share experiences and resources to help cities and towns prepare for disasters and, in the event that the "unthinkable" happens, rebuild sustainable communities that are as efficient as they are resilient.

The event attracted students from Saint Louis University and from throughout the region and nation who came to learn more about the critical nexus of sustainability and disaster planning, response, and recovery. For two years in a row, the conference has helped get students excited about sustainability and has given them an avenue through which to network with sustainability leaders.

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

The event attracted students from Saint Louis University and from throughout the region and nation who came to learn more about the critical nexus of sustainability and disaster planning, response, and recovery. For two years in a row, the conference has helped get students excited about sustainability and has given them an avenue through which to network with sustainability leaders.

As a result of the first conference, one of Saint Louis University's graduate students in sustainability pursued a Capstone practicum delivering hands-on assistance to the sustainable recovery effort in Joplin, MO - a town that is still recovering from the devastating F5 tornado of 2011.

The conference was the foundation for launching the Association for Sustainability, run by our conference partner, Daniel Wallach, Executive Director of Greensburg GreenTown and GreenTown Joplin. His organization employees student interns from around the nation who are interested in learning how to apply a sustainability lens to the efforts around disaster planning, recovery, and response. The Association for Sustainability will build upon and continue the great work already in place through the GreenTown non-profits.

http://associationforsustainability.org/
http://www.greensburggreentown.org/

http://www.greentownjoplin.org/

The website URL where information about the campaign is available (2nd campaign):
http://www.slu.edu/sustainability/events/events-archive/2013-sdrc

A brief description of other outreach campaigns, including measured positive impacts:
---
Employee Educators Program

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Responsible Party

David Webb
Program Manager
Center for Sustainability

---

Criteria

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

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

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

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

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

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

Total number of employees:
---

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

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

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

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

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

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

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

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

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

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

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

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

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

A brief description of how the employee educators are selected (all other programs):
---
A brief description of the formal training that the employee educators receive (all other programs):
---

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

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

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

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

100

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

Facilities Services now presents sustainability topics during New Employee orientation. This focus now is on Facilities Services strategic goal to reach a waste diversion ratio of 30% by June 2013. STARS among other topics are discussed during the presentation.

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

http://www.slu.edu/facilities-services-home/slustainability/initiatives
Staff Professional Development

Responsibility Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

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

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

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

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Community Partnerships</td>
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<tr>
<td>Inter-Campus Collaboration</td>
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<tr>
<td>Continuing Education</td>
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<tr>
<td>Community Service</td>
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<tr>
<td>Community Stakeholder Engagement</td>
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<tr>
<td>Participation in Public Policy</td>
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<tr>
<td>Trademark Licensing</td>
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<tr>
<td>Hospital Network</td>
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</tbody>
</table>
Community Partnerships

Responsible Party

David Webb  
Program Manager  
Center for Sustainability

Criteria

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

Each partnership conforms to one of the following types:

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| A. Supportive       | • **Scope:** Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)  
                      • **Duration:** May be time-limited (short-term projects and events), multi-year, or ongoing  
                      • **Commitment:** Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement  
                      • **Governance:** Campus and community leaders or representatives are engaged in program/project development |
| B. Collaborative    | • **Scope:** 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)  
                      • **Duration:** May be time-limited, multi-year, or ongoing  
                      • **Commitment:** Institution provides faculty/staff, financial, and/or material support  
                      • **Governance:** Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review |
### C. Transformative

- **Scope:** Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- **Duration:** Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- **Commitment:** Institution provides faculty/staff and financial or material support
- **Governance:** Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review
An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

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

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

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

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

Yes

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

The Center for Sustainability's Reality-Based, Efficient, Action Learning (REAL) Partners program pairs Master of Sustainability students with local organizations where they apply acquired knowledge and skills toward solving real-world sustainability-related challenges.

Sustainability graduate students typically come into the program with significant work experience and/or existing advanced degrees (e.g., MBA’s, lawyers, Masters of Engineering, etc.). Many of the students have full time jobs. The Center for Sustainability works with our REAL Partners to shape specific project parameters to insure the learning objectives are achieved and the projects are executed effectively.

The REAL Partners Program is integrated with the sustainability Master’s curriculum and provides students with a variety of opportunities to collaborate with local organizations. Through various field practicum courses, students work directly with REAL Partners to apply academic concepts and research to hands-on projects in the “REAL world.” The practitioner-oriented curriculum offers a series of one to nine credit hour courses, which provides the flexibility for students and partners to create customized work plans that meet the project requirements, address critical learning objectives, and accommodate demanding schedules.
Note: The REAL Partners Program is being restructured into a Center for Sustainability Advisory Board that incorporates the growth of the Center through the addition of our Urban Planning and Development and Geographic Information Systems programs. The name "REAL Partners" will be retired but the functions will persist through the advisory board and relationships with community partners.

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):

Saint Louis University has collaborated with the St. Louis Chamber since 2010 on the St. Louis Green Business Challenge. This is an effort to help "green" regional business through the sharing of best practices governed by a sustainability scorecard.

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:

Saint Louis University has collaborated with the St. Louis Chamber since 2010 on the St. Louis Green Business Challenge. This is an effort to help "green" regional business through the sharing of best practices governed by a sustainability scorecard. These businesses include other institutions of higher education, private sector companies, non-profits, and government institutions.

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

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The website URL where information about sustainability partnerships is available:

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Inter-Campus Collaboration

Responsible Party

Beth-Anne Yakubu
Assistant Director
Center for Sustainability

Criteria

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

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

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

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

Yes

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

As a member of the St. Louis Regional Higher Education Sustainability Consortium, Saint Louis University collaborates with its fellow member schools as an active participant on committees. During the quarterly general assembly meetings, representative from the different institutions present their collective actions and progress toward the goal of effecting positive change for the schools in the region as a whole.

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:

Saint Louis University is a co-founder of the St. Louis Regional Higher Education Sustainability Consortium. The mission of the HESC is to connect the strengths, resources, and knowledge of St. Louis area universities and colleges, to advance collective sustainable initiatives that cultivate innovation, to eliminate non-productive competition, and to create a network that is more than the sum of its parts.

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

As an example of the HESC's successfully collaboration efforts, the Consortium promoted the merits of all of having all member institutions participate in Recyclemania. Because of the encouragement and support of the collective body, the St. Louis Region recognized the greatest participation in the history of the program. Consequently as a region, St. Louis higher educational institutions were proud to announce that we diverted tons of waste from landfills.
The website URL where information about cross-campus collaboration is available:

http://www.earthwayscenter.org/stl_hesc_participants.html
Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Number of continuing education courses offered that address sustainability:
---

Total number of continuing education courses offered:
---

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

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

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

A brief description of the certificate program:
Year the certificate program was created:

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

Responsible Party

David Webb  
Program Manager  
Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Office of Institutional Research

The University Fact Book is the official source of a wide variety of descriptive and statistical information about the University.

http://www.slu.edu/x23769.xml

http://www.slu.edu/Documents/provost/oir/Fact%20Book%202011-2012%20Final.pdf

See chart 3.1 for Student numbers

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

Number of students engaged in community service:

2,229

Total number of students:

11,301

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

---
Total number of student community service hours contributed during a one-year period:
1,182,730

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:
---

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

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

The website URL where information about the institution’s community service initiatives is available:
http://www.slu.edu/x53128.xml
Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Participation in Public Policy

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

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

No

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

---

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

---

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

---

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

---
Trademark Licensing

Responsible Party

David Webb
Program Manager
Center for Sustainability

Criteria

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

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

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

Is the institution a member of the Fair Labor Association? :
No

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

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
http://www.workersrights.org/about/as.asp
Hospital Network

---

**Responsible Party**

David Webb  
Program Manager  
Center for Sustainability

---

**Criteria**

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

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

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

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

Credit

<table>
<thead>
<tr>
<th>Greenhouse Gas Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Air Quality</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

Submission Note:

At this time Saint Louis University as an institution has not conducted a publicly available greenhouse gas (GHG) emissions inventory. There are plans for a GHG inventory to be conducted by a student team during the Fall 2014 semester. Conducting the inventory using a
student team offers the benefit of utilizing the campus and its operations as a learning laboratory.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Outdoor Air Quality

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO$_x$), sulfur oxides (SO$_x$), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

At this time Saint Louis University has not as an institution adopted a formal policy regarding outdoor air quality. However, in partnership with Clean Air St. Louis, Facilities Services has installed 14 "No Idling" signs on campus as part of an initiative to improve the air quality of the St. Louis area. Additionally, Saint Louis University provides a number of alternative transportation options for campus users, including free shuttle and van rental services, access to public transportation (such as Metro Bus and Metro Link light rail services), and carpool matching through a partnership with RideFinders, the St. Louis regional rideshare program sponsored by Citizen's for Modern Transit (CMT). For more information, please visit: http://www.slu.edu/facilities-services-home/sustainability/campus-operations/transportation

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Dan Goodman
Director
Facilities Management

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

Submission Note:

At this time no formal sustainable building operations and maintenance guidelines or policy documentation is available. However, Facilities Management provides stewardship of campus resources through an integrated approach to planning, thereby enhancing a physical environment that is sustainable and conducive to the diverse characteristics of the University’s mission of teaching, research and community service. In providing this service, we balance all aspects of facilities services, including program fulfillment, efficient use of physical and financial resources, attention to long and short term maintenance and operational costs, quality of space and materials, compliance with life-safety codes, and adherence to established policies and guidelines.

Our goal is to provide an attractive and functional environment that will serve as a resource in attracting and retaining quality students, faculty and staff.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Design and Construction

Responsible Party

David Florek
Director
Facilities Planning & Construction

Criteria

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

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

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

And/or

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

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

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

Submission Note:

Currently no formal green building guidelines or policy documentation is available. However, Facilities Planning & Construction is committed to creating a campus that maintains the historical integrity of campus buildings and work closely with University administration to ensure capital projects and departmental requests efficiently serve the University’s long-range goals.

The department aims to promote sustainability through conservation of resources, increased efficiency, and reduction of waste generated. To that end, an integrated design approach is utilized during the early stages of planning for cost avoidance. Some standards used in projects include: adaptive reuse of existing structures, provision of alternative transportation options, installation of cool roofs to reduce heat island effect, low flow plumbing fixtures, efficient lighting (LED and CFL fixtures), occupancy sensors and/or dimming systems, variable frequency drives (VFDs), window tinting, building management system (Johnson Controls Metasys), water line insulation, water bottle filling stations, C&D waste recycling, eco-friendly carpet tile, carbon dioxide sensors, and natural lighting techniques.

In addition, SLU's medical center campus does feature the Doisy Research Center, which was awarded LEED NC Final Certification in June 2007. It is a state-of-the-art research facility equipped with an energy-efficient heating and cooling system and furnished with...
recycled steel, concrete, carpeting, and materials from rapidly renewable sources such as bamboo and cork. The facility also includes a
green roof; bike racks, showers, and locker rooms for people who ride their bicycles to work; and priority parking for those who drive
alternative-fuel cars.

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

Responsible Party

Dan Goodman
Director
Facilities Management

Criteria

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

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

Submission Note:

Currently no formal program documentation is available. However, Facilities Management and the Office of Environmental Health & Safety work together to ensure that proper air quality is maintained in all campus buildings. Occupants may submit all indoor air quality concerns (IAQ) through our FAMIS service work order request system. Once received, Facilities Management will investigate the issue in an effort to provide resolution.

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

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
</tr>
<tr>
<td>Low Impact Dining</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Evelyn Shields-Benford
Director of Business & Auxiliary Services
Student Development

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community-based products:

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

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

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

Part 2

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

Submission Note:
Food is sourced locally from 16 local family farms and 4 local processors throughout the bi-state (Missouri and Illinois) region including:

- Lee Farms, Warren County Missouri
- Thies Farms, St. Louis County
- Don Ross and Sons, Freeburg Illinois
- Dean Wehmeier, Auxvasse Missouri
- Flamm Farms, St. Louis County
- Ole Tyme Produce, St. Louis, MO

Additionally, SLU's food service contractor, Chartwells, has implemented food sourcing policies for purchasing sustainable and, whenever possible, locally grown and organic food products including 100% certified seafood, cage-free shell eggs, hormone and antibiotic-free chicken, turkey, pork, grass-fed beef and rBGH free milk.

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:
22

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

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

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:
No

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

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

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:
---
A brief description of the sustainable food and beverage purchasing program:

Billiken Dining is committed to fostering and promoting sustainable business principles to our clients and customers. Our associates will lead by example through activities that minimize our impact on the environment by practicing the 3Rs, with a primary focus on reduction. Our programs will include the necessary information to encourage informed choices on both the food we conserve, and the ways we interact with the natural environment. Charitable donations, funding scholarship and bursaries, and active volunteerism by our associates are just some of the ways Billiken Dining re-invests in our community.

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

The Sustainability report generated by FOODBUY, the Compass food supplier network

Total annual food and beverage expenditures:

3,968,013 US/Canadian $

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

<table>
<thead>
<tr>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>---</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>Yes</td>
</tr>
<tr>
<td>Franchises</td>
<td>---</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>---</td>
</tr>
<tr>
<td>Vending services</td>
<td>---</td>
</tr>
<tr>
<td>Concessions</td>
<td>---</td>
</tr>
</tbody>
</table>

Has the institution achieved the following?:

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

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

Seafood Watch is standard for all of Compass Group.

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

http://www.dineoncampus.com/stlouis/show.cfm?cmd=sustainability
Low Impact Dining

Responsible Party

Evelyn Shields-Benford
Director of Business & Auxiliary Services
Student Development

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:
16

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

The Sustainability report generated by FOODBUY, the Compass food supplier network.
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 provides 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”):

At Fresh Gatherings, vegan and vegetarian options and gluten-free alternatives are available during every meal. The entire menu is designed to feature local and sustainable foods and vegetarian foods receive equal billing. There are 52 weekly menus designed to reflect seasonal availability; each menu features meat and meat free choices in entrees, soups and side dishes equally. Healthy eating choices at Saint Louis University are made even easier thanks to two unique offerings by Billiken Dining Services. Students can dine at the Terra Ve station at Griesedieck dining center or Terra Ve Restaurant in Clemens Hall. Terra Ve is a completely meat free environment. Students can use their meal cards to enjoy vegetarian entrees, salad bars, and a deli bar. They can also use Flex points to purchase soy milk, fresh produce, and a variety of other healthy snacking options. Vegan options available throughout all-you-care to eat dining facilities, in all sections- salads to hot entrees, breakfast, lunch, and dinner. Vegan options at CGC Caffe. Registered Dietician on campus to help verify information. Meatless Monday Promotion on the BillikenDish blog.

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

Cheeseless Pizza days across campus. Skip the Beef in all-you-care to eat locations. Limit hamburger to once a week per lunch and dinner. Offer vegetarian options at all-you-care to eat locations and retail dining locations

The website URL where information about where information about the vegan dining program is available:
http://www.dineoncampus.com/stlouis/show.cfm?cmd=veganvegetarian

Annual dining services expenditures on food:
---

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

Annual dining services expenditures on sustainably produced animal products:
---
Energy

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

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

Credit

| Building Energy Consumption |
| Clean and Renewable Energy  |
Building Energy Consumption

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Part 1

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

Part 2

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

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

Submission Note:

For v1.0, we reported the total GSF that Facilities manages but have since realized that we should have reported the utility GSF, which is the more detailed metric. For v1.2, we have updated the 2005 baseline to reflect the utility GSF total.

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

Building energy consumption::

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total building energy consumption, all sources</td>
<td>705,377 MMBtu</td>
<td>589,080 MMBtu</td>
</tr>
<tr>
<td>- Grid-purchased electricity for buildings</td>
<td>386,628 MMBtu</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>- District steam/hot water for buildings</td>
<td>54,165.60 MMBtu</td>
<td>0 MMBtu</td>
</tr>
</tbody>
</table>

Gross floor area of building space::
<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>7,651,755 Gross Square Feet</td>
<td>6,273,549 Gross Square Feet</td>
</tr>
</tbody>
</table>

Floor area of energy intensive space, performance year::

<table>
<thead>
<tr>
<th>Floor Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>402,381 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>106,505 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

Degree days, performance year::

<table>
<thead>
<tr>
<th>Degree Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>3,653</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>2,375</td>
</tr>
</tbody>
</table>

Source-site ratios::

<table>
<thead>
<tr>
<th>Source-Site Ratio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>3.14</td>
</tr>
<tr>
<td>District steam/hot water</td>
<td>1.20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2004</td>
<td>June 30, 2005</td>
</tr>
</tbody>
</table>

A brief description of when and why the building energy consumption baseline was adopted:
2005 Baseline data was adopted because that was the requirement for STARS versions before v2.0. We utilized the data that we had previously provided to Sightlines, our facilities assets advisors consultant group.

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

Saint Louis University uses Metasys for building automation and control. The system has been configured to enable night setbacks as well as unoccupied and local operation of remote buildings. This is a Johnson Controls system that is used to turn air handlers and pumps on and off according to the scheduling needs for a particular building or zone within a building. Building occupancy needs are determined by academic, event, research, and administrative users for each building or zone. The equipment schedules are optimized to prevent unnecessary run-time, which is why communication with these users is vital to running the most efficient system possible.

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

LED lighting is used in wall mounted exterior lights, chandeliers, private offices, banquet rooms, track lighting, exit signs and parking lots. Large multipurpose banquet rooms and common areas were primary targets for LED retrofits.

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

Dual technology lighting sensors using infrared and ultrasonic detection have been installed and are used to control lighting in classrooms, conference rooms, and restrooms.

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

---

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

---

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

---

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

---

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

Building sub-metering is an ongoing pursuit on campus. Buildings systems are identified that are inefficient - when those systems are in need of replacement, Facilities Management makes every effort to ensure that the new system is more energy efficient.

Facilities Services is in the process of implementing the FAMIS Utilities module which will allow for a more complete and concise collection of SLU's utility data. This will provide the opportunity to collect and analyze the data and make better energy-related decisions.
Saint Louis University uses Metasys for building automation and control. The system has been configured to enable night setbacks as well as unoccupied and centralized operation of remote buildings. This Johnson Controls system is used to turn air handlers and pumps on and off according to the scheduling needs for a particular building or zone within a building. Building occupancy needs are determined by academic, event, research, and administrative users for each building or zone. The equipment schedules are optimized to prevent unnecessary run-time.

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

Facilities Management is committed to replacing all appliances with Energy Star rated equipment.

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

---

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

In 2010, Vending Miser equipment was installed on vending machines to manage lighting and compressor cooling cycles. The local electric utility supplier, Ameren MO, awarded SLU with an incentive rebate of $10,500 for the purchase and installation 105 units installed on refrigerated soda vending machines. This installation is estimated to save $10,229 by reducing energy usage by 157,000Kwh annually.

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

---

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

http://www.slu.edu/facilities-services-home/sustainability/campus-operations/utilities
Clean and Renewable Energy

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

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.

**Submission Note:**

SLU specifically is looking into a leasing option to strategically place panels on designated buildings around campus. Since last year, the analysis of existing buildings' roofing to determine the best locations for solar panel placement has been completed. Facilities Services has submitted a number of applications this year to secure the approvals necessary for placing solar powered panels on nearly fourteen buildings around campus. The aim is to have solar power on campus within the next year to not only offset energy consumption with a renewable source, but also to provide education to campus users.

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape Management</td>
</tr>
<tr>
<td>Biodiversity</td>
</tr>
</tbody>
</table>
Landscape Management

Responsible Party

Jeff Macko
Director
Grounds

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:

<table>
<thead>
<tr>
<th>Management Level</th>
<th>Standards and/or Certifications Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) IPM Plan</td>
<td>IPM plan calls for:&lt;br&gt;• Using least-toxic chemical pesticides,&lt;br&gt;• Minimum use of chemicals, and&lt;br&gt;• Use of chemicals only in targeted locations and only for targeted species</td>
</tr>
</tbody>
</table>
2) Sustainable Landscape Management Program

The program includes formally adopted guidelines, policies and/or practices that cover all of the following:
- Integrated pest management (see above)
- Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species
- Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals
- Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials
- Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams
- Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings
- Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal

3) Organic, Certified and/or Protected

Protected areas and land that is:
- Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials
- Certified Organic
- Certified under the Forest Stewardship Council (FSC) Forest Management standard
- Certified under the Sustainable Sites Initiative™ (SITES™) and/or
- Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

"---" indicates that no data was submitted for this field
Figures required to calculate the total area of managed grounds::

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total campus area</td>
<td>271 Acres</td>
</tr>
<tr>
<td>Footprint of the institution's buildings</td>
<td>40.23 Acres</td>
</tr>
<tr>
<td>Area of undeveloped land, excluding any protected areas</td>
<td>0 Acres</td>
</tr>
</tbody>
</table>

Area of managed grounds that is::

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

A copy of the IPM plan:
---

The IPM plan:

No formally documented plan is available at this time.

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

Saint Louis University Grounds Department utilizes on-site yard waste compost, organic fertilizers and automated irrigation to maintain the beauty of the urban campus that we have become known for. Extreme care is taken to meet the expectations of the campus community to live, work and play in this urban oasis.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:
Saint Louis University has a social obligation to preserve and conserve our valuable natural landscape resources. We believe a beautiful campus environment assists in the overall experience for our students, faculty, and staff. This keen awareness of our impact on the campus community helps define our sustainability practices. Consequently, the Grounds Department emphasizes native plant installation on all new projects. This practice was implemented on July 1, 2010. The target goal for native plant material on each new project is 50%.

Perennial flower beds on campus featured a variety of native plants that include: Purple Coneflower, Carex, Heliopsis, Blazing Star, Bee Balm, Turtlehead and Rudbeckia. Other types of native plants used on campus include: Blue Wild Indigo, Aster, Coreopsis, Purple Coneflower, Rattlesnake Master, Wild Bergamot, Yellow Gray Coneflower, Goldenrod and Golden Alexander.

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

Beginning on July 1, 2010 the Saint Louis University Grounds Department implemented a composting and mulching practice which includes all landscaping waste including but not limited to grass, leaves, and other landscape related debris. This practice has led to an 85% reduction in disposal and landfill fees over previous fiscal years.

Difficult to compost items, such as tree stumps, are transported by Waste Management to the landfill. Yard waste coming from SLU heads to the Milam landfill, where they put it through a composting process that allows them to use it for an additive to the soil cover. It helps prevent erosion and is great for growing grass in our sandy soils at the site.

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

Additionally, organic fertilizers are used in flower beds and athletic fields. We make four applications of fertilizer a year, of which 3 are organic.

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

SLU’s Grounds department makes use of the on-site yard waste compost to fertilize campus grounds in a closed loop fashion, using approximately 56 tons this year.

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

n/a

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

Saint Louis University recognizes the impact of snow and ice removal on the grounds and therefore follows a detailed policy for snow and ice removal operations. This policy includes designated areas for snow storage to minimize salt runoff, information on acceptable de-icing materials to be used on campus and detailed breakdown of snow removal routes that minimize fuel consumption. Additionally, calcium applications are applied in early winter and late spring along all turf and landscape areas to help remove salt from the soil profile.

A brief description of any certified and/or protected areas:
The campus at Saint Louis University is located in the middle of a city. Due to the nature of campus being urban, there are no available sites such as national parks, wilderness areas, community conserved areas, and nature reserves.

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

**The website URL where information about the institution’s sustainable landscape management programs and practices is available:**
http://www.slu.edu/facilities-services-home/sustainability/campus-operations/buildings-and-grounds#Grounds
Biodiversity

Responsible Party

Brandon Verhoff  
Director  
Sustainability & Benchmarking

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.

Submission Note:

Currently no formal assessments or policies related to biodiversity are available. However, Saint Louis University offers a number of degree programs in conservation, biology, biodiversity, environmental science, sustainability, etc., with which the opportunities for campus projects are immense. This is an area that will be fruitful in planning for the future.

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Inclusive and Local Purchasing</td>
</tr>
<tr>
<td>Life Cycle Cost Analysis</td>
</tr>
<tr>
<td>Guidelines for Business Partners</td>
</tr>
</tbody>
</table>
Electronics Purchasing

Responsible Party

Todd Vodnansky
Contract Management Specialist
Business Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

This data is for FY13 (July 1, 2012 - June 30, 2013).

Information about the policy is also in the Center's handbook

http://www.slu.edu/x52732.xml

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

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

Yes

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

---

The electronics purchasing policy, directive, or guidelines:

---
SLU has established standards through CDWG to ensure that all computers and monitors are EPEAT gold or silver. The Electronic Product Environmental Assessment Tool, or EPEAT, is an on-line tool designed to help institutional purchasers select and compare computer desktops, laptops and monitors based on their environmental attributes.

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

At SLU, technology purchases are routed to Information Technology Services (ITS) prior to execution of any computer desktop, laptop, or monitor purchase in order to ensure that EPEAT standards are observed.

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

Yes

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

<table>
<thead>
<tr>
<th>EPEAT Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Bronze</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>8,575.70 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Gold</td>
<td>1,556,899.11 US/Canadian $</td>
</tr>
</tbody>
</table>

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

1,565,474.81 US/Canadian $

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

Cleaning Products Purchasing

Responsible Party

Jeff Macko
Director
Grounds

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Submission Note:

Custodial Services also use Tork® (towel, tissue and napkin) paper products certified by EcoLogoTM - the "Environmental Choice".

"---" 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:
Green Cleaning Submitted to STARS.pdf

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

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

A very limited number of SLU staff members are authorized to purchase cleaning chemicals and these individuals are aware of the University's preference for green chemicals. Our contract specifies green chemicals and associated pricing. These chemicals were selected based on efficacy and our goal to be as green as possible. Custodial Services is actively involved in using Green Seal certified products, with the aim of increasing the amount of certified products over time.

The following is a list of green cleaning product vendors used on campus: Claire Manufacturing, Diversey, GOJO industries, PITT Plastics, SCA, and GP.

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:
20,805.84 US/Canadian $

Total expenditures on cleaning and janitorial products:
76,202.05 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:

Custodial Services has partnered with Johnson Diversey to implement the Healthy High Performance Cleaning program (products, tools and procedures). Because of this program, so far 6 buildings on campus have received GreenGuard certification (BSC, DuBourg Hall, McDonnell Douglas Hall and the Wool Center). The GreenGuard program, overseen by the GreenGuard Environmental Institute, is an indoor air quality certification that incorporates the Standard for Cleaning Products and Systems.
Certification can only be obtained if the cleaning products used in the building have met the strict criteria for chemical emissions limits. Building audits are done to ensure that the cleaning products, training and systems are being utilized appropriately and effectively.

A copy of the sections of the cleaning contract(s) that reference certified green products:
Green Cleaning Submitted to STARS.pdf

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

The website URL where information about the institution’s green cleaning initiatives is available:
http://www.slu.edu/facilities-services-home/sustainability/campus-operations/purchasing
Office Paper Purchasing

Responsible Party

Todd Vodnansky
Contract Management Specialist
Business Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

No

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

---

The paper purchasing policy, directive or guidelines:

---

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

---

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

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

<table>
<thead>
<tr>
<th>Expenditure Per Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>21.76 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>22,350.62 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>1,233.58 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>14.45 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>11,123.81 US/Canadian $</td>
</tr>
</tbody>
</table>

Total expenditures on office paper:
246,415.04 US/Canadian $

The website URL where information about the paper purchasing policy, directive, or guidelines is available:
---
Inclusive and Local Purchasing

Responsible Party

Todd Vodnansky
Contract Management Specialist
Business Services

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.

Submission Note:

The University does take into consideration WBE (Women-owned Business) and MBE statuses when making vendor selections.

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

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

Yes

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

---

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

SLU includes language in all Requests for Proposal encouraging disadvantaged vendors to bid and encouraging bidders to use disadvantaged subcontractors. Saint Louis University is a member of the St. Louis Minority Business Council and strives to include disadvantaged vendors on preferred vendor lists.
Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:
No

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

The website URL where information about the institution’s inclusive and local purchasing policies and/or program is available:
http://www.slu.edu/x29451.xml
Life Cycle Cost Analysis

Responsible Party

Todd Vodnansky
Contract Management Specialist
Business Services

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.

Submission Note:

At this time no formal documentation is available with regard to the use of LCCA in purchasing evaluation. However, one of Business Services primary responsibilities is to apply principles of value analysis to the purchasing process in order to obtain the best quality for the price and delivery within the desired time frame. They continue to work closely with various schools and departments to proactively negotiate new contracts that have generated substantial cost savings across the University. Initiatives to achieve cost effectiveness and provide tactical price structures with strategic vendor partners have succeeded and have been realized campus-wide. New initiatives and further cost-reduction opportunities will continue to be examined to effectively address the University's growing needs.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Guidelines for Business Partners

Responsible Party

Todd Vodnansky
Contract Management Specialist
Business Services

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.

Submission Note:

Currently there is no formal policy or guideline documentation available with regard to the business partners. However, the goal of Purchasing is to ensure that reliable, qualified, ethical and financially sound vendors are utilized for all purchases and services. We support efforts to maintain a mutually beneficial and open working relationship with suppliers and contractors.

When considering new vendors, a rigorous research effort is undertaken to make sure the company is reputable and will serve in the best interest of the institution. An ongoing analysis of existing vendors is also performed to ensure Saint Louis University is continually receiving the utmost customer service levels and pricing benefits.
We include language in our RFPs that states the University will consider the ability, capacity, and skill of bidder to provide the services required; as well as the bidder’s:

- Character
- Integrity
- Reputation
- Judgment
- Experience

When business is sent out to bid we evaluate how competitors stack up against each other in terms of social and environmental responsibility. We meet with preferred vendors regularly to evaluate performance, communicate expectations and foster continuous improvement.

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

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

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

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
</tr>
</tbody>
</table>
Criteria

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

A. Gasoline-electric hybrid
B. Diesel-electric hybrid
C. Plug-in hybrid
D. 100 percent electric
E. Fueled with Compressed Natural Gas (CNG)
F. Hydrogen fueled
G. Fueled with B20 or higher biofuel for more than 4 months of the year
And/or
H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

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

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

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

Total number of vehicles in the institution’s fleet:
66

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

<table>
<thead>
<tr>
<th></th>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel Type</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>1</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>0</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
</tbody>
</table>

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

The University evaluates all vehicles and ensures the utmost efficiency is selected when purchasing new vehicles.

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

---
Student Commute Modal Split

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

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.

Submission Note:

Although, the University has not performed a survey to evaluate commuting options taken by the students, faculty or staff, we do promote the use of alternative transportation options. SLU has partnered with external groups in order to encourage biking, riding mass transit (MetroLink), carpooling, and riding the campus shuttle.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Commute Modal Split

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

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.

Submission Note:

Although, the University has not performed a survey to evaluate commuting options taken by the students, faculty or staff, we do promote the use of alternative transportation options. SLU has partnered with external groups in order to encourage biking, riding mass transit (MetroLink), carpooling, and riding the campus shuttle.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
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
Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
Yes

A brief description of the facilities for bicycle commuters:

The Doisy Research Center is just one facility that offers bike racks, showers and locker rooms for people who ride their bicycles to work. In addition, the shower facilities can be utilized by bicycle commuters at both the Simon Recreation Center and the Salus Fitness Center.

A new addition in 2012 were secure bike racks in both parking garages on the Frost Campus. In order to meet the needs of our students, we added storage in both the Olive and Laclede garages.

At SLU’s downtown campus, the campus community has the opportunity to use the commuter station offered by Big Shark. Big Shark offers day-use passes, bicycle valet, lock rentals for bicycles and lockers, towel and laundry services, and bicycle storage.

http://bigshark.com/about/urban-shark-pg778.htm

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:

All residence halls have short-term bicycle racks located outside each building. Many other buildings on campus also have bicycle racks available for use. More location on campus are added each year due to increases in bike usage. Long term bike storage is not available on SLU’s campus.

At the downtown campus, a bike storage program is available to those that purchase a subscription. Big Shark offers day-use passes, bicycle valet, lock rentals for bicycles and lockers, and bicycle storage.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:
No

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

Although SLU does not have a bike accommodation policy, SLU has made every effort to connect students and create a unified campus that is a more pedestrian friendly campus. This can be seen through consolidating parcels and vacating streets, adding dedicated bike lanes on Grand Ave, etc. Streets formerly owned and operated by the City of St. Louis are now maintained and used as walkways for students.

The new grand bridge connects the Frost and Medical Center via larger walkways, dedicated bike lanes traveling north and south and a new updated MetroLink station. The MetroLink station connects SLU students via light rail or bus transportation.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

A brief description of the bicycle sharing program:

SLU students are currently working on a program to launch Spring 2014.

http://unewsonline.com/2013/10/11/billikens-on-bikes-set-for-spring/

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:
No

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

Although we are not certified as a Bike Friendly University, the University makes strides annually to increase the bike friendliness of campus. In the Summer of 2013, the City of St. Louis and SLU partnered to create dedicated bike lanes in both directions via Grand Blvd. These dedicated lanes created a continuous connection between the Frost and Medical Center campuses.

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

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
The Department of Transportation Services is responsible for coordinating and overseeing the SLU Van Service, the Billiken Shuttle Service, and the Parks CAS shuttle. The university also provides a weekend shuttle service that supports those students who would like to visit other parts of St. Louis with stops at local grocery stores, the mall, and other shopping venues and attractions.

Metro Passes are sold to students, faculty, and staff on campus. Full-time employees can purchase the passes on a pre-tax basis through payroll deduction through Metro's "Partial Expense Reduction for Commuters Transit Benefit Program," or PERC. Students may also purchase passes at a discounted student rate through Parking and Card Services.

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

Yes

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

The University partners with organizations in the community that offer GRT, like RideFinders and CMT. Both organizations offer GRT to those that sign up through their service. SLU manages and promotes the use of the GRT program through new employee and student orientations.

http://www.ridefinders.org/grh.aspx

http://cmt-stl.org/programs/guaranteed-ride-home/

**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:**

Saint Louis University partners with RideFinders, the St. Louis regional rideshare program sponsored by Citizen's for Modern Transit (CMT). The organization provides people with the resources and connections for carpooling. Faculty, students, and staff can register through the SLU online partner program site to either find a new match or add members to an existing carpool.

http://ridematch.ridefinders.org/mct/service.asp?Authenticated=False
Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
No

A brief description of the car sharing program:
Transportation Services has researched many different car sharing programs administered by commercial car sharing companies, i.e. Zip Car or Enterprise. The interest in the program is unknown at this time and investigation will continue in order to determine the viability of this program. In the mean time, Transportation Services offers a van sharing rental program. Transportation Services coordinates the rental of University vans to assist the transportation needs of faculty, staff, students and University sanctioned organizations conducting official University business.

http://www.slu.edu/facilities-services-home/departments/transportation-services/van-rental-service

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
No

A brief description of the electric vehicle recharging stations:
Vehicle recharging stations are currently unavailable to the SLU community on campus, but we continue to monitor the applicability and interest in this service.

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:
Telecommuting is an option available to employees. It is contingent upon the employee's job requirements and governed at the department level.

Billiken Secure Connect is a Virtual Private Network (VPN) service that provides users secure remote access to network resources on SLU Net. The service is available to all faculty and staff.

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:

While most campuses and departments have established standard business hours, these schedules vary throughout the University, depending upon the services provided. Many are finding that flexible work schedules help them provide better service to their clients without incurring the expense of overtime. More employees can be scheduled to work during peak activity periods while fewer employees are scheduled for non-peak hours. This scheduling process is workable for routine weekly operations or seasonal operational requirements.

http://www.slu.edu/human-resources-home/work-schedule-flexibility-policy

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:

In an effort to contribute to the revitalization of the immediate University neighborhood and assist its employees in the pursuit of home ownership, Saint Louis University seeks to provide a housing benefit to its employees through the Hometown SLU program. The goal of the Hometown SLU is to provide three benefits for University employees: home ownership education, special lender offers, and a forgivable loan program. The close proximity of these homes to campus makes it easy for employees to walk or bike to work.

Hometown SLU provides up to $5,000 in assistance that can be used for the down payment and/or approved closing costs to qualified Saint Louis University employees. Employees need not be a first-time home buyer. Eligible properties are all close to campus.

http://www.slu.edu/x53624.xml

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

Yes

A brief description of other sustainable transportation initiatives and programs:

Saint Louis University offers numerous options in traveling to and around campus. SLU options range from the Billiken Shuttle Service, dedicated bike lanes, and the SLU Ride Program. SLU also has partnered with a number of organizations to provide transportation services to the SLU community including; RideFinders, Trailnet, Citizens for Modern Transit (CMT), and Metro,

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

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<table>
<thead>
<tr>
<th>Credit</th>
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<tbody>
<tr>
<td>Waste Minimization</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
</tbody>
</table>
# Waste Minimization

**Responsible Party**

Brandon Verhoff  
Director  
Sustainability & Benchmarking

## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP 24: Construction and Demolition Waste Diversion and OP 25: Hazardous Waste Management.

### Submission Note:

Saint Louis University is in the process of bidding out for a new food service contract. The new contract will have a renewed focus on sustainable practices emphasizing food and waste practices. We look forward to this increased emphases at the University.

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

### Waste generated:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>585 Tons</td>
<td>65.09 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>83 Tons</td>
<td>289.85 Tons</td>
</tr>
<tr>
<td>Materials reused, donated or re-sold</td>
<td>61 Tons</td>
<td>0 Tons</td>
</tr>
</tbody>
</table>
Materials disposed in a solid waste landfill or incinerator

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,947 Tons</td>
<td>1,566.28 Tons</td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>3,843</td>
<td>3,168</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>12,222</td>
<td>9,896</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>5,217</td>
<td>4,919</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
<td>June 30, 2013</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2004</td>
<td>June 30, 2005</td>
</tr>
</tbody>
</table>

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

The data was based on information provided as a 2005 baseline, per STARS version 1.0. The baseline is not an average. Some user facts could not be located, so a 0 was placed in that field (even though the value may not be a 0, the data was unavailable to report).

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

Waste audits have been occurring more frequently due to a graduate student practicum project. This practicum is focused on the behavioral analysis of recycling behavior and why the SLU community recycles and landfills certain items. Regular audits are performed in landfill and recycling bins on campus. A program called Adopt-A-Spot was also employed during the Recyclemania competition to audit and award areas on campus that have excelled in the clean collection of single-stream recycling materials.
A brief description of any institutional procurement policies designed to prevent waste:

Although Saint Louis University does not have a policy regarding waste prevention, efforts are made to reduce the amount of waste on campus. The University has signed a contract with Xerox for managed print solutions in order to reduce the amount of paper and reduce energy demand by centralizing printing and removing individual desk-side printers. Other waste reduction activities included in this initiative include, but not limited to default settings of double sided printing, reduction in paper usage and reduction in toner waste. This implementation will begin Spring 2014.

Custodial Services purchases bulk products through our supplier for cleaning chemicals and paper products. Concentrated chemicals are ordered in bulk and distributed through a process of refilling bottles when empty in lieu of purchasing bottles and disposing of them when empty.

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

Distribution Services serves as the primary receiving center and distributes parcels to all University departments. This department coordinates the re-use of University furniture. Any surplus of furniture on campus can be stored at Earhart Hall. Department's on SLU’s campus can tour the storage facility and select from furniture available on site for a reduced rate.

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

Saint Louis University ceased printing both undergraduate and graduate course catalogs. Both are now available online as searchable PDF files. The last printed Undergraduate Catalog was the 2005-2007 Undergraduate Catalog. Saint Louis University utilizes Banner Self-Service to publish our catalog of courses, provide access to additional course information and to register online.

http://www.slu.edu/office-of-the-university-registrar-home/academic-catalogs

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

Saint Louis University limits printing by requiring students to use "Billiken Bucks" to pay for all copay and print jobs at a cost of 10 cents per page. This applies to documents printed from shared workstations in computer labs as well as from students personal computers to one of the networked printers on campus. In order to be able to print from their personal computers, students must install the printer drivers and Pharos print management software.
The University has signed a contract with Xerox for managed print solutions in order to reduce the amount of paper and reduce energy demand by centralizing printing and removing individual desk-side printers. Other waste reduction activities included in this initiative include, but not limited to default settings of double sided printing, reduction in paper usage and reduction in toner waste. This implementation will begin Spring 2014.

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

Facilities Services assists Residential Life in organizing donation areas at all residence halls during move in and move out periods. Distribution Services also provides a furniture warehouse for individuals on campus to store unwanted furniture that can later be used by other on campus departments. Residence Life also collects and recycles all cardboard packaging. Additionally, the Center for Service and Community Engagement collect donations during the winter move-in/out time.

http://www.slu.edu/facilities-services-home/sustainability/campus-operations/recycling-and-waste/reuse/trash-to-treasure

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

---

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

The University currently does not provide any food waste audits, but plans to start food composting in the Fall of 2014 by the new food service provider on campus. Food waste audits will be part of this evaluation of the implementation of the program.

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:

Trim Trax: A food waste reduction program and green initiative which could noticeably cut operating costs as well as reduce the university's carbon footprint in landfills. It is designed to be implemented and executed by staff to increase engagement and operational efficiency, as well as create awareness about the environment impact of food waste.

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

In 2008, SLU implemented trayless dining in the resident dining halls. Encouraging students to forgo trays for one day per week is in line with Compass Group's overall Corporate Social Responsibility strategy and is what our customers have come to expect. Most businesses are adopting a "green" strategy and Compass Group led the industry with landmark policies in 2006 to utilize non-hydrogenated, zero
trans-fat oils and purchase pork and poultry with reduced use of antibiotics in production. Going trayless is a natural addition to these initiatives. For students, "going green" is what they expect. Going trayless is not only an environmental benefit but also an economic and humanitarian benefit. American spends more than $1 billion annually disposing of excess food. Going trayless enables us to better allocate our resources while helping the environment and addressing the current food crisis.

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):

In an effort to reduce impact on the environment, Billiken Dining Services offers reusable ecoClamshell containers to encourage patrons to forgo disposable containers. The sustainable ecoClamshell program allows students to purchase an the reusable container for a one-time fee of $5 at either Griesdieck or Reinert Hall. Participants may use the container to take their meals to go, with the ability to exchange your used container for a clean one at the next meal. This makes for an extremely sustainable, guilt-free to go dining experience!

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):

Chartwells provides reusable service ware for all "dine in" cafeterias.

Fresh Gatherings purchases napkins made of 100% recycled content. Used napkins are incorporated into the compost operation. All food at Fresh Gatherings is served on fully compostable plates, cups, bowls, etc. Beverage cups are compostable (both hot and cold). The garden program utilizes seven compost tumblers, one large industrial sized tumbler, and a vermiculture system for management of both pre- and post-consumer food waste.

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:

Since 2007, Billiken Dining Services has offered reusable mugs at all our retail facilities. Additionally, Chartwells makes available sustainable mugs in all retail locations including Terra Ve.

Fresh Gatherings has a reusable insulated mug for sale at cost. Customer can fill at the "refill" price, which is $0.99 for any size reusable mug up to 32oz.

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

Project Clean Plate: A food waste reduction program that encourages students to minimize food waste by choosing only what they will eat and returning a clean plate to the disposal area. The program is also dedicated to contributing to local community food banks and charities.

http://www.dineoncampus.com/stlouis/show.cfm?cmd=sustainability
The website URL where information about the institution’s waste minimization initiatives is available:

Waste Diversion

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

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.

Submission Note:

The beginning of 2014 marked the 4th year of participation in RecycleMania for Saint Louis University. Increased efforts were made to communicate recycling initiatives to the campus community. Usage of banners, digital media internal contests, etc were employed.


Saint Louis University has developed a comprehensive website portal to educate the SLU community on recycling programs available. Visit recycling.slu.edu for more information.

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

Materials diverted from the solid waste landfill or incinerator:

585 Tons

Materials disposed in a solid waste landfill or incinerator:

1,947 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Saint Louis University is devoted to diverting waste from landfills. SLU has implemented single-stream recycling service where all recycling materials can easily be dropped in the same recycling container. This combined service eliminates confusion, encourages
By the end of 2012, both SLU campuses received an upgrade through the installation of blue exterior single-stream recycling bins. These new blue exterior recycling bins have been paired with the existing black "landfill" cans along walkways and near buildings all over campus. This infrastructure upgrade offers many more opportunities to the campus community to increase their recycling efforts.

Additionally, presentations covering SLU's refreshed recycling program has reached over 2,000 staff, faculty and student groups in order to increase awareness. Not to mention, annual training is performed to reeducated custodial staff and grounds workers on SLU's recycling program. Custodial staff now use blue recycling liners to differentiate recycling from trash, demonstrating visibly their actions to the campus community wile instilling confidence in the program and reducing confusion and contamination rates.

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

The Campus Kitchens Project is a student-run service organization that turns unused food from campus cafeterias into nourishing meals for underserved members of the community. Each year Saint Louis University delivers thousands of meals and snacks to organizations such as the Salvation Army Family Haven, Blumeyer Community Center, the Ronald McDonald House, Council Tower, and other organizations identified by the St. Louis Food Bank and other referring agencies. Saint Louis University is listed as a member school on the Campus Kitchens Project website with the following description:

"SLU takes excess food from campus dining facilities (e.g. Fresh Gatherings), grocery stores, catering companies, and other organizations and turns it into healthy meals for hungry individuals in the community immediately surrounding the University campus. SLU creates and delivers over 500 meals a week for 300 clients. In addition to providing food, Campus Kitchen volunteers use the food deliveries as an opportunity to offer fellowship to our clients, many of whom are homebound and do not have much contact with the outside world. The kitchen also runs several educational programs, including nutritional education and employment training classes for those hoping to break into the culinary field."

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

Food waste at Fresh Gatherings is collected pre and post consumer which is used and composted on site. The compost is used in the garden ran by the Nutrition & Dietetics program on the Medical Center.

Project Clean Plate: A food waste reduction program managed by Chartwells that encourages students to minimize food waste by choosing only what they will eat and returning a clean plate to the disposal area. The program is also dedicated to contributing to local community food banks and charities.

Trim Trax: A food waste reduction program and green initiative managed by Chartwells which could noticeably cut operating costs as well as reduce the university's carbon footprint in landfills. It is designed to be implemented and executed by staff to increase engagement and operational efficiency, as well as create awareness about the environment impact of food waste.

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

All food at Fresh Gatherings is served on fully compostable plates, cups, bowls, etc. Beverage cups are compostable (both hot and cold). The garden program utilizes seven compost tumblers, one large industrial sized tumbler, and a vermiculture system for management of both pre- and post-consumer food waste.
Does the institution include the following materials in its waste diversion efforts?:

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food donations</td>
<td>Yes</td>
</tr>
<tr>
<td>Food for animals</td>
<td>No</td>
</tr>
<tr>
<td>Food composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials composting</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding composting</td>
<td>No</td>
</tr>
<tr>
<td>Batteries</td>
<td>Yes</td>
</tr>
<tr>
<td>Light bulbs</td>
<td>Yes</td>
</tr>
<tr>
<td>Toner/ink-jet cartridges</td>
<td>Yes</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>Yes</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Pallets</td>
<td>Yes</td>
</tr>
<tr>
<td>Motor oil</td>
<td>---</td>
</tr>
<tr>
<td>Tires</td>
<td>---</td>
</tr>
</tbody>
</table>
Other materials that the institution includes in its waste diversion efforts:

Books, Shoes
Construction and Demolition Waste Diversion

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

Submission Note:

Facilities Planning & Construction has recently started tracking recycled and landfilled materials from construction projects. This data will be available in the next submittal of the STARS report.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Hazardous Waste Management

Responsible Party

Renee Knoll
Chemical Hygiene Officer
Environmental Health and Safety

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

Saint Louis University Office of Environmental and Health Safety:
http://oess.slu.edu/

Sustainability at SLU - Environmental Health & Safety:
http://www.slu.edu/facilities-services-home/sl-sustainability/environmental-health-and-safety

"---" 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:

Saint Louis University Office of Environmental Health and Safety has taken steps to reduce hazardous waste in research and teaching laboratories. Xylene and ethanol liquid wastes are currently being recycled and reused in our cytology laboratory. The main histology laboratory modified their procedures and recently introduced new processing equipment that has reduced by fifty percent the use of xylene and ethanol. The Environmental Health and Safety website provides users of ethidium bromide various options to neutralize and/or filter ethidium bromide for drain disposal. The chemistry teaching laboratories continue to work towards micro scale use of
chemicals versus the previous macro scale use.

The Saint Louis University Facilities Management Department has switched all fluorescent lighting ballast to electronic ballast. We use digital electronic thermostats instead of mercury containing thermostats. We use rechargeable batteries when ever possible and have replaced old EXIT light luminaries with LED units with compact battery units as opposed to lead acid units. The Facilities Management Department has increased the use of LED, fluorescent and compact fluorescent lamps all over campus to reduce the number of lamps going to universal waste each year.

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

Saint Louis University Office of Environmental Health and Safety collects and packages from research and teaching laboratories hazardous and non-hazardous chemical waste for proper disposal per EPA and Missouri DNR regulations. This chemical waste is transported to and disposed of by a privately owned licensed chemical waste treatment and disposal facility. Universal waste generated by the Saint Louis University Facilities Management Department is collected, handled, stored and shipped in accordance with EPA guidelines. Waste Management-Lamp Tracker is our preferred vendor for handling of all Universal waste generated by Facilities Management.

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

No significant hazardous material releases or incidents have occurred in the previous three years. Only small, controlled incidental spills requiring minimal clean-up have occurred within laboratory spaces.

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

The University operates a small chemical redistribution program to reduce chemical waste on campus. The surplus consists of any unwanted, but usable chemicals that can be redistributed to other research, teaching and clinical laboratories.

Chemicals collected from laboratories as waste or unwanted chemical products are placed in the chemical redistribution program if the chemical is within the expiration date or if the chemical is deemed usable by another laboratory.

**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 SLU e-waste recycling drive takes place at least once per year, offering the institution and wider campus community the opportunity to dispose of broken electronics, appliances or "anything with a cord" in a more environmentally friendly manner. This drive is possible
through a partnership with Midwest Recycling Center, an R2 nationally certified electronics recycler.

Beginning in FY13, Facilities Services implemented the ability to submit service requests through the FAMIS system, in order to collect any e-waste for departments. The e-waste is then stored in Earhart Hall until ready for pick-up by our e-waste recycler.

http://www.slu.edu/facilities-services-home/sustainability/campus-operations/recycling-and-waste

e-reduction/recycling/electronics-recycling

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

Saint Louis University has partnered with Midwest Recycling Center, an R2 nationally certified recycling hauler, to manage recycling of appliances and bulk electronics for the campus community.

For institutional equipment, Clarity Micro picks up e-waste at various campus locations. Equipment that cannot be resold goes directly to the Dcal facility in St. Louis. Dcal is a computer-recycling center that is registered with both the EPA and the State of Missouri Department of Natural Resources and meets all their respective requirements.

Dcal's St. Louis location has a 57,000 square foot facility which features a large shredder for computer, hard drives, and other electronic components. They also disassemble CRT and Computer monitors and the leaded glass is sent to a smelter for proper disposal.

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

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
</tr>
<tr>
<td>Rainwater Management</td>
</tr>
<tr>
<td>Wastewater Management</td>
</tr>
</tbody>
</table>
Water Use

Responsible Party
Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Part 1
Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2
Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3
Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:
Unfortunately, the data entered for STARS v1.0 1,923,241 gallons water consumption was reported in error. Water consumption for FY10 was 2,598,649 gallons.

Our reporting has gotten much more detailed and increased in accuracy over the past few years, especially as it pertains to data surrounding sustainability.

Water usage data is unavailable in FY05, in lieu of this data, we used an avg of 3 of the oldest years on record.

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

Level of water risk for the institution’s main campus:
Low

Total water use:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>3,480,661 Gallons</td>
</tr>
</tbody>
</table>

Potable water use:
<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>3,480,661 <em>Gallons</em></td>
</tr>
</tbody>
</table>

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of residential students</td>
<td>3,843</td>
</tr>
<tr>
<td>Number of residential employees</td>
<td>17</td>
</tr>
<tr>
<td>Number of in-patient hospital beds</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalent enrollment</td>
<td>12,222</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>5,217</td>
</tr>
<tr>
<td>Full-time equivalent of distance education students</td>
<td>0</td>
</tr>
</tbody>
</table>

Gross floor area of building space:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>7,651,755 <em>Square Feet</em></td>
</tr>
</tbody>
</table>

Area of vegetated grounds:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>265 <em>Acres</em></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Year</td>
<td>July 1, 2012</td>
</tr>
<tr>
<td>Baseline Year</td>
<td>July 1, 2004</td>
</tr>
</tbody>
</table>
A brief description of when and why the water use baseline was adopted:

Baseline came from Avg of 3 Fiscal Years FY08,09, 10 because data was not available for 2005.

Water recycled/reused on campus, performance year:
---

Recycled/reused water withdrawn from off-campus sources, performance year:
---

A brief description of any water recovery and reuse systems employed by the institution:
---

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

Facilities Services tracks and records detailed consumption data for electric, gas, and water meters across individual buildings and groups of buildings.

Individual metered building data is provided by the local utility provider. Saint Louis University is in the process of sub-metering more individual buildings in order to collect and analyze data on building clusters. For example, some individually metered buildings include Doisy Research Center, Il Monastero Banquette Center, Litteken Hall (office building), and Beracha Hall (a classroom facility).

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

Use of auto-flow/auto-flush valves are determined on a project-by-project basis
Low flow plumbing fixtures, low flow valves or aerators are installed on existing fixtures whenever possible.

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

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

SLU has a 2,000 square foot cactus garden on campus. This was established in 2003 to promote xeriscaping and water conservation as part of a broader sustainable development plan for the overall landscape. The garden is also used by the Biology Department to serve as an outdoor classroom for xeriscaping instruction.
As part of the construction of SLU’s Doisy Research Center in 2008, approximately 7,200 square feet of vegetative roof was installed on the 212,000 square foot building. The roof is an extensive system (4”) and is planted with five (5) varieties of sedum. These varieties were chosen based on their survival capacity and adaptability to a vegetative roof environment in the Midwest (Missouri) climate.

All irrigation systems separate turf zones from shrub and perennial zones to eliminate unnecessary and wasteful watering. SLU also utilizes a central control irrigation management system to help reduce water usage.

In addition, Grounds Services uses more sustainable grasses, like Fescue, in new installations. Fescue grasses are drought tolerant, require less fertilizer, develop a deep root system and are more heat resistant. This type of grass also requires less chemical application to treat and maintain. New Installations include: Medical Center Recreation Stadium, Chaifetz Arena, Education Union, & Doisy Research Center.

The Theresa parking lot islands also contain drought tolerant and heat resistant plants.

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

SLU utilizes RainBird’s Maxicom2 Multi-Site Central Controls Systems on campus. This system monitors local weather data including evapotranspiration rates to determine if irrigation is required. The Maxicom2 system also employs four rain cans to monitor daily rainfall and suspend or cancel irrigation based on predetermined thresholds.

A brief description of other water conservation and efficiency strategies employed by the institution:

---

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

http://www.slu.edu/facilities-services-home/sustainability/campus-operations/utilities#Water
Rainwater Management

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

Submission Note:

Rainwater management is an aspect that is a work in progress for us and we will continue to increase implementation of best practices in the area going forward. No formal policy or standard is currently available.

"---" 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:
Practices present on campus include: native landscaping and native plantings in new construction, rain barrel collection, permeable pavers and pervious paths, extensive green roof, bio-retention areas and rain gardens (currently in progress).

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?

No

A brief description of the institution’s rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

None currently available

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

Rain barrels are currently installed behind Beracha Hall and a plan is in place to install additional barrels near the Busch Student Center as part of a grant funded by Metropolitan Sewer District (MSD).

Rainwater harvested directly and stored/used by the institution, performance year:

---

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Two bio-retention areas will be installed near the Busch Student Center as part of a grant funded by Metropolitan Sewer District (MSD).

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

As part of the construction of SLU’s Doisy Research Center, approximately 7,200 square feet of vegetation was installed on the building. This “green roof” is an extensive system (4”) and is planted with five (5) varieties of sedum. These varieties were chosen based on their survivability in a vegetative roof environment.

For more information, please visit:

http://www.slu.edu/facilities-services-home/sustainability/campus-operations/buildings-and-gro

nds#Stormwater

management

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

A honeycomb grass paver system has been installed at both the Med Rec Complex and Doisy Research Center in emergency and service vehicles parking areas.
A brief description of any downspout disconnection employed by the institution: 

---

A brief description of any rain gardens on campus:

There is a native wildflower garden behind Beracha Hall.

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

Two bio-retention areas will be installed near the Busch Student Center as part of a grant funded by Metropolitan Sewer District (MSD).

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

N/A

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

N/A

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

http://www.slu.edu/facilities-services-home/sustainability/campus-operations/buildings-and-grounds
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.

Submission Note:

Although Saint Louis University does not have a plan developed regarding wastewater, the University focuses on the ability to reduce the amount of water consumption through other water reduction initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit

<table>
<thead>
<tr>
<th>Sustainability Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>Governance</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The University formed a Sustainability Advisory Council (SAC) in the summer of 2011. The committee is co-chaired by the Vice President of Facilities Services and the Director of the Center for Sustainability.

The University also employs a department of Sustainability & Benchmarking primarily focused on Facilities Services program and initiatives which includes a Director, Project Analyst, & 2 Graduate Assistant - Sustainability Coordinators. The department not only focuses on sustainability aspects for the Division of Facilities Services, but also coordinates benchmarking activities for the division.

Does the institution have at least one sustainability committee?:
Yes

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

The SLU Sustainability Advisory Council, reporting to senior administration, serves in a resource and advisory capacity to SLU campus units as sustainability is more fully integrated into academic, administrative and operational practices. The Council is charged with
supporting the Center for Sustainability in the development and implementation of a comprehensive strategic plan for sustainability at Saint Louis University in accordance with the University's 2011 Strategic Plan.

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

Director – Center for Sustainability (Co-Chair) – John Woolschlager
Vice President Facilities Services (Co-Chair) – Kathleen Brady
Associate VP Graduate Education – Diana Carlin
Associate VP Service Operations FS – Chris Regan
Director Sustainability & Benchmarking FS – Brandon Verhoff
Project Analysts FS - Caeden Sweet
Associate VP Academic Planning & Budgeting – Stacey Harrington
SGA Appointees – (Varies)
Graduate Student-Sustainability – (Varies)
Staff Advisory Council – Jeanne Young (Med. Campus) & Cyn Wise (Frost Campus)
Faculty Senate – Lynda Morrison (Med. Campus) & Doug Williams (Frost Campus)
Vice President ITS – David Hakanson
Vice President Mission & Ministry – Fr. Paul Stark
Manager of Business Services – Jannelle James
Director Financial Planning & Budget – Brianne Burccke
Director Student Development-Bus. Admin - Evelyn Shields-Benford
Associate VP Community Relations – Peg Weathers
Associate VP – Events Services – Ed Kidd
Assistant VP Marketing/Communications – Clayton Berry
Assistant VP Development – Sheila Manion
Director of Resident Life – Melinda Carlson

The website URL where information about the sustainability committee(s) is available:
http://www.slu.edu/facilities-services-home/sustainability/be-a-green-billiken/live-it/groups#SAC

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

Yes

A brief description of each sustainability office:

The Center for Sustainability is the academic, research, and community engagement division for sustainability at Saint Louis University. It employs four full-time staff members and four full-time faculty members.

(http://www.slu.edu/sustainability)
Service Operations is a functional/business unit in the Facilities Services division that oversees the operational, financial and administrative services of seven departments, including Sustainability & Benchmarking. Service Operations also provides oversight and direction regarding strategic planning for the division, including a concentrated area of sustainability. It employs a one full-time director, one full-time project analyst.

http://www.slu.edu/facilities-services-home/departments/sustainability-and-benchmarking

Full-time equivalent (FTE) of people employed in the sustainability office(s):
6.30

The website URL where information about the sustainability office(s) is available:
http://www.slu.edu/facilities-services-home/departments/sustainability-and-benchmarking

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Brandon Verhoff, Director of Sustainability & Benchmarking and John Woolschlager, Director of the Center for Sustainability

A brief description of each sustainability officer position:
The Director of Sustainability & Benchmarking is responsible for the organization and implementation of initiatives related to campus operations as well as sustainability benchmarking and strategic planning related to campus facilities and operations. The department also employs two graduate assistants to aid them in their efforts.

The Director of the Center for Sustainability is responsible for the academic, research, and community engagement side of sustainability. The Center also employs two graduate assistants to aid them in their efforts.

The Sustainability Advisory Council currently oversees both of these divisions.

The website URL where information about the sustainability officer(s) is available:
http://www.slu.edu/facilities-services-home/departments/sustainability-and-benchmarking
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.
The Sustainability Advisory Council is currently working to develop an overarching sustainability plan that will more formally unite disparate units' strategic plan sustainability perspectives.

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Current and Formal Plans (Yes or No)</th>
<th>Measurable Objectives (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Research (or other scholarship)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Campus Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Air and Climate</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Buildings</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dining Services/Food</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Energy</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Grounds</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Purchasing</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Transportation</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Waste</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Water</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Diversity and Affordability</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Health, Wellbeing and Work</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
A brief description of the plan(s) to advance sustainability in Curriculum:

Saint Louis University offers sustainability-focused and sustainability-related degrees at the graduate level through the Center for Sustainability. As of January 2014, degrees offered include: MA in Sustainability, MS in Sustainability, MA in Urban Planning and Real Estate Development, MA in Sustainability/MBA Dual Degree, and Graduate Certificate in Advanced Remote Sensing and Geographic Information Systems. The Center plans to advance the existing curriculum in 2014 in several ways:

1.) Add a Ph.D. program in sustainability through a partnership with the Department of Integrated and Applied Sciences
2.) Add a MS in Sustainable Supply Chain through partnership with the John Cooks School of Business
3.) Add a joint degree with the Law School and Urban Planning - JD/MS in Urban Planning
4.) Add a MS in Geospatial Sciences
5.) Launch the first term (Fall 2014) for the brand new full-time, dual graduate degree in sustainability (M.A.) and business (MBA)

In addition to the addition of the above programs, the Center for Sustainability will hire an Endowed Chair in 2014 whose focus will be research, curriculum development, and faculty mentoring.

Official plans, including measurable objectives, for the the above are underway.

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

**Ph.D. Program in Sustainability**
- Submit the Graduate Academic Affairs Committee (GAAC) Degree Proposal Form: September 2014
- Acquire GAAC approval: November 2014
- Acquire Academic VP approval: December 2014
- Acquire Board of Trustees approval (if needed): February 2015
- Launch program: Fall 2015 term
- Metrics: Enrollment numbers and revenue, student satisfaction surveys

**MS in Sustainable Supply Chain**
- Department approvals secured in December 2013
- Submit proposal to GAAC for approval: February 2014
- Acquire GAAC approval: May 2014
- Acquire Academic VP approval: May 2014
- Launch program: Fall 2014 term
- Metrics: Enrollment numbers and revenue; student satisfaction surveys

**MS/MBA**
- Program has been approved by GAAC and Academic VP
- The first class will begin in the Summer of 2014
- Initial metrics for success will focus on enrollment followed by degree time to completion (this dual degree is unique because it was designed so that both degrees can be completed in 18 months, assuming the student can commit to the full-time schedule.)
Joint Degree in Law and Urban Planning and MS in Geospatial Sciences
- Currently under discussion. Formal time frame has yet to be established

General Metrics
- Increase in number of full-time faculty teaching in the Center (primary appointments)
- Increase in number of part-time faculty teaching in the Center (secondary appointments)
- Increase in academic program enrollment
- Maintain an average student-to-faculty ration of 10:1

Accountable parties, offices or departments for the Curriculum plan(s):
Department: Center for Sustainability
Director: John Woolschlager, Ph.D.
Program Manager: David Webb
Endowed Chair: TBA

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):
The Center for Sustainability will hire an Endowed Chair in 2014 who will focus on research and curriculum development. This person will work closely with faculty and the full-time Grants Administrator, who has been with the Center since 2012. For the third year in a row, the Center will offer the Sustainability Research Fund, a grant available for Saint Louis University faculty conducting sustainability-focused research in the St. Louis Region.

The measurable objectives, strategies and timeframes included in the Research plan(s):
Hiring of Endowed Chair
- On campus interviews occurred in January of 2014
- Hiring decision to made by April of 2014
- Endowed chair to start in Summer of 2014

Endowed Chair's Metrics for Success
- Increase in research grant funding for Sustainability research
- Increase in donations for scholarship funds and student support
- Increase in number of students and faculty involved in sustainability research

Sustainability Research Fund:
- Number of research grants awarded
- Total amount of internal awards
- Total amount of external funding attracted through internal grants

Accountable parties, offices or departments for the Research plan(s):
Department: Center for Sustainability
Director: John Woolschlager, Ph.D.
Endowed Chair: TBA
Program Manager: David Webb
A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Center for Sustainability was founded to advance academic programming, research, and engagement in sustainability. Engagement efforts focus on the university community and beyond. The Center will continue to participate in existing programs while looking for opportunities to expand. Campus engagement activities that the Center has supported and will continue to support include Recyclemania, Trash to Treasure Move Out Program, Center for Sustainability Speaker Series, Ameren Sustainability Speaker Series in Partnership with the John Cook School of Business, the Service Leadership Program and Sustainability Business Certificate, Five Rights FC Local Sustainable Soccer, and Annual National Sustainability Conference. Most importantly, however, the Center will focus on doing a better job of communicating these activities to the campus community through internal media and advertising channels.

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

- Percent of people involved in sustainability initiatives on and off campus
- Percent increase in enrollment attributable to internal/external communication campaign
- Growth in the number of partnerships with on campus organizations as well as academic partnerships (research, curriculum expansion)
- Creation and dissemination of monthly e-newsletter
- Percent increase of students active on Center social media networks (Facebook, LinkedIn, Twitter, Blog) and who subscribe to monthly e-newsletter
- Hiring of a full-time technology marketing coordinator

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

Department: Center for Sustainability
Director: John Woolschlager, Ph.D.
Endowed Chair: TBA
Program Manager: David Webb

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

Beyond campus the Center has been active participants and supporters of numerous community organizations and initiatives. Examples include the St. Louis Chamber's Green Business Challenge, the St. Louis Earth Day Sustainability Symposium and Festival, St. Louis Business Expo, EarthDance Farms Internship Program, as well as numerous speaking engagements to educate community groups and businesses on sustainability. The Center continues to participate in these activities while looking for additional opportunities as we grow. As with the on campus initiatives, the Center will focus on an integrated marketing strategy to increase awareness of these initiatives and opportunities throughout the region.

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

- Percent increase in community partners (individuals and organizations) involved in sustainability-related events sponsored by the Center/University
- Percent increase in enrollment in sustainability-focused academic programs attributable external communication campaigns
- Creation and dissemination of monthly e-newsletter
- Percent increase in social media traffic (Facebook, LinkedIn, Twitter, Blog) from external sources (non SLU user IDs), including subscriptions to monthly newsletter

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

Department: Center for Sustainability  
Director: John Wooleschlager, Ph.D.  
Endowed Chair: TBA  
Program Manager: David Webb

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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The measurable objectives, strategies and timeframes included in the Transportation plan(s):
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Accountable parties, offices or departments for the Transportation plan(s):
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A brief description of the plan(s) to advance sustainability in Waste:
Facilities Services has a strategic initiative aimed at Environmental Resource Optimization. Described as "We will maintain and conserve natural resources, protect our environment and do so in a sustainable manner through actions that will enhance environmental quality."

The measurable objectives, strategies and timeframes included in the Waste plan(s):
To achieve a 30% waste diversion rate, according to the STARS definition by June 30, 2014.

Accountable parties, offices or departments for the Waste plan(s):
Facilities Services
Jeff Macko
Director of Grounds & Custodial Services

A brief description of the plan(s) to advance sustainability in Water:
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The measurable objectives, strategies and timeframes included in the Water plan(s):
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Accountable parties, offices or departments for the Water plan(s):
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A brief description of the plan(s) to advance Diversity and Affordability:
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The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):
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Accountable parties, offices or departments for the Diversity and Affordability plan(s):
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A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:
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The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):
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Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):
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A brief description of the plan(s) to advance sustainability in Investment:
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The measurable objectives, strategies and timeframes included in the Investment plan(s):
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Accountable parties, offices or departments for the Investment plan(s):
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A brief description of the plan(s) to advance sustainability in other areas:
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The measurable objectives, strategies and timeframes included in the other plan(s):
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Accountable parties, offices or departments for the other plan(s):

Department: Sustainability & Benchmarking
Division: Facilities Services
Director: Brandon Verhoff, MBA
The institution’s definition of sustainability:

Sustainability Advisory Council's Statement of Purpose (approved Summer 2013): SLUstainability complements the Mission of Saint Louis University by promoting a campus community that engages in decision making based on the dimensions of social justice, environmental stewardship, and economic accountability. SLUstainability supports, values, and practices these dimensions to ensure that current and future generations have the opportunity to thrive.

Vision Elements established include: innovation, engagement, solidarity, conservation, and efficiency.

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

Yes

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

The University's FY2013-2017 strategic plan includes five Critical Success Factors (CSF), of which both (3) Clinical Quality and Sustainability Index, and (4) Campus Infrastructure and Environment Index, address aspects of sustainability. Specifically, CSF 4 will be measured using key performance indicators that mirror categories within AASHE STARS.

http://www.slu.edu/academic-affairs/strategic-planning

Additionally, the Division of Facilities Services includes sustainability within its FY2011-2015 strategic plan, highlighting "Environmental Resource Optimization" as a key pursuit.

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

http://www.slu.edu/facilities-services-home/sustainability/be-a-green-billiken/live-it/groups#SAC
Governance

Responsible Party

Brandon Verhoff
Director
Sustainability & Benchmarking

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3
Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

By election or appointment to the appropriate role in the Saint Louis University Student Government Association, Student Bar Association, Graduate Student Association, Residence Hall Association, and others

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:

Please visit sga.slu.edu for complete information. Student body-wide elections occur for Executive Board and Senator positions in the Student Government Association on the last Tuesday of February.

Do students have a formal role in decision-making in regard to the following?:
<table>
<thead>
<tr>
<th>Yes or No</th>
<th>Establishing organizational mission, vision, and/or goals</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Budgeting, staffing and financial planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

The Student Government Association, chartered by the Board of Trustees, serves in an advisory capacity to the University Administration, unless instructed otherwise.

Serve on the University's Budget Committee and advocate for the affordability of higher education and other student priorities; President of the Student Government Association is a member of the President's Coordinating Counsel; student representatives exist on the vast majority of Board of Trustees committees; students have regular involvement in projects and activities in the University, from hiring processes to project creation and implementation.

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:

Staff members who are not part of a bargaining unit are eligible to become members of the Staff Advisory Committee, SAC, www.slu.edu/sac

These members are free to participate at monthly SAC meetings. All interested staff members are free to fill out a membership application to join SAC. Yearly elections in the spring are held to elect the executive committee of SAC.

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?:
Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Our current executive board contains 5 supervisor staff reps and 2 non supervisor reps. All elected by the membership. Membership is open to all staff- managers, supervisors, directors, secretaries, lab assistants, and so forth. All interested staff members are free to fill out a membership application to join SAC. Yearly elections in the spring are held to elect the executive committee of SAC.

Staff representatives are on the Board of Trustees Sub-Committees

Do non-supervisory staff have a formal role in decision-making in regard to the following?:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Establishing new policies, programs, or initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>Strategic and long-term planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Existing or prospective physical resources</td>
<td>Yes</td>
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<tr>
<td>Budgeting, staffing and financial planning</td>
<td>Yes</td>
</tr>
<tr>
<td>Communications processes and transparency practices</td>
<td>Yes</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Our current executive board contains 5 supervisor staff reps and 2 non supervisor reps. All elected by the membership. Membership is open to all staff- managers, supervisors, directors, secretaries, lab assistants, and so forth. All interested staff members are free to fill out a membership application to join SAC. Yearly elections in the spring are held to elect the executive committee of SAC.

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:

Members of the Faculty may participate in the Faculty Senate, which consist of representatives of the full-time Faculty as defined in the current edition of the Faculty Manual. The representatives shall be elected by the respective faculties of the individual schools and colleges, and the university libraries, in accordance with the Bylaws of the Faculty and Faculty Senate.

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:

Faculty representatives are on the following Board of Trustees and other University Committees: Academic Affairs, Buildings and Grounds, Clinical Affairs, Development and Marketing, Finance, Human Resources, Investment, Mission and Ministry, Student Development, Communications, Undergraduate and Graduate Academic Affairs, and University Recognition. Representatives are elected annually and serve three year terms; appointments are staggered.

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

<table>
<thead>
<tr>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing organizational mission, vision, and/or goals</td>
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</tr>
<tr>
<td>Communications processes and transparency practices</td>
</tr>
<tr>
<td>Prioritization of programs and projects</td>
</tr>
</tbody>
</table>

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

The Faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, service, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the Board of Trustees or delegated by it to the President of the University should be exercised adversely only in exceptional circumstances, and for reasons communicated in written form to the Faculty. In the context of shared governance, it is desirable that the Faculty have opportunity for further consideration and transmittal of its views.
to the President and/or the Board. Budgets, manpower limitations, the time element, and the policies of other groups, bodies and agencies having jurisdiction over the institution may set limits to acceptance and implementation of faculty advice.

The Faculty Senate was instrumental in pressing for shared governance and transparency in recent years.

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

http://www.slu.edu/organizations/fs/index.html
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
</tr>
<tr>
<td>Support for Future Faculty Diversity</td>
</tr>
<tr>
<td>Affordability and Access</td>
</tr>
</tbody>
</table>
### Diversity and Equity Coordination

#### Responsible Party

Michelle Lewis  
Director  
Institutional Equity and Diversity

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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

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**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?**

<table>
<thead>
<tr>
<th>Diversity Type</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student diversity and equity</td>
<td>Yes</td>
</tr>
<tr>
<td>Employee diversity and equity</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**
Launched in 2009, the PRESIDENT’S DIVERSITY COUNCIL (PDC) serves as an institutional council charged by the President with advancing the university’s mission by facilitating the creation of an inclusive environment for living, learning, and working that embraces the diversity of its students, faculty and staff. Comprised of several constituents throughout the university community, including Enrollment and Retention Management, Human Resources, International Services, Student Development, Community Relations, Mission and Ministry, the Faculty Senate and the Student Government Association just to name a few, the PDC’s primary objective is to recommend and promote policies, practices and programs that foster effective participation in a diverse and inclusive community. Recognizing that the cultivation of a diverse and inclusive environment speaks to the fundamental core of our Catholic, Jesuit identity, the Council’s current strategic plan includes the development and implementation of several mission-centered initiatives that address: 1) Campus Climate and Institutional Viability; 2) Access and Success for Students, Faculty and Staff; 3) Education and Scholarship; 4) Community and Alumni Engagement. The Director of Institutional Equity and Diversity and the Assistant Dean of Diversity and Inclusion for the College of Arts and Sciences jointly chair the President’s Diversity Council.

The full-time equivalent of people employed in the diversity and equity office:
3

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

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>No</td>
</tr>
<tr>
<td>Faculty</td>
<td>No</td>
</tr>
<tr>
<td>Administrators</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of the cultural competence trainings and activities:

The following SLU employees were recently trained as certified administrators of the INTERCULTURAL DEVELOPMENT INVENTORY (IDI): Chad Martinez, J.D., Equity Officer- Equal Opportunity; Karla Scott, PhD, Associate Professor, Communication; Lisa Terneus, Organizational Effectiveness Specialist. The IDI is a valid, reliable, cross-cultural tool for assessing intercultural competence at the individual, group and organizational level. For students, the University currently has a course offering entitled INTERGROUP DIALOGUE (IGD). IGD is a collaborative and cross-division initiative involving stakeholders from the Division of Student Development and the College of Arts and Sciences. IGD utilizes undergraduate students who are trained as peer facilitators to lead weekly discussions over the course of a semester around issues of race, gender, and other social identities (e.g., religion, class, physical ability, age, etc.). The goals of the dialogues are to improve skills in communicating across different social identities, enhance conflict management skills, and create opportunities to learn more about other cultures by engaging in structured dialogue in a safe environment.
The website URL where information about the cultural competence trainings is available:
https://www.slu.edu/cross-cultural-center/ccc-initiatives/dialogue-program
Assessing Diversity and Equity

Responsible Party

Michelle Lewis
Director
Institutional Equity and Diversity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups

2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution

3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution

4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

Submission Note:

Plans are currently underway to develop a University-wide climate assessment that will include topics such as institutionalized diversity and inclusion efforts. The President's Diversity Council is collaborating with this initiative.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Support for Underrepresented Groups

Responsible Party

Michelle Lewis
Director
Institutional Equity and Diversity

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in PA 7: Support for Future Faculty Diversity.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The IDENTITY AWARENESS & MULTICULTURALISM ("I AM") monthly workshop series are constructed to facilitate new levels of consciousness regarding concepts of social identity, privilege, multiculturalism, diversity, and social justice. The workshops move beyond the "celebration" of diversity approach to one grounded in empowering participants to become aware and knowledgeable change agents by providing interactive, engaging, and dynamic experiences. The mission of the AFRICAN-AMERICAN MALE SCHOLARS Initiative (AAMS) is to provide programs, services, and experiences that will connect African American male students to University, social, and community resources that will facilitate their academic and personal success. Through peer education and mentoring, transition and leadership workshops, advocacy, support, and referrals to campus and community resources, our goal is to aid in the retention and graduation of our students at SLU. The SAFE ZONE program explores Lesbian, Gay, Bisexual, Transgender, Questioning and Intersex (LGBTQI) issues at the University while providing a support system for the LGBTQI community and its allies. It also explores the concept of an ally and the commitment an ally makes. Through education, advocacy and awareness of LGBTQI issues, the program contributes to an open campus climate that is safe and accepting for all members of the University community. The University also supports the following student organizations: Asian American Association (AAA); Black Student Alliance (BSA); Filipino Student Association (FSA); Hindu Student Community (HSC); Hispanic-American Leadership Organization (HALO); Indian Student Association (ISA); International Student Federation (ISF); Irish Student Guild (ISG); Korean Student Association (KSA); Muslim Students'
Association (MSA); Rainbow Alliance; SLU Chapter of the National Association for the Advancement of Colored People (SLU NAACP); Taiwanese Student Association (TSA); UNA, the Feminist Voice of SLU.

The website URL where more information about the support programs for underrepresented groups is available:
http://www.slu.edu/cross-cultural-center/ccc-initiatives

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution’s discrimination response policy, program and/or team:
The University's BIAS INCIDENT RESPONSE TEAM (B.I.R.T.) is comprised of a diverse group of individuals from within the SLU community, who, in response to a bias incident report, will coordinate an appropriate institutional response. B.I.R.T. will assess any threat to parties involved and recommend appropriate actions to protect the safety of the impacted individual(s) or group. All reports of hate crimes and bias-related incidents are documented and tracked via an Incident Report Log. The log contains relevant information related to each report (within the limitations of privacy laws). The log is posted online and available to members of the University community. An e-mail notification is sent to the University community when a new incident is reported.

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

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

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:
No
Support for Future Faculty Diversity

Responsible Party

Michelle Lewis
Director
Institutional Equity and Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Responsible Party

George Winston
Program Director
Office of Admission

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:
The McNair Scholars program provides financial assistance to eligible students in the form of a $2800 stipend per year, which can be used for research costs, travel, graduate school admission fees and summer expenses.

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

---

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

The Pre-College and Access Program develops, supports and oversees a wide range of outreach activities designed to increase college awareness and readiness skills, such as K-12 academies, camps and enrichment programs in a variety of academic disciplines, each aimed at assisting young students to prepare for college while experiencing life at Saint Louis University. Student Educational Services (SES) fosters academic excellence for SLU students and the surrounding community by hosting key resources and programs, including those for the U.S. Department of Education’s TRiO programs. SES supports first-generation college students and those from modest incomes. (The TRiO-Student Success Services [SSS] Programs are educational opportunity programs that motivate and serve low-income, first-generation college students and students with disabilities as they progress through the academic pipeline from middle school to graduate school.) Also, SLU School of Medicine's Office of Multicultural Affairs offers a three-week Summer Scholars Program for sophomore, junior, and senior high school students designed to motivate them to pursue a career in medicine. Activities include participation at the Practical Anatomy Workshop, preparing for college, a group research project, and more.

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

The Jesuit Catholic Community has instituted a $1 million dollar scholarship to high achieving students that matriculate from Catholic high schools and are in need of financial assistance at Saint Louis University. The Martin Luther King Jr. Scholarship is granted to students who are committed to the promotion of diversity in our society and who demonstrate leadership in the classroom, on campus and in the greater community. The Jesuit Community Scholarship is given to one student from each of the 28 Catholic high schools in the Archdiocese of St. Louis as well as four Catholic high schools in the Metro East.

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

While not specifically geared toward parents of low-income students but rather ALL parents of SLU students, the goal of the Billiken Parent Association includes creating, implementing and sponsoring programs and services that provide an opportunity to learn more about the organization and policies of the University and fulfill the needs of SLU families, in addition to encouraging and supporting parent and family involvement and providing a network through which families may focus their efforts to support their students and their SLU experience.

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

We are in the process of finalizing a Strategic Enrollment Diversity Plan for Saint Louis University. This plan, which is designed to help develop and implement strategies that will increase interest and applications among first generation, low-income, and under-represented minority students, was developed by the Division of Enrollment and Retention Management and is currently under review by the President’s Diversity Council as one of their top priorities for this academic year.
A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

---

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

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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:

SLU's Student Educational Services also offers a Pre-Collegiate TRiO Program entitled, "Talent Search" that serves 501 students in grades 6 through 12 in the Saint Louis City Public Schools. In addition to counseling, participants receive information about college admissions requirements, scholarships and financial aid programs. This early intervention program helps young people from families of modest means to better prepare for higher education. In addition to that, simply by being part of the TRiO-SSS Program, there are certain resources and services that SSS students are able to take advantage of that other SLU students cannot. These services include: standing tutoring appointments, early registration, free printing, financial literacy education, and writing fellows just to name a few. Additionally, the Division of Student Development's "First Billikens Project" offers a support system for first-generation college students.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

There is a wide array of scholarships available for part-time students at various programs throughout the University (for instance, School for Professional Studies, Law, Nursing, and Business just to name a few). Additional information is available on the respective departmental websites.

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

The "Students for Life at Saint Louis University" has the Virginia D. Murphy Endowment Fund to provide assistance for pregnant and parenting students at SLU so they can stay on track toward earning a degree. Assistance funds are available to full- and part-time students at Saint Louis University, and are dispersed on the basis of need at any time during the school year. They can be used to offset costs associated with books, tuition, room and board, child care or pre-natal care.

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

The School for Professional Studies (SPS) offers degree completion options, continuing education and personal growth, and flexible and affordable Bachelor's, Master's and certificate programs designed for working adults.
Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?: No

Indicators that the institution is accessible and affordable to low-income students:

<table>
<thead>
<tr>
<th></th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of entering students that are low-income</td>
<td>---</td>
</tr>
<tr>
<td>The graduation/success rate for low-income students</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of student financial need met, on average</td>
<td>---</td>
</tr>
<tr>
<td>The percentage of students graduating with no interest-bearing student loan debt</td>
<td>---</td>
</tr>
</tbody>
</table>

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:

---

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

http://www.slu.edu/x5683.xml
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Compensation</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
</tr>
<tr>
<td>Wellness Program</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
</tr>
</tbody>
</table>
Employee Compensation

Responsible Party

Kristy Runge
HRIS Manager
Human Resources Information Systems

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.

2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).

3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.
Number of employees: 
6,082

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements: 
6,082

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?: 
No

Number of employees of contractors working on campus: 
0

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

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

Saint Louis University is committed to a compensation administration philosophy which, consistent with its mission as a Catholic Jesuit institution, will provide fairness, internal equity and competitive pay rates for the purposes of attracting, retaining, and motivating employees.

To accomplish these goals, the compensation plan:

* Should be structured to help attract and retain the numbers and kinds of employees required to operate the University.
* Must be reasonably competitive with pay levels and practices that prevail in the various labor markets in which the institution competes.
* Should help to maintain the University in a reasonably competitive position in its product market. The resulting level of compensation must not place the University in a non-competitive cost situation in which the overall compensation results in tuition, fees, and other charges being too high.
* Should be designed in such a way that the associated administrative time costs will be reasonable and in proportion to the other priorities and time demands on the University’s financial resources and available management time.
* Must gain employee acceptance. This does not necessarily mean that employees must “approve” pay actions, or that compensation policies and practices are somehow subject to popular vote. It does mean that employees must understand the policies and practices and accept both their concepts and specific actions as being reasonable and impartially administered.
* Must play a positive role in motivating employees to perform their duties to the best of their abilities and in a manner which supports the achievement of institutional goals.
* Must gain acceptance by the institution’s “public,” which includes, but is not limited to, the Board of Trustees, the government and, to some extent, the general public.
* Must provide opportunity for employees at every level to achieve their reasonable aspirations in a framework of equity, impartiality, and
reasonableness. University administration will review recommendations, taking into consideration competitiveness of the current labor market, availability of labor (especially in critical-skill occupations), turnover data, and "replacement cost" data, and set the institutional pay policy for the coming fiscal year. The pay policy will reflect the market position at which the University wishes to recruit and pay employees based upon organizational objectives and philosophy.

This philosophy is carried out through compensation policies which have been approved by the President's Coordinating Council. The lowest hourly rate the University pays to staff is $10.01/hour; minimum wage for the state is $7.50/hour.

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

Yes

**Number of staff and faculty that receive sustainable compensation:**

6,082

**Number of employees of contractors that receive sustainable compensation:**

---

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

The University uses national, regional and city market comparisons for compensation. This includes survey data from purchased third party administrators that include all national industries with specific data on higher education, healthcare, and information technology.

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

The lowest hourly paid staff employee is $10.01/per hour. Employees making less than $33,000 are eligible for University subsidized medical coverage.

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

The lowest hourly paid staff employee is $10.01/per hour. Part-time employees working less than 32 hours a week, but more than 20 hours a week accrue sick and vacation time at a prorated amount.

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

The lowest hourly paid temporary staff position is paid $10.01/per hour.

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

Not available at this time.
A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

The lowest paid student worker is paid minimum wage, $7.50/hour.

The local legal minimum hourly wage for regular employees:

7.50 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.slu.edu/human-resources-home/performance-and-pay/compensation
Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

--- 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:

25

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

The methodology for the University climate survey was based on recommendation from a third party professional organizational and effectiveness consultant.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

For the results of the 2013 climate assessment, the University interim-President shared the results with the University committee through our Staff Advisory Council and Faculty Senate. One major result of the feedback was the development of a University feedback system that was implemented January 2014. This feedback system is available online and is open for feedback, suggestions, comments, etc from all University employees. (http://www.slu.edu/communication-feedback-tool

http://www.slu.edu/communication-feedback-tool
The year the employee satisfaction and engagement evaluation was last administered:
2,013

The website URL where information about the institution’s employee satisfaction and engagement assessment is available:
http://www.slu.edu/communication-feedback-tool
Wellness Program

Responsible Party

Kristy Runge
HRIS Manager
Human Resources Information Systems

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?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Yes</td>
</tr>
<tr>
<td>Staff</td>
<td>Yes</td>
</tr>
<tr>
<td>Faculty</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s wellness and/or employee assistance program(s):

EAP: Saint Louis University is concerned with the well-being of its staff members and their families and is aware that personal problems can influence job performance. Staff members, their family members, or any member of the staff member's household are encouraged to contact the Employee Assistance Program (EAP). The EAP provides employees and their families' access to professional licensed counselors on a confidential and cost-free basis.

Confidential professional counseling is provided through ComPsych at no personal cost for staff and their families who are coping with a personal or family crisis. WELLNESS: Saint Louis University partners with The Vitality Group to manage our wellness program. Vitality is an interactive and personalized wellness program that makes it easy for you to live your healthiest life and is trusted by millions of members around the world.
The website URL where information about the institution's wellness program(s) is available:
http://www.slu.edu/human-resources-home/wellness/vitality
Workplace Health and Safety

Responsible Party

Michael Lucido  
Executive Director  
Risk Management

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.

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

Please enter data in the table below:

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of reportable workplace injuries and occupational disease cases</td>
<td>230</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>5,217</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
</table>
A brief description of when and why the workplace health and safety baseline was adopted:

Used 2010 based on data readily available.

A brief description of the institution’s workplace health and safety initiatives:

Information is available through the following links:

http://www.slu.edu/Documents/provost/research_services/OHP_MedHistoryForm_MQ_23%20JAN%202012.pdf


The website URL where information about the institution’s workplace health and safety initiatives is available:

http://oess.slu.edu/
Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit

Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure
Committee on Investor Responsibility

Responsible Party

Gary Whitworth
Treasurer and CIO
Treasury and Investments

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.

Submission Note:

Currently no formal committee or charter documentation is available with regard to sustainability-related investment responsibility. However, the treasury and investment office is responsible for managing University investments (endowment and operating cash), negotiating and placing all debt, cash management, commercial banking relationships and merchant card administration. For more information, please visit:

https://www.slu.edu/busfin/departments/treasury-and-investments

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

Responsible Party

Gary Whitworth
Treasurer and CIO
Treasury and Investments

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

Submission Note:

At this time no formal policy or guidelines are available with regard to sustainable investment practices. However, Saint Louis University does believe in socially responsible investing. Because of this belief, the Board of Directors may elect to exclude certain securities that it determines are incompatible with the basic values of the University, and will strive to exercise its shareholders' rights in voting proxies in a socially responsible manner. (information based on internal documentation, not publicly available)

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

Responsible Party

Gary Whitworth
Treasurer and CIO
Treasury and Investments

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.

Submission Note:

Currently no snapshot of institutional investment holdings is publicly available. However, Saint Louis University does informally practice socially responsible investing based on the basic values of the University. The treasury and investment office is responsible for managing University investments (endowment and operating cash), negotiating and placing all debt, cash management, commercial banking relationships and merchant card administration.

https://www.slu.edu/x27882.xml

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

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Innovation 1</td>
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<tr>
<td>Innovation 2</td>
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<tr>
<td>Innovation 3</td>
<td></td>
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<tr>
<td>Innovation 4</td>
<td></td>
</tr>
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</table>
Innovation 1

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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

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

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

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

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

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A brief description of the innovative policy, practice, program, or outcome:
A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

---

A letter of affirmation from an individual with relevant expertise:

---

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

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<tr>
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<tr>
<td>Research</td>
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<tr>
<td>Campus Engagement</td>
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<td>Buildings</td>
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<td>Dining Services</td>
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<td>Grounds</td>
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<td>Purchasing</td>
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<td>Transportation</td>
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<td>Waste</td>
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<td>Topic</td>
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<tr>
<td>Coordination, Planning &amp; Governance</td>
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<td>Diversity &amp; Affordability</td>
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<tr>
<td>Health, Wellbeing &amp; Work</td>
<td>---</td>
</tr>
<tr>
<td>Investment</td>
<td>---</td>
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</tbody>
</table>

**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:**
---
Innovation 2

Responsible Party
Beth-Anne Yakubu
Assistant Director
Center for Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

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

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.
Title or keywords related to the innovative policy, practice, program, or outcome:
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A brief description of the innovative policy, practice, program, or outcome:
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A brief description of any positive measurable outcomes associated with the innovation (if not reported above):
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A letter of affirmation from an individual with relevant expertise:
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Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Yes or No</th>
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<td>Research</td>
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<tr>
<td>Transportation</td>
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<td>Waste</td>
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<td>Investment</td>
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</tbody>
</table>

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:
---
Innovation 3

Responsible Party

Timothy Keane
Executive Director
Center for Sustainability

Criteria

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STARS Reporting Tool | AASHE
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<tr>
<td>Purchasing</td>
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<td>Topic</td>
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<td>Transportation</td>
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