St. John's University

The following information was submitted through the STARS Reporting Tool.

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

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.

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Student Sustainability Educators Program

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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,
• Provides formal training to the educators in how to conduct outreach, and
• Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

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

Total number of degree-seeking students enrolled at the institution:
16,264

Program name (1st program):
Residential Sustainability Ambassadors

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
3,500

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
Students are trained in recycling practices of the university, as well as energy conservation, and composing.

A brief description of how the student educators are selected (1st program):
The application process is made available via email to all students who have previously participated in Earth Club or Office of Sustainability events or who have expressed interest in the field through learning communities, academic programs etc.
Applications are reviewed based on the students residential placement (1 student/team for each of the 8 residential buildings), interest and level of commitment.

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

Residence ambassadors participate in a formal training session (half-day) at the beginning of the semester. Sessions are held on 1) overview of initiatives across the university and how interested students may become involved, including competitions, clubs, poster-campaigns, one-time events etc. 2) Recycling policies and procedures in the residence village, 3) energy and water conservation policies in the residence village, 4) opportunities to establish composting in the residence village, including a session on Vermicompost, where ambassadors will set up a worm bin to maintain in their dorm.

Ambassadors meet regularly to track their progress and are in constant communication with their coordinator in the Office of Sustainability.

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

The Office of Sustainability will provide all material resources needed to create a model green dorm room, including CFLs, recycling bins, vermicompost setup etc. The office will also pay a student coordinator to train and work with the ambassadors. Though the program is in its infancy, there is discussion of providing an education stipend at the end of a successful year of service as a Residential Sustainability Ambassador.

The website URL for 1st Program:

---

Program name (2nd program):
Recycling Challenges are conducted during October and November in student resident buildings.

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
1,000

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

Two freshman buildings each housing about 500 students participate in fall semester Recycling Challenges. A typical Recycling Challenge runs for four weeks and consists of a daily count and recording of equivalent full bags of recycling for each of the typical building's six floors. During the Challenge, a daily recycling chart is posted in the main lobby and at the end of each week (during the Challenge) there is a prize given to the winning floor, which is typically food at a student gathering in the common space.

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

The student educators for the Recycling Challenges are Resident Advisors (RAs) on each floor of the building participating in the Recycling Challenge.

A brief description of the formal training that the student educators receive (2nd program):
All Resident Advisors (RAs) are provided formal training in a group meeting at the beginning of each fall semester. One major component of the formal training consists of proper Single Stream Recycling in the residential buildings.

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

Paid student workers as Sustainability Coordinators set up the recycling containers in the residence halls before the academic fall semester. Inspections are made of the recycling stations in each of 9 resident hall buildings throughout the academic semesters. Then, at the end of the spring semester after student move-out, these student workers collect and clean the recycling containers.

The website URL for 2nd program:

---

Program name (3rd program):

Compete to Reduce - Annual energy conservation competition in the student residential buildings.

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):

3,500

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

Compete to Reduce involves using Lucid Design's Building Dashboard. SJU has 9 residence hall buildings electrical services directly connected to Building Dashboard via internet. Setting up building to building competitions is one of the main features of Building Dashboard. During a competition buildings compete to reduce energy from their respective baseline. Data is current every 3 minutes and buildings are ranked by largest percentage to smallest percentage reduced.

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

Compete to Reduce competitions are coordinated by the offices of Sustainability and the Office of Residence Life through Resident Directors for each building who in turn engage Resident Advisors for each building's floors.

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

RD and RAs are shown how to use the Building Dashboard and specifically how to view competitions.

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

Dollars from energy savings during Compete to Reduce help sponsor the event battle of the Buildings a competition for student resident buildings with the most spirit.

The website URL for 3rd program:

http://www.youtube.com/user/stjsustainability
Program name (All other programs):
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Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):
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A brief description of the program, including examples of peer-to-peer outreach activities (All other programs):
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A brief description of how the student educators are selected (All other programs):
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A brief description of the formal training that the student educators receive (All other programs):
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A brief description of the staff and/or other financial support the institution provides to the program (All other programs):
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The website URL for all other programs:
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Student Sustainability Outreach Campaign

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

Energy Conservation Challenge; RecycleMania

A brief description of the campaign(s):

In February of 2010 six dormitories in the Residence Village competed in their first ever Dashboard® Challenge to reduce electricity consumption. During the competition the University advertised and conducted outreach programs and training on energy consumption and its impact on the Earth, on the University and on students themselves. The energy systems of the residence village were set up for constant tracking and an online tool was made available to students to follow their efforts in real time. Dashboard® remains available online for residents to monitor their electricity use; participation in nation-wide competitions remains annual, with smaller competitions
In Jan/Feb of 2009 and 2010, St. John's University participated for the first time in the national RecycleMania competition to reduce waste and increase recycling. Advertising and outreach was provided to students regarding the benefits of recycling and the consequences of not doing so. Students participated in 'dumpster dives' to monitor recycling around campus, especially that of the staff and administrative departments. Participation in Recyclemania is now annual.

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

Energy use (measured in total and per person kWh) saw massive reductions, which students, faculty and groups can track online (see link in following window). Further, cash prizes are rewarded to dormitories during campus-wide competitions.

St. John's results and rankings in past Recyclemania events can be found at:

[http://www.recyclemaniacs.org/scoreboard/past-results](http://www.recyclemaniacs.org/scoreboard/past-results)

**The website URL where information about the sustainability outreach campaign(s) is available:**

Sustainability in New Student Orientation

Responsibility Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:
Yes

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

Sustainability was highlighted (through a multi-media presentation by students, staff and community partners) in the freshman orientation for the Staten Island Campus, reaching all students over 3 sessions. Also information pamphlets on sustainability was given to all incoming students during orientation.

The website URL where information about sustainability in new student orientation is available:
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Sustainability Outreach and Publications

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

A sub-section of the University website, the Sustainability Initiatives site includes a timeline of sustainability monuments at the school (both past and projected), details the 'green' features of the physical campus, any 'green' campus initiatives and includes a section for student involvement (like tips for energy reduction, ways to participate in Earth club, organic gardening etc.)
The page can be accessed from the main site as well as from STJ Central, the homepage for student emails, coursework etc.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:
http://www.stjohns.edu/sustainability

Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
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The website URL for the sustainability newsletter:
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Does the institution have a vehicle to publish and disseminate student research on sustainability?:
No

A brief description of the vehicle to publish and disseminate student research on sustainability:
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The website URL for the vehicle to publish and disseminate student research on sustainability:
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Does the institution have building signage that highlights green building features?:
Yes

A brief description of building signage that highlights green building features:
A plaque inside of D'Angelo Center highlights its accordance with LEED standards.

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

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
Through our relationship with Chartwells food services, dining areas have signage encouraging waste reduction (encouraging diners to bring reusable mugs, limit use of napkins, cutlery etc.), educating about sustainability practices on campus and promoting sustainable, healthy and local foods available in the dining facility.
The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.dineoncampus.com/stjohns/show.cfm?cmd=sustainability

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
No

A brief description of the sustainability walking map or tour:
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The website URL of the sustainability walking map or tour:
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Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
As a 'Clean Air Campus' through New York City's Clean Air NY, we are provided clean transit brochures which are made available to students and staff. The below link is similar to the printed pamphlets.

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

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:
Each room/ suite in the residence village on campus has a one-page guide for students permanently posted to the interior side of the door, beside the emergency plan. The guide highlights university expectations for energy conservation and recycling, gives examples and tips.
for sustainable living, and provides contact information so students may get more involved in sustainability on campus.

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

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Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
Yes

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 office of sustainability is in constant communication with the student newspaper 'The Torch'. A number of reporters work with faculty and the student Earth Club to put together weekly stories feature sustainability projects and news on campus.

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

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Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:

Alice Arvan is the reporter in the University marketing department dedicated to sustainability initiatives. Articles are posted regularly to the 'web-digest' which is made available online and emailed to staff and faculty daily.

The website URL for this material:

http://digest.stjohns.edu/

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

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A brief description of this material:

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The website URL for this material:

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

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The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:
The Earth Club, a special interest group which is a recognized organization under the University's Student Government, consists of over 60 members, with 20-30 highly active members. The club, a collaboration of students and professors, participates in fun and educational field trips, invites and organizes lectures and conferences, facilitates student engagement and assists in campus sustainability projects like recycling, composting, gardening etc.

List up to 4 notable recent activities or accomplishments of student group(s):
1. Earth day events such as waste characterization study.
2. Student Move Out "Chuck it for Charity" food and clothing drive.
3. Maintenance of organic garden where all produce harvested is donated to St. John's Bread and Life Soup Kitchen.

List other student groups that address sustainability:
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The website URL where information about student group(s) is available:
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Organic Garden

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:

The University Organic Garden was created in 2009 in a collaboration between the Earth Club and the Office of Sustainability. Currently, the garden contains 51 beds, totalling 1,500 square feet of planting space. In addition, a 100 foot area of a greenhouse is available for extended growing seasons, unusual crops etc. All proceeds from the garden are donated to a local, University-run soup kitchen.

The responsibility for the garden, both financial and administrative, is shared between the Office of Sustainability and the Earth Club, but it is open for all students, faculty and staff to enjoy and gain experience.

The website URL where information about the garden is available:
http://www.stjohns.edu/campuses/sustainability/stud_inv/student_community_garden.stj
Model Room in a Residence Hall

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

Yes

A brief description of the model room:

One room in each of the nine (9) residential halls has one Model Dorm Room, occupied by the Residential Sustainability Ambassador for that building. The residents of the room are provided the training and materials needed to 'green' their dorm room, as well as to share expertise with peers, visitors etc. Their rooms are open for visitors during set hours, weekly.

The website URL where information about the model room in the residence hall is available:

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Themed Housing

Responsible Party
Frank Cantelmo
Associate Professor
Biological Sciences

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:
Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):
Residential students who have applied to be a part of the environmental learning community (an interdisciplinary group of both commuter and residential freshman students) are placed together for housing on a designated floor of Carey hall. Students in the learning community participate in events prepared and sponsored by their faculty mentor, which have included tours of central park, research-based sailing trips in Long Island Sound, lectures and community-building events.

The website URL where information about the themed housing is available:

The total number of residents in themed housing:
---
Sustainable Enterprise

Responsible Party

Linda Sama
Associate Dean for Global Initiatives
Tobin College of Business

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:
Yes

A brief description of the enterprise:

GLOBE, a student-managed academic program at St. John’s University, the Peter J. Tobin College of Business, provides loans to entrepreneurs in the developing world. Through GLOBE, students are educated about the world of microfinance while helping the poorest of the poor help themselves and their families out of poverty. Students, in describing their mission as part of GLOBE, say: “We are committed to building a global community (starting here at St. John's) that is going to contribute to the goal of eradicating poverty within our lifetime.”

GLOBE STUDENTS manage all aspects of the program including vetting loan applications, marketing the program, tracking funds flows, fundraising, providing technology to the field, and measuring program success.

The website URL where information about the sustainable enterprise is available:
http://www.facebook.com/pages/GLOBE/57267978673
Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:

Yes

A brief description of the event(s):

Various events are held each year with the purpose of informing students about sustainability issues, our local and global environments and courses of action for a positive sustainability future. These events are hosted by the collaborations of Earth Club, Science Department, Learning Communities and other interested parties. Among events held in 2012 were several sustainability workshops, gardening events, observances of Earth Day and Arbor Day, and Campus Sustainability Day.

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

---
Outdoors Program

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

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

Credit

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Sustainability Course Identification

Responsible Party
Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:
Yes

A copy of the institution's definition of sustainability in the curriculum?:

Sustainability: The ability to meet the needs of the present without compromising the ability of future generations to meet their own needs. The scope of ‘sustainability’ ranges from environmental to social and economic issues, and seeks to establish a balance of these things so as to ensure diversity and well-being for now and for the future.

For academic related content, issues/topics like fair wages and working conditions, poverty relief, environmental stewardship, resource management, supply and demand, local economies/business, etc. all fall under the umbrella of sustainability.

Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Sustainability-related courses incorporate sustainability as a course component or module, or concentrate on a single sustainability principle or issue.

Has the institution identified its sustainability-focused and sustainability-related course offerings?:
Yes

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

In order to determine which courses are sustainability focused or related a survey was completed by all academic departments on campus. The survey was sent to each department. On the survey all courses offered by the department were listed with the option to indicate (check off) whether a particular course was sustainability focused or related.

Does the institution make its sustainability course inventory publicly available online?:
No

The website URL where the sustainability course inventory is posted:
---
Sustainability-Focused Courses

Responsible Party
Frank Cantelmo
Associate Professor
Biological Sciences

Criteria
Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-focused courses offered:
133

The total number of courses offered:
1,322

Number of years covered by the data:
Three

A list of sustainability-focused courses offered:

Sustainability Focused Courses
Asian Studies-
Contemporary China
Contemporary Japan
Introduction to the Civilizations of Asia I
Introduction to the Civilizations of Asia II
Contemporary Korea
American Investment in China
Doing Business in China
Discovering China
Reading and Research

Biology-

Biology and Society
Field Biology
Ecology
Research in Biology

Chemistry-
Environmental Chemistry
Methods in Environmental Chemistry

Government and Politics-
Introduction to Public Administration
International Relations
Comparative Political Systems
American Environmental Politics and Policies
Global Environmental Politics and Policies
State and Local Government and Administration
Municipal Government and Administration
Environmental and Public Law
Politics of Environment and Development
International Law
International Political Economy
Politics of the Middle East
Politics of Developing Countries
Seminar in Public Administration

Geography-
History of Inter-American Relations
Natural Resources and World Development
Issues in Environmental Conservation

Philosophy-
Ethics and Business
Ethics and Healthcare
Medical Ethics
Environmental Ethics
Social Justice
Philosophy of Science
Philosophy of Physical Sciences
Philosophical Issues in Biology
Philosophy of Law
Political Philosophy
Modernity Crisis
Contemporary Moral Problems

Physics-
University Physics I
University Physics II
Mathematics for Physical Science
Introduction to Modern Physics
Engineering Mechanics
Thermodynamics
Analytical Mechanics
Physics Theory I
Physics Theory II
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Introduction to Astronomy
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Basic Electronics
Optics
Optics Laboratory
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Networks
Special Topics
Independent Study

Environmental Studies-
Introduction to Ecological Principles
Natural History of Metropolitan New York
Human Ecology
The Coastal Environment
Concepts and Practices of Environmental Education
American Environmental Politics and Policies
Global Environmental Politics and Policies
Pollution Analysis and Control
Aquatic Ecology
Resource Management
Environmental Geology
Environmental Geology Laboratory
Environment Studies Internship
Research in Environmental Studies
Environmental Analysis Senior Seminar

Economics and Finance-
Environmental Economics

Management-
Managing For Sustainability

Education-
Education for Grades 1-12
Foundations of Education
Learning and Development: Childhood
Learning and Development: Adolescence
Fields Work: Observation Analysis/ Creative Activities
Language Acquisition and Literacy
Language Arts and Social Studies
Methods of Teaching Mathematics
Methods of Teaching Science
Methods for Childhood Special Education
Language Acquisition and Literacy/ Adolescence
Methods for Secondary Education Math and Science
Methods Social Studies, English, Foreign Language
Technology and Society: School, Community, Workplace
Student Teaching and Seminar: Childhood Education
Student Teaching and Seminar: Adolescence
Student Teaching and Seminar: Childhood Special Education

Pharmaceutical Administration and Allied Health Sciences-
Introduction to Radiologic Science

Biology (College of Professional Studies)-
Ecological and Environmental Studies

Marketing (College of Professional Studies)-
Principles of Marketing
Fundamentals of Advertising and Sales Promotion

Management (College of Professional Studies)-
Introduction to Business
Principles of Management I
Industrial and Personnel Psychology
Small business Management
New Dimensions in Management
Introduction in International Business
Women in Management
Entrepreneurship (How to Start Your Own Business)
Organizational Management in the EU
European Union- International Business

Accounting (College of Professional Studies)-
Fundamentals of Accounting I
Fundamentals of Accounting II
Fundamentals of Accounting II (Non-Accounting Majors)
World Accounting

Business Management-
Accounting 121
Accounting 122
Economics (College of Professional Studies)-
Principles of Economics I
Principles of Economics II
Elementary Money and Banking
International Economics
Economic and Financial Institutions in Europe
Financial Institutions of the European Union
The Economics of the European Union

Computer Science, Mathematics and Science (College of Professional Studies)-
Ecological and Environmental Studies

Health Services Administration
Environmental Health Control

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
http://www.stjohns.edu/campuses/sustainability/policy/stars/sustainability_curriculum.stj

A copy of the sustainability course inventory:
Sustainability Focused Courses.docx
Sustainability-Related Courses

Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-related courses offered:

391

The total number of courses offered:

1,322

Number of years covered by the data:

Three

A list of sustainability-related courses offered:

Sustainability Related Courses

Asian Studies-
Introduction to Chinese Thought
Introduction to Japanese Thought
Sports in China
Introduction to Buddhism
History of Modern East Asia
History of Modern China
Governments and Politics of the Far East
Governments and Politics of South and Southeast Asia

Biology-
Fundamentals of Biology I: Introduction to Population Biology
Fundamentals of Biology I Laboratory
Biology and Health
Fundamentals of Biology II: Introduction to Cell and Molecular Biology
Fundamentals of Biology II: Laboratory
General Microbiology
Botany
Aquatic Ecology
General Physiology
Biochemistry
Concepts of Immunology
Molecular and Cell Biology

Chemistry-
College Chemistry
Introduction to General and Organic Chemistry 1110
Introduction to General and Organic Chemistry 1120
Introduction to General and Organic Chemistry 1130
Introduction to General and Organic Chemistry 1140
General Chemistry I
General Chemistry II
Honors General Chemistry: Introduction to Physical Chemistry
Honors General Chemistry: Laboratory and Recitation
Honors General Chemistry
Honors General Chemistry: Laboratory II
Organic Chemistry I
Organic Chemistry II
Quantitative Analysis
Physical Chemistry I
Physical Chemistry II
Instrumental Methods of Chemical Analysis
Experimental Physical Chemistry
Introduction to Inorganic Syntheses

English-
Writing for Business
Introduction to American Literature
Introduction to Literature and Culture
Introduction to British Literature
Literature in a Global Context
Introduction to English Studies
Introduction to Literary Criticism and Theory
American-Ethnic Literature to 1900
American Realism and Naturalism
American Women Writers to 1900
The Harlem Renaissance
American Ethnic Literatures

Fine Arts-
Racism in Film
Sexism in Cinema and Television
Graphic Production
Three-Dimensional Design
Typography
Motion Graphics
Advanced Computer Graphics
History of Visual Communications
Anatomy and Figure Drawing I
Anatomy and Figure Drawing II
Drawing or Illustration
Drawing and Design in Rome
Illustration II
Aqueous Media
Composition in Painting
Painting in Italy
Figurative Sculpture
Printmaking II
Documentary Photography
European Art- 19th Century
Twentieth-Century Art
Latin American Art: Encounters Between Two Worlds
Women in the Arts
Contemporary Art and Culture, 1945-Present
Culture of Southern Italy, A Visual Journey
Advertising Production
Professional Portfolio
Book Arts
Web Design
Advanced Typography
Advanced Web Design Course
Junior Design
Drawing Media Experimentation
Acrylic Painting
Mixed Media Concerns
Experimental Printmaking
Senior Design
Creative Thesis
Internship
Independent Study
Creativity and the Arts
Craft as Visual Art
Art in New York
Understanding Art
Creative Experiments
Drawing Experiments
Watercolor Workshop
Printmaking Workshop
Photography Workshop
Introduction to Photography
Intermediate Photography
Jewelry Design
Introduction to Graphic Design I
Foundation Design
Introduction to Graphic Design II
Color: Theory and Application
Computer Graphics
Introduction to Drawing I
Introduction to Drawing II
Italian Sketchbook
The French Sketchbook
Illustration I
Digital Illustration
Introduction to Cartooning
Aqueous Media in Paris
Relief and Intaglio Printmaking
Photography I
Photography II
Digital Photography
History of Photography
Photography in Paris
The History of Art I and II
Pre-Columbian Art
Modern Architecture
Classical Archaeology
Art and Architecture in France
The Art of the Renaissance in Italy
Italian Renaissance Art and Literature
Survey of Art and Architecture in Italy
The City of Rome
The Art of Film I
The Art of Film II

Government and Politics-
Feminism and Politics
Roots of Modern Ideologies
Introduction of the Study of Law
Congress: Politics and Policy
The American Presidency
American Political parties and Interest Groups
Contemporary Government and Politics
American National Government
Western Political Thought III: Recent and Contemporary
The American Government and Business Relationship
Foreign Policy of the Major Powers
Politics of Africa
Public Opinion and Political Systems
Research Methods in Political Science and Public Administration
Foreign Policy of the United States
Government and Politics of Western Europe
Government and Politics of Eastern Europe
Governmental and Politics of Latin America
Workshop on Political Campaigning
Seminar in American Government
Seminar in International Relations
Seminar in Comparative Government
Seminar in Contemporary Issues in Constitutional Law

History and Geography-
Natural Resources and World Development
Issues in Environmental Conservation
Contemporary Africa
U.S.: The Age of Reform
Women in Medieval Europe
Women in Modern Europe
Women in Latin America History
Race Relations in American Foreign Policy
Women and Gender in Early America: from Settlement to the Civil War
Women and Gender in Modern America: Civil War to the Present
Women and Social Movements in U.S. History
World History I

Mathematics-
Pre-Calculus with Business
Calculus with Business Applications

Philosophy-
Ethics
Introduction to Feminist Philosophy
Major Women Philosophers of the 20th Century
Philosophical Issues Concerning Religion in the State
Major Women Philosophers of the 20th Century

Physics-
Planet Earth- Form and Structure
Planet Earth- Historical Geology
Introduction to Physics
Earth Science
Time Traveling
Physics in Words and Pictures
Our Planet
The Science of Weather
Energy and Environment
Introduction to Space Science
Universe: Introduction to Scientific Cosmology
Electricity and Magnetism Laboratory
Optics Laboratory
Psychology-
Social Psychology
Cognitive Psychology
Cross-Cultural Psychology

Rhetoric, Communication and Theatre
Rhetoric of Social Movements

Anthropology and Sociology-
Anthropology Seminar
Introduction to Anthropology: Cultural
Sociology of Modern Organizations
Gender Identity in Popular Culture
Race and Ethnicity in America
Sociology of Poverty in America
Gender, Violence and the Movies
Anthropology of Development
Food and Culture
Human Ecology
Global Poverty
The Social Welfare System
Social Change
Social Problems

Theology-
Introduction to Catholic Moral Theology
Introduction to Catholic Social Teaching
Modern Moral Issue in Judaism
The Theology of Peace: A Gospel Reflection on Violence and War
God and Religion in the City
Helping the Neighbor: Vincent de Paul and the Meaning of Christian Service
Youth Ministry: Theory and Practice
Moral Theology of Health Care
Moral Theology of the Marketplace
The Holocaust and Its Aftermath
Women in Theology

Department of Economics and Finance-
Investments
International Banking and Finance

Accounting and Taxation-
Fundamentals of Accounting I
Fundamentals of Accounting II
Principles of Cost Accounting
Advanced Cost Accounting
Accounting Information Systems
Intermediate Accounting I
Intermediate Accounting II
Advanced Accounting I
Advanced Accounting II
Principles of Auditing
Advanced Auditing
Seminar in Accounting Theory
Information Technology Auditing
Financial Statement Analysis
Principles of Internal Audit
Operations Auditing
Accounting
Federal Income Taxation: Individuals
Federal Income Taxation: Businesses
Federal Income Taxation: Special Topics

Computer Information Systems and Decision Sciences
Computer Systems. Software for Business Applications
Introduction to Information Technology
Business Applications Software
Web Design and Development
Business Data Communications and Network
Advanced Computer Networks
Object-Oriented Programming
database Management
Business and Economic Statistics I
Business and Economic Statistics II
Business Research Methods
Multivariate Statistical Analysis for Business
Advanced Business Statistics and Forecasting
Operations Research for Business
Linear Programming or Business Decision-Making
Business Simulation and Model Building
Business Software Design and Development

Law-
Law In a Business Environment
Uniform Commercial Code

Marketing-
Principles of Marketing
Principle of Marketing Honors
Principles of Direct Marketing
Event Marketing
Sales Marketing
Sales Management
Consumer Behavior
Marketing Research
Product Management
International Marketing
Service Marketing
Advertising/ Marketing Research Project
Marketing Management and Policies
Marketing Seminar

Management-
Principles of International Business
Strategic Leader in a Global Environment
Materials Management
Managing a Culturally Diverse Workforce
Development of Human Resources

Risk Management, Insurance, and Actuarial Science-
Principles of Risk Management
Property and Liability Insurance
Life, Health Pension and Social Insurance
Risk Seminar

Education-
Foundations of Special education
Multicultural Education
Human Relations in Inclusive Settings
Art and Music in Inclusive Settings

Pharmaceutical Sciences-
Public Health for the Pharm.D.

Pharmaceutical Administration and Allied Health Sciences-
Clinical Medicine 1
Clinical Medicine 2
Comprehensive Health History and Physical Diagnosis
Clinical Medicine 3
Clinical Medicine 4
Case-Enhances Focused Health History and Physical Diagnosis
Emergency Medicine
Geriatric and Pediatric Medicine
General Surgery
Emergency Medicine
Clinical Obstetrics and Gynecology Rotation
Clinical Orthopedic Rotation
Clinical Pediatric Rotation
Clinical primary Car 1 Rotation
Elective Clinical Rotation
Clinical Surgical Rotation
Clinical Geriatrics/ Long Term Care Rotation
Clinical Primary Care 2 Rotation
Clinical Internal Medicine Rotation
Senior Competencies Component
U.S. Health Care Delivery
Clinical Education, Management and Research
Introduction to Pharmacoeconomics
Pharmacy and the U.S. Health Care Environment
Pharmacy Management and Advanced Pharmacoeconomics
Contemporary Issues in Hospital Pharmacy

Computer Science, Mathematics and Science (College of Professional Studies)-
Database Management Systems
Software Engineering
Electronic Commerce
Individual Research: Topics in Software
Data Communications
The Physical Universe
Principles of Biology
Topics in Health

Criminal Justice (College of Professional Studies)-
Professional Ethics in the Criminal Justice System
Minority Groups and the Criminal Justice System
Women and the Criminal Justice System
Contemporary Social Problems in the Criminal Justice System

English and Speech (College of Professional Studies)-
Public Speaking for the College Student
Speaking for Success
Literature in a Global Context
Survey of American Literature 1007
Survey of American Literature 1008
Survey of English Literature 1009
Survey of English Literature 1010
Literature of the Western Civilization 1011
Literature of the Western Civilization 1012
The Modern Novel
The Short Novel in World Literature
Contemporary Literature
The Short Story
Fantasy in Fiction
Literature, Film and Visual Media
Utopian Literature
The American Novel
Visualizing American Literature
Women’s Voices in Literature
Literature of the American South
The Fairy Tale in Literature and Film
Great Books of the Western World I
Great Books of the Western Worlds II
Seminar: American Literature
Seminar: British Literature
Hospitality, Tourism and Sports Management-
Stadium and Arena Management
The Economics of Sports

Humanities (College of Professional Studies)-
Philosophy of the Human Person
Business Ethics

Mass Communication (College of Professional Studies)-
Introduction to Mass Communications
Multimedia Communication
Principles of Public Relations
Public Relations Writing
Public Relations Strategies
Public Relations Practicum
Introduction to Journalism
Photojournalism
Introduction to Magazine Publishing
Newspaper Administration and Organization
Ethics and Law in journalism
The History of Journalism
New Writing I
News Writing II
Magazine Article Writing and Editing
Writing and Editing for the Business and Specialized Press
Newsgathering
Online News
Broadcast Journalism Radio
Broadcast Journalism Television
Advances News Writing
International Reporting
Journalism Print Media
Writing or Broadcast Journalism
New Media
Ethical Values for Communications
International Communications Europe
International Communications Asia
Introduction to Advertising Communication
Integrated Advertising Communication
Seminar in Advertising Communication

Social Sciences (College of Professional Studies)-
Gerontology
Child Care Internship and Seminar
Social Justice
Introduction to Health Services Administration
Ethical Issues in Healthcare
Survey of Human Services
Gerontology Research and Seminar
The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

http://www.stjohns.edu/campuses/sustainability/policy/stars/sustainability_curriculum.stj/3

A copy of the sustainability course inventory:

Sustainability Related Courses.docx
Sustainability Courses by Department

Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

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

The number of departments that offer at least one sustainability-related or -focused course:

32

The total number of departments that offer courses:

37

A list of departments that offer sustainability courses:

Asian Studies
Biological Sciences
Chemistry
English
Fine Arts
Gov. and Politics
History
Math and Computer Science
Philosophy
Physics
Psychology
Sociology and Anthropology
Theology and Religious Studies
Environmental Studies
Accounting and Taxation
Computer Info Systems
Economics and Finance
Law
Management
Marketing
Risk Management, Insurance and Actuarial Science
Education
Pharmaceutical Sciences
Pharmacy Administration and Allied Health Sciences
Admin. and Economics
Criminal Justice and Legal Studies
English and Speech
Hospitality, Tourism, and Sports Management
Humanities
Mass Communication
Computer Science
Social Sciences

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:
http://www.stjohns.edu/campuses/sustainability/policy/stars/sustainability_curriculum.stj

A copy of the sustainability course inventory:
---
Sustainability Learning Outcomes

Responsible Party

Robert Pecorella
Director of the Institute for Core Studies and Associate Professor of Government and Politics
Institute for Core Studies

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

The number of graduates covered by the sustainability learning outcomes:

11,885

Total number of graduates:

11,885

A list of degree programs that have sustainability learning outcomes:

"The core competencies and knowledge bases, the goals and outcomes of the core curriculum, are the institutional goals for student learning that characterize a liberal arts education distinctive to St. John's University."

There are multiple sustainability learning outcomes, as defined in ER-5, present in the 'knowledge bases' determined and formally adopted by the university and incorporated into the core curriculum coursework, which take a prominent role in every university degree program.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:


A copy of the sustainability course inventory:

---

A list or sample of the sustainability learning outcomes associated with the degree programs:
Undergraduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Environmental Studies

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

http://www.stjohns.edu/academics/undergraduate/liberalarts/departments/Environmental

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

---

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

---

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

---

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

---

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

---
Graduate Program in Sustainability

Responsible Party

Alyssa Monturi
Assistant to the Director
Center for Global Development

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:

Yes

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

Global Development and Social Justice

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

http://www.stjohns.edu/academics/graduate/liberalarts/departments/cgd/ma_gdsj

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

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

---

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

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

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

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Sustainability Immersive Experience

Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

A brief description of the sustainability-focused immersive experience(s) offered by the institution:

ESP 1060 - Discover Bermuda: Adaptive Ecosystem Management, Sustainability & Socioeconomic Issues

Offered from May 16 to 29 in partnership with the Bermuda Aquarium, Museum and Zoo (BAMZ)

www.bamz.org

, this course brings students to historic and ecologically significant sites in Bermuda and nearby islands.

* Bus and walking tours of historically and ecologically significant sites in Bermuda
* Opportunities to participate in Greenhouse Maintenance, Turtle Rescue and Rehab Procedures.
* Excursions to remote islands, Cave trips, Snorkeling and Reef mapping
* Service Learning Opportunities

The website URL where information about the immersive experience is available:

http://www.stjohns.edu/academics/international/globalstudies/programs/summer/bermuda
Sustainability Literacy Assessment

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Incentives for Developing Sustainability Courses

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Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

---

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 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 a program that meets the criteria outlined above?:
---

A brief description of the program(s):
---

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

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

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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>Sustainability Research Identification</td>
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<td>Faculty Engaged in Sustainability Research</td>
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<td>Departments Engaged in Sustainability Research</td>
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<tr>
<td>Sustainability Research Incentives</td>
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<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
Sustainability Research Identification

Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research?:
Yes

A copy of the institution's definition of sustainability research:

Sustainability: The ability to meet the needs of the present without compromising the ability of future generations to meet their own needs. The scope of 'sustainability' ranges from environmental to social and economic issues, and seeks to establish a balance of these things so as to ensure diversity and well-being for now and for the future.

Issues/topics like fair wages and working conditions, poverty relief, environmental stewardship, resource management, supply and demand, local economies/business, etc. all fall under the umbrella of sustainability.

Sustainability-related research concentrates on the concept of sustainability, including its social, economic, and environmental dimensions, or examines an issue or topic using sustainability as a lens, or concentrates on a single sustainability principle or issue.

Has the institution identified its sustainability research activities and initiatives?:
Yes
A brief description of the methodology the institution followed to complete the inventory:

An email was sent out to all faculty that described sustainability research. Attached was a link to a survey which allowed them to pick:

I have not participated in research over the last three years.

The research I have participated in over the last three years is not sustainability related.

I have participated in sustainability related research over the last three years.

Does the institution make its sustainability research inventory publicly available online?:

Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

http://www.stjohns.edu/campuses/sustainability
Faculty Engaged in Sustainability Research

Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Institution’s faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

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

The number of faculty members engaged in sustainability research:
146

The total number of faculty members engaged in research:
353

Names and department affiliations of faculty engaged in sustainability research:

Accounting:
Patt Colabella
Nina Dorata
Adrian Fitzsimons
Sylwia Gornik-Tomaszewski

Administration & Economics:
Almerinda Forte
Carmine Gibaldi

Administration & Instructional Research:
James Campbell
Seokhee Cho
Barbara Cozza
Rosalba Del Vecchio

Institute for Asian Studies:
Bernadette Li
Hung-Yi Shen
Biological Sciences:
Irvin Hirshfield
Dianella Howarth
Richard Stalter
Jay Zimmerman

Chemistry:
David Brown
Guofang Chen
Steven Graham
Alison Hyslop
Peter Ilich
Neil Jespersen
Elise Megehee
Richard Rosso
Enju Wang

Clinical Pharmacy Practice:
Manouchkathe Cassagnol
Gladys El-Chaar
Regina Ginzburg

Law(College of Business):
Jack Raisner
Anthony Sabino

Communications Sciences & Disorders:
Jose Centeno
Nancy Colodny
Donna Geffner

Communications, Journalism & Media Studies:
Alla Baeva
Jane Paley
Richard Thomas
Susan Weber

Criminal Justice & Legal Studies:
Howard Abadinsky

Department of Curriculum & Instruction:
Brett Elizabeth Blake
Julie Carter
Mary Ann Maslak
Mary Beth Schaefer

Discover New York:
Elizabeth Albert
Paula Lazrus
Heidi Upton
Economics & Finance:
Thomas Chen
Young Back Choi
Charles Clark
M.E. Ellis
Laurence Mauer

English:
Angela Belli
Carmen Kynard
John Lowney
Steven Mentz

Fine Arts:
Joseph Adolphe
Belenna Lauto
William Morel
Susan Rosenberg
Claudia Sbrissa
Aaris Sherin
Lawrence Waldron

Government & Politics:
Fred Cocozzelli
Uma Tripathi

History:
Elaine Carey
Elizabeth Herbin
Nerina Rustomji
Lara Vapnek

Human Services & Counseling:
Gina Cicco
E. Guastello
Ming-hui Li
Richard Sinatra

Humanities:
Paul Gyllenhammer
Francis Holland
May Webber

Institute for Writing Studies:
K Octavia Davis
Sean Murray

Law:
Jennifer Baum
Leonard Baynes
Robin Boyle Laisure
Gina Calabrese
Lisa Catalano
Edward Cavanagh
Vincent DiLorenzo
Mary Lyndon
Margaret McGuinness
Rosemary Salomone
Janice Villiers

Library & Information Science:
Shari Lee
Kevin Rioux

Management:
Rodger Casselman
Ingrid Fray
Leonora Fuxman
Pauline Magee-Egan
Brenda Massetti
Jay Nathan
Linda Sama
Charles Wankel

Marketing:
Canan Corus

Mathematics, Computer Science, and Natural Sciences:
Genady Grabarnik

Mathematics, Science & Computer Science:
Maura Flannery
Brook Lauro
Bonnie MacKellar

Pharmaceutical Sciences:
Frank Barile
Zhe-Sheng Chen
Marc Gillespie
Senshang Lin
Emilio Squillante

Pharmacy and Administrative Sciences:
Somnath Pal

Philosophy:
Zachary Davis
Robert delfino
Marie George
Trent Hamann
Alice Ramos
Douglas Rasmussen
Melissa Yates

Psychology:
Andrea Bergman
Elizabeth Brondolo
Leonard Brosgole
Elissa Brown
James Curley
Raymond DiGiuseppe
Philip Drucker
Dawn Flanagan
Beverly Greene
Carolyn Greco-vigorito
John Hogan
Rafael Javier
Alice Pope
Scyatta Wallace

SJC Rhetoric Commun. & Theater:
Sanae Elmoudden

Social Sciences:
Louis Gesualdi
Jaime Rodriguez
Robert Tomes
Joan Tropnas
Joseph Trumino

Sociology & Anthropology:
Barrett Brenton
Roderick Bush
Natalie Byfield
Irene Dabrowski
William DiFazio
Anne Galvin
Michael Indergaard

Theology & Religious Study:
John Fitzgerald
John McKenna, Vincentian Frs.
Habibeh Rahim
Christopher Vogt

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:
A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:

professor research STARS.doc

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

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The website URL where information about sustainability research is available:

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Departments Engaged in Sustainability Research

Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

The total number of academic departments that conduct research:
41

The number of academic departments in which at least one faculty member engages in sustainability research:
34

A list of academic departments in which at least one faculty member engages in sustainability research:

Accounting
Administration and Economics
Administration and Instructional Leadership
Asian Studies, Institute of
Biological Sciences
Chemistry
Clinical Pharmacy Practice
Communication Sciences & Disorders
Communications, Journalism & Media Studies
Criminal Justice & Legal Studies
Dept of Curriculum & Instruction
Discover New York
Economics & Finance
English
Fine Arts
Government & Politics
History
Human Services and Counseling
Humanities
Institute for Writing Studies
Law
Library & Information Science
Management
Marketing
Mathematics, Computer Science, and Natural Sciences
Mathematics, Science & Computer Science
Pharmaceutical Sciences
Pharmacy and Administrative Sciences
Philosophy
Psychology
SJC Rhetoric Commun. & Theatre
Social Sciences
Sociology & Anthropology
Theology and Religious Studies

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:

professor research STARS.doc
Sustainability Research Incentives

Responsible Party

Frank Cantelmo
Associate Professor
Biological Sciences

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

"---" 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?:
---

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

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

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

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

The website URL where information about the faculty research program is available:
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Marie George
Professor
Philosophy

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:
Yes

A brief description or a copy of the institution’s policy regarding interdisciplinary research:

When a faculty member is considered for tenure and a promotion, research or projects are considered.

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

### 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.

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</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

• Impacts on the surrounding site
• Energy consumption
• Usage of environmentally preferable materials
• Indoor environmental quality
• Water consumption

Submission Note:

Many of St. John's University environmental stewardship reports can be found in Memorandum of Understanding with EPA Environmental Assessments by viewing the link:

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

Total building space that meets "Eligible Buildings Criteria":

3,236,295 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

3,236,295 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :

0 Square Feet
Building space that is LEED for Existing Buildings: O&M Silver certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
http://www.stjohns.edu/campuses/sustainability

An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
March 2009

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:
In house facilities management team working closely with the Director of Sustainability.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:
Donovan Hall, DaSilva Hall, Hollis Hall, Century Hall, Cardinal John O'Connor Hall, Carey Hall, Montgoris Dining Hall, St. Augustine Hall, St. John Hall, Town Houses, Henley Road Residence, St. Albert Hall, Marillac Hall, Alumni Hall, Newman Hall, Belson Hall, Finley Hall, Taffner Field House, D'Angelo Center, Sullivan Hall.
Building Design and Construction

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

New building space that meets "Eligible Buildings Criteria":
310,880 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
310,880 Square Feet

New building space that is LEED Certified:
0 Square Feet

New building space that is LEED Silver certified:
0 Square Feet

New building space that is LEED Gold certified:
0 Square Feet
New building space that is LEED Platinum certified:

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:

---

An electronic copy of the guidelines or policies:

sustainable.dot

The date(s) the policies or guidelines were adopted:

---

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

---

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:

---

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:

---
Indoor Air Quality

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Submission Note:

To view the GHG inventory visit the website above. On the left hand side click STARS, and the link is available at the bottom of the page.

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

The website URL where the GHG emissions inventory is posted:

http://www.stjohns.edu/campuses/sustainability/policy/stars

Does the inventory include all Scope 1 and 2 emissions?:

Yes

Does the inventory include emissions from air travel?:

No

Does the inventory include emissions from commuting?:

No

Does the inventory include embodied emissions from food purchases?:

No
Does the inventory include embodied emissions from other purchased products?:
No

Does the inventory include emissions from solid waste disposal?:
No

Does the inventory include another Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
Food waste recovery

Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Scope 1 and 2 gross GHG emissions, 2005:
53,724 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
2,800

Non-residential/commuter full-time students, faculty, and staff members, 2005:
13,410

Non-residential/commuter part-time students, faculty, and staff members, 2005:
7,121

Scope 1 and 2 gross GHG emissions, performance year:
50,416 Metric Tons of CO2 Equivalent

**Off-site, institution-catalyzed offsets generated, performance year:**
0 Metric Tons of CO2 Equivalent

**Carbon offsets purchased, performance year:**
0 Metric Tons of CO2 Equivalent

**List the start and end dates of the GHG emissions performance year:**
6/1/2012-5/31/2013

**On-campus residents, performance year:**
3,500

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**
12,409

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**
8,325

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):**
6/1/2012-5/31/2013
Air Travel Emissions

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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 impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

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<td>Reusable Container Discounts</td>
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<tr>
<td>Reusable To-Go Containers</td>
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</tbody>
</table>
Food and Beverage Purchasing

Responsible Party
Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

• Grown and processed within 250 miles of the institution
• Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

Submission Note:
http://www.dineoncampus.com/stjohns/show.cfm?cmd=sustainability

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):
20

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

* MIGHT BE HIGHER%

Contact chartwells/purchasing

We purchase from two produce vendors that supply us with product from two local distributors, J. Kings Holtsville NY and Baldor Foods, Bronx NY. Each has specific farms in the NY + NJ areas that provide produce for us

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

Trayless Dining

Responsible Party

Dennis Lestrange
Resident District Manager
Dining Services

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:

Trays are not available in the dining halls as of 2009.

List the year the program was started:

Oct. 12, 2009

The overall percentage of meals served on campus that are trayless:

---

The percentage of meal plan meals served on campus that are trayless:

---

The percentage of retail facility meals served on campus that are trayless:

---

The percentage of conference meals served on campus that are trayless:

---

The website URL where information about the program is available:

---
Does the institution offer diverse, complete-protein vegan dining options during every meal?: Yes

A brief description of the vegan dining program:

Every week 14 vegan meals are offered and specifically labeled.

The website URL where information about the program, policy, or practice is available:

Trans-Fats

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:
Yes

A brief description of the trans-fats avoidance program, policy, or practice:
Chartwells is the food service provider, and has published practice information which is also available for view on posters in the dining halls to inform students regarding the non-utilization of trans fats.

The website URL where information about the program, policy, or practice is available:
---
Guidelines for Franchisees

Responsible Party

Bernadette Lavin
Executive Director
Auxiliary Services

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
Yes

A brief description of the guidelines for franchisees:
Chartwells is St. John's food vendor. They implement strong sustainability policies such as enforcing a sustainable seafood policy where the types of seafood purchased is always "ocean friendly". The suppliers for poultry are required to follow policies stated by the Environmental Defense Fund. Also coffee purchased is sustainable certified coffee.

The website URL where information about the guidelines is available:
http://www.dineoncampus.com/stjohns/show.cfm?cmd=sustainability
Pre-Consumer Food Waste Composting

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have a pre-consumer food waste composting program?:
Yes

A brief description of the pre-consumer food waste composting program:

A composting program using pre-consumer has been implemented since Spring 2009.

The overall percentage of meals for which pre-consumer scraps are composted:
---

The percentage of meal plan meals for which pre-consumer scraps are composted:
---

The percentage of retail facility meals for which pre-consumer scraps are composted:
---

The percentage of conference meals for which pre-consumer scraps are composted:
---

The website URL where information about the composting program is available:
---
PostConsumer Food Waste Composting

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:
St. John's donated food to St. John's Bread & Life, which is a food bank and pantry for the homeless in Brooklyn, NY.

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:
The University only purchases recycle content napkins. Paper napkins in the dining halls are light brown in color and are made from 100% recycled material.

The website URL where information about the purchasing is available:
---
Reusable Container Discounts

Responsible Party

Bernadette Lavin
Executive Director
Auxiliary Services

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:
If you bring a reusable mug you can get a discount on your beverage.

Amount of the discount offered for using reusable mugs:
---

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):
---

The website URL where information about the reusable mug discount program is available:
Reusable To-Go Containers

Responsible Party

Bernadette Lavin
Executive Director
Auxiliary Services

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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</tbody>
</table>
Building Energy Consumption

Responsible Party

Thom Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu
1 MWh = 3.412 MMBtu
1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:
546,879 MMBtu

Building space, 2005:
3,090,704 Gross Square Feet

Total building energy consumption, performance year:
492,601 MMBtu

Building space, performance year:
3,326,999 Gross Square Feet

List the start and end dates of the energy consumption performance year:
06/01/2012-05/31/2013
Clean and Renewable Energy

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.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

\[
1 \text{ kWh} = 0.003412 \text{ MMBtu} \\
1 \text{ MWh} = 3.412 \text{ MMBtu} \\
1 \text{ therm} = 0.1 \text{ MMBtu} \\
1 \text{ kBu} = 0.001 \text{ MMBtu} \\
1 \text{ ton-hour} = 0.012 \text{ MMBtu} \\
1 \text{ MJ} = 0.000948 \text{ MMBTU}
\]
This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Timers for Temperature Control

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:
Yes

A brief description of the technology used:
Campus wide building automation HVAC controls.

The percentage of building space (square footage) with timers for temperature control:
---

The website URL where information about the practice is available:
---
Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:

Yes

A brief description of the technology used:

We recently retrofitted St. John's Hall and Newman Hall for motion sensors to reduce energy use for lighting.

The percentage of building space with lighting sensors:

---

The website URL where information about the institution's use of the technology is available:

---
LED Lighting

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:

Yes

A brief description of the technology used:

132 25 foot roadway and parking lot fixtures were retrofitted with 85 watt LED kits.

The percentage of building space with LED lighting:

---

The percentage of parking deck space with LED lighting:

---

The percentage of outdoor space that uses LED lighting:

---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):

---

The website URL where information about the institution's use of the technology is available:

---
Vending Machine Sensors

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

Responsible Party
Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
Yes

A brief description of the management system:
Fifteen electrical smart meters and two steam meters installed in 2010 provide fifteen minute interval data.

The percentage of building space monitored with a centralized energy management system:
---

A description of what systems are shut down during unoccupied periods:
---

The website URL where information about the institution's use of the technology is available:
---
Energy Metering

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:
Yes

A brief description of the metering system:
Energy consumption for all buildings on campus are metered, and are recorded quarterly.

The percentage of building space with energy metering:
100

The website URL where information about the metering system is available:
---
Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

**Credit**

- Integrated Pest Management
- Native Plants
- Wildlife Habitat
- Tree Campus USA
- Snow and Ice Removal
- Landscape Waste Composting
Integrated Pest Management

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:
120 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:
120 Acres

A brief description of the IPM plan(s):

We use bates and traps and not poison.

The website URL where information about the IPM plan(s) is available:
---
Native Plants

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
Where possible the landscape architect, Louis Fusco, specifies native plants.

The website URL where information about the program, policy, or practice is available:
---
Wildlife Habitat

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

A pollinator garden has been established to attract and provide a haven for bees, butterflies and birds. Within weeks of the garden's establishment, the presence of pollinators had increased by at least 500%. Since the school is located on a relatively small space in a very urban environment, a project creating a habitat for small wildlife like bees, butterflies and birds is the largest reasonable scope for the campus.

The website URL where information about the program, policy, or practice is available:
---
Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
Yes

A brief description of the institution's Tree Campus USA program:
St. John's University was recognized by Tree Campus USA in 2012, having accorded with the Arbor Day Foundation's 5 standards. A commemorative event took place in observance of Arbor Day 2013, April 26th, in which volunteers planted 50 trees on campus in a native species arboretum.

The website URL where information about the program, policy, or practice is available:
---
Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:
Peldow manufacture by Dow Chemical (Calcium Chloride) is used on the walkways. A rock salt and sand mixture is used on the roadways.

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:

Grass trimmings are cut and left where they lie, allowed to mulch back into the lawn.
Fall leaves are collected and composted either in the windrow or the O2 compost system, both of which are maintained by the Office of Sustainability and the Earth Club.

The percentage of landscape waste that is mulched or composted onsite:
---

The percentage of landscape waste that is mulched or composted off-site:
---

The website URL where information about the program, policy, or practice is available:
---
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.

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</tbody>
</table>
Computer Purchasing

Responsible Party

Jeffrey Weiss  
Director  
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

Submission Note:

University specifies all cleaning products, purchases all cleaning products and makes these supplies available to cleaning contractor.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

http://www.stjohns.edu/sustainability

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

University specifies and purchases all cleaning products and makes these products available for cleaning contractor.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:

Yes
Expenditures on Green Seal and/or EcoLogo certified cleaning products:
41,000 US/Canadian $

Total expenditures on cleaning products:
71,000 US/Canadian $

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Part 1
Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vendor Code of Conduct

Responsible Party

Jeffrey Weiss
Director
Purchasing

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Responsible Party

Jeffrey Weiss
Director
Purchasing

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

Yes

A brief description of how the institution meets the criteria:

St. John’s University is committed to assisting minority, women-owned and local business enterprises (M/W/LBE’s) in their long-term growth and development, thereby enhancing the economic stability and vitality of the community it serves through its student body. This commitment is rooted in our tradition as a Vincentian University dedicated to promoting the core values of truth, love, respect, opportunity, excellence and service within the University and in our relationships with the community at large. It also serves to complement the University’s Diversity Initiative, which seeks to identify and address personal, institutional and social injustice.

The website URL where information about the program, policy, or practice is available:

---
Local Businesses

Responsible Party

Jeffrey Weiss
Director
Purchasing

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit:
Yes

A brief description of the program:

St. John’s University is committed to assisting minority, women-owned and local business enterprises (M/W/LBE’s) in their long-term growth and development, thereby enhancing the economic stability and vitality of the community it serves through its student body. This commitment is rooted in our tradition as a Vincentian University dedicated to promoting the core values of truth, love, respect, opportunity, excellence and service within the University and in our relationships with the community at large. It also serves to complement the University’s Diversity Initiative, which seeks to identify and address personal, institutional and social injustice.

The website URL where information about the program, policy, or practice is available:
---
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.

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</tbody>
</table>
Campus Fleet

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
10

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Plug-in hybrid vehicles in the institution’s fleet :
0

100 percent electric vehicles in the institution’s fleet :
10

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
45
Student Commute Modal Split

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution's students commute to and from campus using more sustainable 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:

St. John's University, New York main campus in Queens is serviced by NYC public busses, subways, SJU Shuttle.

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

The percentage (0-100) of institution’s students who use more sustainable commuting options:

73

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:

27

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

35

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:

3

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation :

35

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:

0
The website URL where information about alternative transportation is available:

http://www.stjohns.edu/campuses/queens-campus
Employee Commute Modal Split

Responsible Party

Thomas Goldsmith  
Director of Environment and Energy Conservation  
Facilities Services

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
32

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
68

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
---

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
2

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
30

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
---

The website URL where information about alternative transportation is available:
---
Bicycle Sharing

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

A brief description of the facilities:

There are bike racks located around campus. Locker rooms and showers are available in Carneseca Arena.

The website URL where information about the program, policy, or practice is available:
---
Bicycle and Pedestrian Plan

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
In recent years St. John's has placed bicycle racks all over campus to make it more bicycle friendly, and has limited automobile access to most of the campus in order to make it safer for pedestrians.

The website URL where information about the plan is available:
---
Mass Transit Programs

Responsible Party

Jackie Lochrie
Associate Dean of Students
University Center

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

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

A brief description of the program(s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
The campus offers a free, regularly scheduled shuttle (13x/day, each way) which services local transportation hubs (including Jamaica Station- LIRR and Subway) and off-campus dorm buildings.
Additional free shuttles connect the Queens, Manhattan and Staten Island campuses.
For holidays, the campus offers free shuttles to major train, bus and air hubs.

The website URL where information about the program is available:
http://www.stjohns.edu/services/shuttle
Condensed Work Week

Responsible Party

Andrea Yenco
Director
Employee Benefits

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.: Yes

A brief description of the program:

The compressed workweek allows an employee to complete the standard fulltime weekly hours in fewer than five days per week. This arrangement is most conducive to non-exempt employees who work a standard 35, 37.5 or 40 hour workweek. An example of a compressed work arrangement for a 35-hour workweek might be Monday- Wednesday with hours from 8:30 a.m. to 6:30 p.m. and Thursday with hours from 8:30 a.m. to 4:30 p.m.

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

Responsible Party

Andrea Yenco
Director
Employee Benefits

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:
This type of flexible work arrangement allows an employee to work at home or at another off-site location for a specified number of hours per week. A combination of onsite and off-site work may also be arranged under this option.

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:

STJ has successfully launched its partnership with NY Rideshare to help cut the University's greenhouse gas emissions by engaging participation in NYS DOT Clean Air Campus program to reduce the number of single occupancy vehicles on the road. Benefits of this program will be improving local air quality as well as employees’ commute through carpooling matching.

The survey responses were very forthcoming and revealed that more than half of employees who responded drive to work alone which makes the carpool initiative a great benefit for those individuals.

The website URL where information about the program is available:
---
Cash-out of Parking

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

In the Memorandum of Understanding between our University and the United States Environmental Protection Agency, St.John's pledged: "Enhanced idling reduction measures reduce fuel consumption and pollution by setting a reasonable time limit for idling and actively encouraging this limit. St. John’s will implement idling reduction measures in its own fleet, and encourage its service vendors, contractors, students, faculty and staff to do the same."

The website URL where information about the policy is available:
---
Car Sharing

Responsible Party

Thomas Goldsmith  
Director of Environment and Energy Conservation  
Facilities Services

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:
St. John's University is registered as a University with Zip Car and two Zip Cars are available on the main Queens Campus. The program is administered by St. John's Campus Concierge.

The website URL where information about the program, policy, or practice is available:
http://www.zipcar.com/stjohns
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.

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Waste Reduction

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year : 
54 Tons

Weight of materials composted, 2005 baseline year : 
0 Tons

Weight of materials disposed as garbage, 2005 baseline year : 
2,383.42 Tons

Weight of materials recycled, performance year : 
920.16 Tons

Weight of materials composted, performance year : 
71.09 Tons

Weight of materials disposed as garbage, performance year : 
1,446.17 Tons

List the start and end dates of the waste reduction performance year:
01/01/2013-12/31/2013

On-campus residents, 2005:

STARS Reporting Tool | AASHE
Non-residential/commuter full-time students, faculty, and staff members, 2005:
15,500

Non-residential/commuter part-time students, faculty, and staff members, 2005:
2,000

On-campus residents, performance year:
3,500

Non-residential/commuter full-time students, faculty, and staff members, performance year:
14,200

Non-residential/commuter part-time students, faculty, and staff members, performance year:
2,000

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
01/21/2013-12/19/2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
Institute single stream where possible, enhancements to signage, improved training of staff, increase student awareness and involvement by running campaigns. Improvements in data gathering and strategy to increase diversion rate to 50% by 2016.

The website URL where information about the institution’s waste reduction initiatives is available:
http://www.stjohns.edu/campuses/sustainability
Waste Diversion

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:
991.25 Tons

Materials disposed in a solid waste landfill or incinerator:
1,446.17 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

Queens Campus: Single Stream Recycling; Large-scale food waste on-site composting; Yard waste fall leaf and grass clipping recovery for on-site composting; Food Recovery for Mid-night Runs twice weekly; Tree pruning wood chip as feedstock for composting.
Construction and Demolition Waste Diversion

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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.

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:
84 Tons

Amount of construction and demolition materials landfilled or incinerated:
84 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

Bulk waste is picked up by private carting company who recycles about 50% of the contents of bulk waste containers.
Electronic Waste Recycling Program

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Part 1
Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2
Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:
The University program for recycling electronic waste is implemented by in house Information Technology Department who hires a certified private company to responsibly dispose of electronic waste.

A brief description of the electronic waste recycling program for institution-generated materials:
All pick up and recycling of electronic waste for institution-generated material from campus faculty, administrators, and staff is picked up by University Information Technology workers, and recycled as per the policies listed above.

A brief description of the electronic waste recycling program for student-generated materials:
Specialized, labelled receptacles for electronic waste are stationed in various locations across the University, including dining halls and the Law School.

The website URL where information about the e-waste recycling program is available:
Hazardous Waste Management

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

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.

"---" 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:

The Universities Director of Environmental Health and Safety has a policy for hazardous, universal, and non-regulated chemical waste. For example chemical inventory, storage, usage, recycling, and disposal in the laboratory environment is monitored by the Department of Environmental Health and Safety. Universal waste from fluorescent lamps and light fixtures with ballasts are collected, stored, and disposed of by certified waste handlers. Hazardous waste such as asbestos containing materials are handled and disposed by certified waste handlers.

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

All hazardous, universal, and non-regulated chemical waste is handled and disposed by certified waste handlers. Records are kept that include manifest sheets.

The website URL where information about hazardous materials management is available:

---
Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:

Printing in the library and all computer labs costs 10 cents (B&W) or 40 cents (color). $40 in printing per semester is included in tuition for full-time students. Students who wish to print more than the designated amount must add money to their account.

The website URL where information about the program, policy, or practice is available:
http://www.stjohns.edu/academics/libraries/general/copy.stj
Materials Online

Responsible Party

William Nieter
Assistant Dean St. Johns College/Director Environmental Studies Program
St. John's College

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:
Yes

A brief description of the practice:
All courses, course schedules, and directories are available for all faculty and students online at the university's website. Also each teacher posts his/her syllabus online for viewing.

The website URL where information about the practice is available:
---
Chemical Reuse Inventory

Responsible Party

Naresh Kumar
Laboratory Assistant IV
Chemistry

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:

Chemicals are pre-measured out for the labs to the amount required in the experiment. All extra unused chemical is poured back into the container.

The website URL where information about the practice is available:
---
Move-In Waste Reduction

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:
Specific recycling containers are distributed during student move in, along with maintenance service workers collection cardboard.

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have a program to reduce residence hall move-out waste?:

Yes

A brief description of the program:

The Earth Club, in collaboration with the Office of Sustainability, hosts a twice-yearly 'Swap Meet' where residents are encouraged to 'Freecycle' their unwanted belongings. Bins are set up in each building for collection over the course of 2 weeks and there is a 2-3 day period where students are invited to browse through the items, taking anything they want and can make use of. Leftover items are distributed to charities with whom St. John's already has partnerships. Also at the end of the Spring semester Sustainability Coordinators host a "Chuck it for charity" drive where residents that are moving out can donate unwanted clothes, shoes, bedding, canned or boxed food, etc. that is donated to various charities with whom St. John's already has partnerships.

The website URL where information about the program is available:

http://digest.stjohns.edu/campuses/queens/ev_cam_100510ab.stj?context_date=5/10/2010
Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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Water Consumption

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year:
169,392,828 Gallons

Water consumption, performance year:
138,434,604 Gallons

List the start and end dates of the water consumption performance year:
06/01/2012-05/31/2013

On-campus residents, 2005:
2,800

Non-residential/commuter full-time students, faculty, and staff members, 2005:
13,410

Non-residential/commuter part-time students, faculty, and staff members, 2005:
7,121

On-campus residents, performance year:
3,500

Non-residential/commuter full-time students, faculty, and staff members, performance year:
12,409

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
6/1/2012-5/31/2013

Indication of whether institution has a stated commitment to water use reduction goals:
---

A brief description of the plan of action to achieve water use reduction goals:
---

The website URL where information about the institution’s water conservation initiatives is available:
---
Stormwater Management

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
No
A brief description of the institution's stormwater management initiatives:

John's University complies with New York City stormwater design code.

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

---

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

---

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Around the North-East quadrant walkways.

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:

No

A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:

No

A brief description of the institution's vegetated swales:
Does the institution employ any other technologies or strategies for stormwater management?:

No

A brief description of other technologies or strategies for stormwater management employed:

---
Waterless Urinals

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

---

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:

It is on an online utility tracking system. It tracks the water consumption once a quarter.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
We have an artesian well that feeds most of the campus underground irrigation infrastructure.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :
---

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

The website URL where information about the program, policy, or practice is available:
---
Xeriscaping

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:

Where practical the landscape architect, Louis Fusco, specifies native, hearty, and drought and salt tolerant plants.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:
In house grounds keeping monitors daily rainfall, and adjusts the need for irrigation.

The website URL where information about the practice is available:
---
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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Sustainability Coordination

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

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

St. John’s University Policy on Sustainability

The timeless values of St. Vincent de Paul (1581-1660), the patron saint of Christian charity and founder of the Vincentian community, inspire St. John’s Vincentian teachings and policy on sustainability. As a Vincentian university, St. John’s emphasizes respect for the individual, service to the needy, human solidarity and adherence to the belief that giving of one’s self along with conservation of natural resources on which life depends, helps build a more sustainable future.

Consequently, a St. John’s education encompasses both academic study including local and global environmental issues along with direct, shared experience in helping those less fortunate. For example, our curriculum includes "academic centers of excellence" that emphasize research into the mechanisms of sustainable global development and social justice. What’s more, we actively involve students in volunteering, mentoring and "service learning” programs that extend across our campuses and around the world.

The following statements affirm St. John’s commitment in building a more sustainable future through service, learning and environmental stewardship:

ENVIRONMENTAL STEWARDSHIP

We continually monitor municipal solid waste and seek ways to reduce, re-use and re-buy using the guidelines of our partnerships with the U.S. Environmental Protection Agency, New York City agencies and the New York State Association for Reduction, Reuse and Recycling.

We continually monitor energy and water consumption and seek ways to conserve that will engage the entire campus community.
ENVIRONMENTAL EDUCATION

By working with faculty and the Sustainability Committee members, we continue to develop and expand our curriculum to provide our students with in classroom and out of classroom education and experiences that link environmental awareness to the student’s educational discipline.

We seek to support scholarship that advances our understanding and practice of sustainability.

We foster individual and institutional environmental responsibility across the entire campus community.

ENVIRONMENTAL SERVICE

We seek ways to partner with local communities, farmers, businesses, governments and non-profit organizations that share the interest in building a more sustainable future.

We assist St. John’s Bread & Life and other non-governmental organizations that seek to provide basic services that feed body, mind and spirit.

We support student government, student clubs and student worker initiatives that focus on changing the culture to build a more sustainable future.

In adopting this policy, St. John’s further acknowledges its leadership and commitment to the practical application of sustainability by:

- Integrating sustainable practices into the daily administration and operation of the University.
- Providing a voice for sustainability in the development of strategic planning and capital expenditures.
- Encouraging the University community to build upon this policy statement by identifying opportunities, formulating strategies, and implementing initiatives to further the move toward building a more sustainable future.

Members of the committee, including affiliations:

- Dr. Frank Cantelmo (Associate Professor, and Co-Chair of the Sustainability Committee),
- Tom Goldsmith (Dir-Envir. & Energy Conservation, and Co-Chair of the Sustainability Committee),
- Alice Arvan (Senior Copywriter University Marketing and Communication)
- Salvatore Graffeo (Relationship Manager)
- William Nieter (Assistant Dean St. Johns College/Director Environmental Studies Program)
- Valerie Kutchert (Coordinator- Academic Service Learning)
- Richard Sinatra (Associate Dean of Academic Affairs, School of Education)
- Larron Win (Environmental Compliance Mgr)
- Lynn Stravino (Associate Director Academic Service Learning)
- Barry Brenton (Associate Professor Sociology & Anthropology)
- Sally Kenel (Associate Professor Theology and Religious Studies)
- Ebony Calvin (Coordinator of Campus Activities & Student Life)
- Ruth DeRosa (Associate Director, Dept. of Student Wellness)

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

http://www.stjohns.edu/campuses/sustainability/policy/sust_com.stj

Does the institution have a sustainability office?:

Yes
A brief description of the sustainability office:

St. John's Sustainability Initiative (STJSI) exists to advance the university efforts for a sustainable future by working with administrative, staff, faculty, and students to provide knowledge, skills and motivation that will integrate sustainability responsibilities into construction of new facilities, operation of existing facilities and working / learning activities.

The number of people employed in the sustainability office:

15

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

http://www.stjohns.edu/campuses/sustainability/policy/office_sust.stj

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Eleni Agresta, Konstandinos Kritikos, Jocelyn Cheah, Bill Long

Sustainability coordinator's position title:

Student Sustainability Coordinator

A brief description of the sustainability coordinator's position:

The Office of Facilities Services hires for highly motivated students to work on a team. Students hired undertake an interesting and diverse variety of activities under the guidance of Office of Facilities Services managers. Active and participatory, the job description ranges from designing and leading outreach campaigns that raise awareness about sustainability within the university community to conducting surveys, making observations, counting recyclable material volumes and number crunching the university’s carbon footprint.

The website URL where information about the sustainability coordinator is available:

http://www.stjohns.edu/campuses/sustainability/policy/office_sust.stj
Strategic Plan

Responsible Party

Dr. Clover Hall
Vice President
Institutional Research and Academic Planning

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,008

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

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Growth and interest in sustainability / the environment are expected to accelerate, with related responsibilities for St. John’s in various operational areas including carbon footprint reduction; opportunities to transform curricula in related areas such as global studies, ecology, environmental studies and ethics; and student activism, demand for and anticipated activities in various courses and disciplines.

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

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

The newly established Vincentian Institute for Social Action (V.I.S.A.) will bring together inter-disciplinary faculty, student scholars and strategic service partners with the goal of leveraging the intellectual capital of the university to implement solutions to poverty and social
justice. It will focus on specific issues affecting the poor, including hunger, homelessness, health and education. VISA is designed to build on a long tradition at St. John’s of engaging with the church and local community to serve those in need. VISA will build on this rich tradition by introducing a four-year formation program designed to unite faculty, students and service partners in fieldbased research and longer term projects with measurable results to both those serving and those being served. The objective is to unite our unique resources in a manner that produces “action with impact” for those less fortunate.

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

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

"As an institution of higher education created, sustained and energized by its Catholic and Vincentian heritage, St. John’s University seeks to ensure that the values of Catholic Social Teaching and the spirit of St. Vincent continue to permeate and animate all aspects of the educational experience of its students. Active concern and care for the materially poor are central to the distinctiveness of the St. John’s academic experience. The overarching goal is to provide our students with the skills to become leaders in the quest to foster global harmony and peace and to mitigate poverty and social injustice in the world community."

"The University’s continuing commitment to providing sufficient financial aid based on academic ability and economic need has allowed us to continue to enhance the academic profile of our students and fulfill our mission of providing access to the materially poor."

The website URL where information about the strategic plan is available:

---
Physical Campus Plan

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

The Master Plan includes $25,000,000 in energy conservation projects, and every major capitol project includes review for energy conservation measures and high performance equipment.

The year the physical campus plan was developed or adopted:
2,007

The website URL where the physical campus plan is available:
---
Sustainability Plan

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:
Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The Sustainability Committee which includes faculty members, professors, and students met throughout the school year to discuss about sustainability initiatives already in practice, and about how we can further our initiatives.

A brief description of the plan’s measurable goals:

To improve our STARS score in the next three years.

A brief description of how progress in meeting the plan’s goals is measured:

Progress in meeting the plan's goals is measured through STARS.

The website URL where more information about the sustainability plan is available:
---

The year the plan was developed or last updated:
---
Climate Action Plan

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Submission Note:

http://www.urbangreencouncil.org/UGCInteraction?key=1qPpA0rB5_2BoDMU_2B9kEpNw_3D_3D

https://www.youtube.com/watch?v=GBGLPJWM9Q
http://www.nyc.gov/portal/site/nycgov/menuitem.c0935b9a57bb4ef3daf2f1c701c789a0/index.jsp?pageID=mayor_press_release&catID=1194&doc_name=ht


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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan’s long-term goals:

The long term goal is to meet the 30% carbon reduction commitment from energy consumed in buildings made as part of the Mayor's Carbon Challenge in plaNYC signed on June 2007.
In addition to show continuous improvement in eight EPA voluntary programs as part of St. John's University's Memorandum of Understanding with EPA signed in December 2008.

A brief summary of the climate plan’s short-term goals:
The 10-year plan is the implementation of $35,000,000 in energy conservation projects, along with operational improvements. All utility bills are tracked monthly along with measurement and verification of energy savings. Quarterly reporting is provided to Senior Management, and included in the Board of Trustee reports. To date (Jan. 2014) $22,000,000 has been invested in energy efficient projects and improvements to engineered building systems.

**Year the climate plan was formally adopted or approved:**
2,008

**An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:**
Yes

**List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:**
Energy efficiency projects (energy consumption of buildings) and energy conservation measures (campus community involvement)

**The reduction level (percentage) institution has committed to:**
30 percent

**The baseline year the institution used in its GHG emissions commitment:**
June 1, 2008

**The baseline emissions level institution used in its GHG emissions commitment:**
53,000 metric tons CO2

**The target year the institution specified in its GHG emissions commitment:**
May 30, 2017

**The website URL where information about the climate plan is available:**
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

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Diversity and Equity Coordination

Responsible Party

Dr. Clover Hall
Vice President
Institutional Research and Academic Planning

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

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

The Multicultural Advisory Committee is an advisory group to the President of the University that addresses both the broad issues of multiculturalism in higher education and the specific multicultural needs of our St. John’s University community. One of its functions is to provide recommendations that will help the University better serve its increasingly diverse population. Established in Spring 2004, is comprised of representatives of students, faculty, and administrators.

Members of the committee, including job titles and affiliations:

- Mr. Dominic Baccala, RHA President, Queens
- Mr. John Buddenhagen, President, Student Government, Inc., Queens
- Mr. Jermaine Cole, President, Haraya, Queens
- Mr. Marcus Cheung, Asian Student Leader, Queens
- Mr. Steve Szczesny, VP, Student Government, Inc., Queens
- Ms. Danisha Bailey, Residence Director, Queens
- Dr. Tony H. Bonaparte, Special Assistant to the President; Chair
- Dr. Clover Hall, Vice President for IR and Academic Planning, Institutional Research
- Ms. Singee Lam, Director, International and Graduate Enrollment
- Mr. Thomas Lawrence, Vice President for Public Safety
- Mr. Timothy McClain, Assistant Director of Campus Activities
- Dr. André McKenzie, Vice President, Division of Academic Support Services
- Mr. Darren Morton, Director of Student Development
- Jennifer Petrilli, Esq., Director, Employee Relations & Compliance, HR
- Mrs. Cynthia Phillips, Asst. Dean/Dir. of Planning, Tobin College of Business
- Dr. José Rodriguez, Associate Vice President for Student Affairs and Dean of Students
-Ms. Aru Satkalni, Senior Research Librarian, Law Library
-Ms. Angela Seegel, Campus Minister
-Linda Shannon, Esq., Assistant Provost for Administration
-Mr. Mahendra Singh, Senior Analyst, Information Technology
-Ms. Erin Spencer, Residence Director
-Ms. Joan Vivian, Director, University Staffing/Employee Development, HR
-Ms. Nashia Whittenburg, Assistant Director, Campus Activities
-Mr. Lawrence Williams, Manager, Employee Relations & Compliance, HR
-Ms. Rosa Yen, Assistant Director, Student Development
-Dr. Alina Camacho-Gingerich, Professor, Committee for Latin American and Caribbean Studies, St. John’s College of Liberal Arts and Sciences
-Dr. Keith Carrington, Associate Professor of Criminal Justice and Legal Studies, College of Professional Studies
-Dr. Lez Edmond, Associate Professor, Division of Social Sciences, College of Professional Studies
-Dr. Almerinda Forte, Associate Professor and Chair, Division of Administration and Economics. College of Professional Studies
-Dr. Shondel J. Nero, Associate Professor, Human Services and Counseling, The School of Education
-Dr. Somnath Pal, Professor and Chair, Pharmacy & Administrative Sciences, College of Pharmacy and Allied Health Professions
-Rev. Jean-Pierre Ruiz, Associate Professor, Theology and Religious Studies, St. John’s College of Liberal Arts and Sciences
-Janice Villiers, Esq., Associate Professor, School of Law

The website URL where information about the diversity and equity committee is available:

---

Does the institution have a diversity and equity office?:

No

A brief description of the diversity office:

---

The number of people employed in the diversity office:

---

The website URL where information about the diversity and equity office is available:

---

Does the institution have a diversity and equity coordinator?:

No

Diversity coordinator’s name:

---

Diversity coordinator's position title:

---
A brief description of the diversity coordinator's position:

---

The website URL where information about the diversity and equity coordinator is available:

---
Measuring Campus Diversity Culture

Responsible Party
Clover Hall
VP of Academic Planning & IR
Institutional Research

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:
Yes

A brief description of the assessment(s):

The University administered the Educational Benchmarking Inc’s (EBI) Climate Assessment survey to a representative sample of its student body across all levels and campuses. The Assessment was comprised of 175 items categorized under 23 diversity related factors. These included: Students’ prior experience with diversity (race/ethnicity, gender, religious identification; political/social ideology, and financial standing); academic achievement and personal development; peer relationships; diversity programs and policies; and classroom environment. There were also five additional diversity questions specific to St. John’s. This project was spearheaded by the Director of Multicultural Affairs and administered by the Office of Institutional Research.

Year the assessment was last administered:
2,008

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Results were generated by student level and campus. They have been shared with the President’s Multicultural Advisory Committee and departments and individuals within the Division of Student Affairs, and incorporated into campus activities’ and other planning and programming.
The website URL where information about the assessment(s) is available:
---
Support Programs for Underrepresented Groups

Responsible Party

Clover Hall
VP of Academic Planning & IR
Institutional Research

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

We envision a more welcoming and affirming community where individuals are afforded opportunities to participate in and explore their own cultural and special interests and still feel comfortable and accepted as an integral part of the University and each distinctive campus community. To that end, we will design programs and initiatives that address globally inclusive topics as well as various issues of intolerance in an effort to engage all members in the process of community development.

Programs and Services

Cultural Awareness – To increase awareness of various cultures and the issues they face through:
  • Campus-wide Diversity and Social Justice Programming
  • Cultural Heritage Celebrations

Diversity Education – To educate members of our campus communities by creating opportunities for open discussion about differences and other relevant issues.
  • Intercultural Dialogues
  • Diversity Education Training
  • General classroom diversity workshops
  • Training for student staff
  • Sensitivity training as part of judicial student cases

Global Awareness Project – We seek to reshape the way students think and behave in an effort to prepare them to become more responsible global citizens
  • Lectures and Dialogues
  • United Nations Global Leadership Programs (UN Headquarters)
Global Leadership Development workshops

Retention Programs and Services – We seek to retain, prepare and graduate more students of underrepresented and underprivileged groups.

• Peer Mentoring Programs
• Ron Brown Summer Pre-Law Prep Program

Student Organization Advising – To ensure diverse and quality student-initiated programming for our entire student body.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

Some programs include free adult literacy classes, and free speech and hearing screenings.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

Some programs include free adult literacy classes, and free speech and hearing screenings.

The website URL where more information about the programs in each of the three categories is available:

---
Support Programs for Future Faculty

Responsibility Party

Andre McKenzie
Vice President
Div. of Academic Support Services

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 to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

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

The mission of the McNair Scholars Program is to encourage students who are interested in graduate education to pursue a doctoral degree. The program focuses on first generation/income eligible college students, and students who are traditionally underrepresented in graduate education. The program concentrates on providing quality services to ensure that participants graduate with a Bachelors degree, and to improve their chances to enter doctoral programs.

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

http://www.stjohns.edu/academics/centers/dsop/mcnair/mission.stj
Affordability and Access Programs

Responsible Party

Beth Evans
Vice President of Enrollment Management
Office of Enrollment Management

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" 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 the institution’s participation in federal TRIO programs:
---

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

St. John's University's financial aid awarding policy is based on the student’s financial need, as demonstrated by the completion and results of the Free Application for Federal Financial Aid (FAFSA), as well as the students high school performance. Our institutional financial aid awarding policy favors those students that show financial need (low-income students), by awarding them a higher amount of financial aid. Additionally, there are federal financial aid programs, that are geared towards low-income students and we ensure that we assist those students by awarding them those financial aid programs.
A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

---

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

---

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

St. John's University offers a number of scholarships that are available to only low-income students (Pell eligible). The scholarships are awarded by the Office of Student Financial Services.

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

St. John's University offers financial aid workshops to assist families in the completion of the financial aid application. We also have dedicated financial aid counselors to help low-income families navigate through the financial aid process.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

We partner with various Community Based Organizations (CBO) that work with disadvantaged students. We conduct visits, attend their college fairs and sponsor bus trips for the students to visit the St John’s campuses during the college search process. In addition, we host financial planning sessions on campus and at local high schools for parents and students to help them navigate the financial aid process. Lastly, Admission staff members serve as mentors at the New York State Association for College Admission Counseling’s Camp College which is designed to give high schools students to have a college experience to understand the benefits of attending college.

A brief description of the institution’s other admissions policies and programs:

Students who apply must provide an application, non-refundable application fee of $50, official high school transcript or official General Equivalency Diploma and score report and official SAT or ACT score reports. Students are encouraged to submit a letter of recommendation from their college advisor and a personal statement.

A brief description of the institution’s other financial aid polices or programs:

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A brief description of the institution’s other policies and programs not covered above:

---
The website URL where information about programs in each of the areas listed above is available:
---
Gender Neutral Housing

Responsible Party

Jackie Lochrie
Associate Dean of Students
University Center

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

Responsible Party

Joan Vivian
Director
Employee Training and Development

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

Training and developing our administrators and staff are among the most important things the University can do for its employees. In this rapidly changing environment, employees are constantly being called upon to learn new skills, to work in new and different ways and to change direction at a moments notice. These qualities are necessary so that our employees can keep up with the new demands that will enable the University to continue to be successful.

The Training and Development Department is committed to helping the University's leaders better manage the performance of their employees and improve leadership effectiveness. The department also helps employees gain the skills they need to stay current in their jobs and, if appropriate, to move on to other opportunities within the University. Since employees interact with students each day in every aspect of university life, we aim to enrich the student experience by developing our employees and leaders.

The website URL where information about the trainings and activities are available:
http://www.stjohns.edu/faculty/hr/training
Student Training Opportunities

Responsible Party

Rosa Yen
Associate Director
Multicultural Affairs

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

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
The Office of Multicultural Student Affairs promotes educating students about different cultures. The Diversity Peer Education Program allows students to educate other students through cultural presentations, events, and seminars.

The website URL where information about the trainings and activities are available:
---
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

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</table>
**Sustainable Compensation**

---

**Responsible Party**

Cynthia Simpson  
Director of HR Services  
Human Resources

---

**Criteria**

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

---

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

**Total number of employees working on campus (including contractors):**  
3,159

**Number of employees (including contractors) that the institution ensures earn sustainable compensation:**  
3,159

**A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:**

St. John’s University is committed to attracting, motivating and retaining qualified employees through its compensation programs. These programs are designed to evaluate appropriate compensation levels for jobs, encourage growth, and reward those individuals who support and fulfill the University’s Mission. To ensure our commitment to our employees, we continue to design and support competitive pay, performance-based increases, recognition programs and career development. The University complies with all applicable federal and state laws governing the compensation of employees, and administers its compensation programs and pay decisions in accordance with such.
The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,013

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

---
Employee Satisfaction Evaluation

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

St. John's University Human Resources Training and Development Department is committed to helping the University's leaders better manage the performance of their employees and improve leadership effectiveness. The department also helps employees gain the skills they need to stay current in their jobs and, if appropriate, to move on to other opportunities within the University. Since employees interact with students each day in every aspect of University life, we aim to enrich the student experience by developing our employees and leaders.

The year the employee satisfaction evaluation was last administered:

2013

The website URL where information about the institution’s employee satisfaction evaluation process is available:

http://www.stjohns.edu/about/administrative-offices/human-resources/training-and-development
Staff Professional Development in Sustainability

Responsible Party

Cynthia Simpson
Director of HR Services
Human Resources

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 training and professional development opportunities in sustainability available to all staff?:

Yes

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

Professional development in diversity awareness. This workshop will help you increase your understanding of the value of diversity in the workplace and in the multicultural society in which we all live.

Learn

How the academic case for diversity impacts higher education in general and St. John's University specifically.
To practice skills that will lead to greater responsiveness to students and co-workers.
A greater appreciation for why understanding, responsiveness and openness to diversity are important to the St. John's mission and goals.
How your personal attributes may enhance your contribution to the University's diversity efforts.

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

---
Sustainability in New Employee Orientation

Responsible Party

Cynthia Simpson
Director of HR Services
Human Resources

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

During orientation Sustainability initiatives are discussed through power point.

St.John's:

Recycle all plastics, cans, papers in accordance with NYC recycling program

Recycle printer cartridges

Use the shuttle bus service to campuses and local bus and train stations

Have bike racks and will be adding more

Turn off lights in offices (if applicable) when stepping out and computers at the end of the day

The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability Educators Program

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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.

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

Total number of people employed by the institution:
2,300

Program name (1st program):
Employee Training and Development Program

Number of employees served by the program (1st program):
2,300

A brief description of how the employee educators are selected (1st program):
All employees receive frequent e-mails from the Human Resources Department describing and inviting employees to sign up and attend the Training & Development Program opportunities.

A brief description of the formal training that the employee educators receive (1st program):
Since employees interact with students each day in every aspect of University life, Human Resources Training and Development program aims to enrich the student experience by developing our employees and leaders.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):
All Human Resources Department Training and Development opportunities are at no cost to all employees.

The website URL where information about the program is available (1st program):
http://www.stjohns.edu/about/administrative-offices/human-resources/training-and-development
Childcare

Responsible Party

Cynthia Simpson
Director of HR Services
Human Resources

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

Responsible Party
Cynthia Simpson
Director of HR Services
Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:

University Wellness Mission:
St. John’s University brings you an integrated wellness program that leverages campus resources (Pharmacy Care Service, Campus Recreation) and University partners (Chartwells, Oxford and Employee Assistance Program). The mission of the Wellness Program is to contribute to a healthier work environment by providing St. John’s Faculty, Administrators and Staff with the programs, services and educational opportunities that effectively promote and support healthy lifestyle choices.

The website URL where information about the program, policy, or practice is available:
http://www.stjohns.edu/faculty/hr/work_life.stj
Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:
Available through TIAA-CREF plans.

The website URL where information about the program, policy, or practice is available:
---
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
- Shareholder Advocacy
- Positive Sustainability Investments
- Student-Managed Sustainable Investment Fund
- Sustainable Investment Policy
- Investment Disclosure
Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

No

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

---

Members of the CIR, including affiliations:

---

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

---
Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:

No

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

---

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

---
Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

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

Total value of the investment pool:
---

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
---

Value of holdings in businesses selected for exemplary sustainability performances:
---

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
---

Value of holdings in community development financial institutions (CDFIs):
---

Value of holdings in socially responsible mutual funds with positive screens:
---

A brief description of the companies, funds, and/or institutions referenced above:
---

The website URL where information about the institution’s sustainability investment activities is available:
Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

A brief description of the student-managed sustainable investment fund:

GLOBE, a student-managed academic program at St. John’s University, the Peter J. Tobin College of Business, provides loans to entrepreneurs in the developing world. Through GLOBE, students are educated about the world of microfinance while helping the poorest of the poor help themselves and their families out of poverty. Students, in describing their mission as part of GLOBE, say: “We are committed to building a global community (starting here at St. John's) that is going to contribute to the goal of eradicating poverty within our lifetime.”

GLOBE STUDENTS manage all aspects of the program including vetting loan applications, marketing the program, tracking funds flows, fundraising, providing technology to the field, and measuring program success.

The program is offered as a one-semester, 3-credit course.

The website URL where information about the fund is available:

http://www.stjohns.edu/academics/undergraduate/tobin/globe
Sustainable Investment Policy

Responsible Party

Ann Marie Schettini-Lynch
Asst. VP and Assoc. Treasurer
Business Affairs

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:
Yes

A brief description of the sustainable investment policy:

The policy on socially responsible investment ensures that all investments must reflect the Vincentian mission of the university and may not conflict with the views of the Catholic Church. The Vincentian mission is one of social justice and the catholic church has openly and formally adopted both social and environmental stewardship.

The website URL where information about the policy is available:
---
Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

No

A brief description of the institution’s investment disclosure practices:

---

The website URL where information about investment disclosure available:

---
Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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</tbody>
</table>
Community Sustainability Partnerships

Responsible Party

Richard Sinatra
Associate Dean of Academic Affairs, School of Education
Human Services and Counseling

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

The School of Education and Office of Sustainability, through a Grant with Learn and Serve America, have created a sustainability partnership with five local, public middle schools. The University provides mentorship and financial support for students and teachers to implement sustainability initiatives in their schools, including organic vegetable gardening, pollinator gardening, recycling, nutrition and service learning.

A strong connection also exists between the environmental science/biology departments and the Alley Pond Environmental Center (APEC). Students and faculty from St. John's are involved in volunteer manual labor to maintain the park, research to highlight management strategies, outreach to educate the community about the park etc. Dean William Nieter is the primary liaison with APEC.

The website URL where information about sustainability partnerships is available:

http://digest.stjohns.edu/internal_digest/todays_highlights/100809_wd_environment_learn_server.sstj?context_date=8/9/2010
Inter-Campus Collaboration on Sustainability

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

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

"---" 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:

St. John's has hosted webinars for the Environmental Protection Agency, sent individuals to the AASHE 2010 conference to present a poster, to the NYSAR3 conference to present on composting initiatives etc.

Also a Sustainability presentation given by Co-Chairs of the Sustainability Committee by Tom Goldsmith, Director of Environment & Energy Conservation, and Dr. Cantelmo, Associate Professor of Biological Sciences, was recorded as a podcast and is available online.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

The U.S. Environmental Protection Agency, AASHE, PLANYC University Challenge, New York State DOT "Clean our Campus", Lower Hudson Valley Catholic College Consortium, USGBC, RecycleMania, Campus Conservation Nationals, and NYSAR3 Reduce Reuse Recycle.

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

Tom Goldsmith, Director of Environment & Energy Conservation, is constantly in collaboration with Universities across the country. St. John's headlined the conference “Renewing the Campus: Sustainability and the Catholic University” at Notre Dame University.

Also the University had an exhibit at the AASHE Annual Conference 2010.

The website URL where information about cross-campus collaboration is available:
Sustainability in Continuing Education

Responsible Party
Barrett Brenton
Associate Professor
Sociology & Anthropology

Criteria

Part 1
Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
71

Total number of continuing education courses offered:
1,335

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:
The M.A. in Global Development and Social Justice was created to educate the generation of the Third Millennium to become informed, creative and compassionate leaders and professionals. Students will draw upon their broad multidisciplinary training to address pertinent issues of global development and social justice from many international perspectives including Catholic Social Thought. These future leaders will recognize and be able to work with diverse sets of individuals from international organizations, national governance bodies and across the private sector to arrive at effective and collaborative solutions to the many problems facing the global community today and beyond.
Year the certificate program was created:
2008

The website URL where information about sustainability in continuing education courses is available:
http://www.stjohns.edu/academics/graduate/liberalarts/departments/cgd/ma_gdsj/program_goals.stj
Community Service Participation

Responsible Party

Maggie Bach
Coordinator of Leadership Development and Service
Student Life

Criteria

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

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

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

The number of students engaged in community service:
9,998

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
9,998

The website URL where information about the institution’s community service initiatives is available:
---
Community Service Hours

Responsible Party

Maggie Bach
Coordinator of Leadership Development and Service
Student Life

Criteria

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

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

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

The number of student community service hours contributed during a one-year period:
168,000

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
9,998

The website URL where information about the institution’s community service initiatives is available:
---
Sustainability Policy Advocacy

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution advocates for federal, state, 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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

In July 2007 St. John's University is part of the New York City "College Challenge" initiative where we are reducing our carbon emmissions 30% by 2017.

In December 2008 St.John's University became the first private university to sign a Memorandum of Understanding with the U.S. Environmental Protection Agency. "St. John’s efforts for continuous improvement involve: using EPA’s environmental stewardship programs to develop policies, practices, and specifications for environmentally efficient standards; increasing stewardship awareness; staying current with EPA regulations and guidelines; increasing involvement and recognition of St. John’s stakeholders; partnering with local government; and addressing environmental concerns swiftly."

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

---
Trademark Licensing

Responsible Party

Salvatore Graffeo
Relationship Manager
University Marketing and Communication

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

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

Has the institution expressed intention to participate in the Designated Suppliers Program?:
Yes

The website URL where information about the institution’s participation in the WRC, FLA, and/or DSP is available:
---
Graduation Pledge

Responsible Party

Victoria Migliore
Campus Director
Campus Ministry

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

Yes

A brief description of the graduation pledge program:

As a Vincentian university inspired by St. Vincent de Paul’s compassion and zeal for service, the Vincentian Torch of Service is a concrete reminder for graduates to seek a tangible way to live out the St. John’s mission in their everyday life after graduation. Graduates will be invited to keep the Vincentian charism alive in their family, work environment, community and in all future endeavors. Their participation in Vincentian service as undergraduates can be translated into their life after graduation, and will be actively encouraged by the University through continued contact and specific programming.

Pledge:
"As a graduate of St. John’s University, a Vincentian University, I pledge to use my education to respond to the needs of the materially poor. In doing this, I am making a commitment to serve and to find ways to stop poverty and to work for social justice. As I sign this pledge, I promise to find a tangible way to serve in my work, or in my community."

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

http://www.stjohns.edu/alumni/participate/vtos
Community Service on Transcripts

Responsible Party

Natalie Maio
Associate Director of Leadership Development
Division of Student Affairs

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

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

A brief description of the practice:
Community service is included on student transcripts; however, it must be at least 10 hours a semester and the service must be sponsored by a St. John's University department or organization.

The website URL where information about the practice is available:
http://www.stjohns.edu/campus/queens/studentlife/leadershipdev/cct
Farmers' Market

Responsible Party

Nashia Whittenburg
Associate Director of Multicultural Affairs
Multicultural Student Affairs

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers’ market:
Throughout the year St. John's hosts a farmers' market that features local produce, baked goods, and crafted goods. The link attached features the article that shows the first farmers' market on campus.

The website URL where information about the market is available:
---
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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<tbody>
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<td>Innovation 1</td>
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<td>Innovation 3</td>
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<tr>
<td>Innovation 4</td>
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</tbody>
</table>
Innovation 1

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

WattStopper is a new and innovative St. John's University sustainability initiative where residence students are aware of energy consumption of the devices they bring to their dorm room as well as the energy consumption awareness of building systems that they use, i.e. elevator and laundry facilities. WattStopper initiative can be viewed on You Tube -
www.youtube.com/user/stjsustainability

"---" indicates that no data was submitted for this field
A brief description of the innovative policy, practice, program, or outcome:

WattStopper is a new and engaging initiative for residence students to be aware of energy consumption in the residence halls and to contribute to energy conservation.

A letter of affirmation from an individual with relevant expertise:

graphic design 2013 (2).doc

The website URL where information about the innovation is available:

http://www.youtube.com/user/stjsustainability
Innovation 2

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

In December 2013, St. John's University received a Certificate of Achievement from Judith A. Enck, Environmental Protection Agency’s Region 2 Regional Administrator. The award was achieved for participating and making significant contribution to EPA’s Food Recovery Challenge program for 2013. In 2013 food recovery using the O2 Compost system amounted to 48 tons of pre-consumer food waste. The St. John's University food waste composting initiative can be viewed on the Organic Soils Management You Tube - www.youtube.com/user/stjsustainability

"---" indicates that no data was submitted for this field
A brief description of the innovative policy, practice, program, or outcome:

Food waste composting at St. John's University is at a whole new level. Investment of $100,000 for the purchase and construction of a large-scale food waste composting system. The entire system was constructed and is operated by students and one staff administrator. The construction materials are 95 percent recycled product. Students learned the skills of construction, i.e. reading drawings, cutting and fabricating, concrete forming and pouring foundation, and welding steel roof structure. Students collect 3000 pounds of food waste during spring and fall semesters from five campus kitchens 7-days per week. With the help of one staff member to operate machinery, students mix food waste and wood chips as feedstock and load into the aerated floor static pile compost system designed by O2 Compost.

A letter of affirmation from an individual with relevant expertise:

graphic design 2013 (2).doc

The website URL where information about the innovation is available:

http://www.youtube.com/user/stjsustainability
Innovation 3

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

**Credit**

- New Student Orientation
- Food Education
- Food and Beverage Purchases
- Confinement-Free Food Purchases
- Vegetarian-Fed Food Purchases
- Hormone-Free Food Purchases
- Seafood Purchases
- Dishware
- Energy Initiatives
- Energy Use by Type
- Procurement
- Bike Sharing
- Water Initiatives
- Endowment
- Sustainability Staffing
New Student Orientation

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:
Yes

Provide a brief description of the presentations, speakers or skits:

Resident Advisors are trained as to how to participate in sustainability events targeted at the resident halls, i.e. Recyclemania, Compete to Reduce, Recycling Challenges, Battle of Buildings Sustainability Component, use of water bottle filling stations, weekly raffle "Getting Caught Green Handed"..

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:
Yes

Provide a brief description of the presentations:

Training as to how to live sustainably in the residence halls is part of the packet that every student receives before moving into the residence hall. The information includes how to use the campus recycling system, how to choose items with Energy Star label, how to utilize the water bottle filling stations in each residence hall building, how to use energy responsibly, i.e. turn off stuff, use the stairs, do full loads of laundry, wash clothing in cold water.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:
Yes

Provide a brief description of the activities:
Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:
No

Provide a brief description of the efforts:

---

Does the institution incorporate sustainability into new student orientation in other ways?:
Yes

Provide a brief description:
Annual event "Battle of the Buildings" for spirit has a sustainability component built in see: WattStopper Campaign on You Tube

www.youtube/user/stjsustainability
Food Education

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

http://www.stjohns.edu/student-life/health-and-wellness

Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:


Are students educated during orientation about how to make eco-positive food choices?:
Yes

Provide a brief description:
Are students educated in other venues about how to make eco-positive food choices?:
Yes

Provide a brief description:
Food and Beverage Purchases

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

Campus Dining Services takes an aggressive approach toward maintaining an environmentally sound dining program and is constantly seeking out new and improved ways to further develop our environmental plan. Campus Dining Services has already implemented a number of environmentally friendly initiatives, either directly or in partnership with our vendors, manufacturers, clients or guests.

- Local Produce and Local Vendors used whenever possible
- Styrofoam-free dining locations
- Biodegradable containers, cups & plates
- All napkins are unbleached & made from natural materials
- All coffee on campus is fair trade
- Seafood served meets Monterey Bay Watch Program sustainability guidelines
- Cage-free eggs
- All meats come pre-trimmed which reduces packaging size and waste
- Leftover Soup is donated to a local homeless shelter each night
- All plastics, aluminum and cardboard are recycled
- Eliminated delivery on Thursdays to reduce carbon footprint caused by emissions by 20%
- Trim Trax program allows us to monitor waste amounts; waste is then composted for fertilizer and mulch on campus
- Annual sustainability event in April
- Reusable mug program offers a 10¢ discount on all fountain and coffee beverage purchases when using the mug
- Semi-annual Farmer’s Markets
- Encourage students to reduce waste at Montgoris Dining Hall
- Annual company Farm Tour with the St. John's Sustainability Coordinators

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:

---

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:

---
List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):

---

List items procured for dining services from on-campus organic garden(s):

---

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):

---

List all Fair Trade certified items purchased:

---
Confinement-Free Food Purchases

**Responsible Party**

Thomas Goldsmith  
Director of Environment and Energy Conservation  
Facilities Services

**Criteria**

Institution provides details of its confinement-free animal product purchases.

**Submission Note:**

Campus Dining Services takes an aggressive approach toward maintaining an environmentally sound dining program and is constantly seeking out new and improved ways to further develop our environmental plan. Campus Dining Services has already implemented a number of environmentally friendly initiatives, either directly or in partnership with our vendors, manufacturers, clients or guests.

- Local Produce and Local Vendors used whenever possible
- Styrofoam-free dining locations
- Biodegradable containers, cups & plates
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- Semi-annual Farmer’s Markets
- Encourage students to reduce waste at Montgoris Dining Hall
- Annual company Farm Tour with the St. John's Sustainability Coordinators

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

**Type of cage-free / free-range eggs purchased:**

---

**Percentage purchased:**

100
Comments:
---

Type of confinement-free product purchased (1st product):
---

Percentage purchased (1st product):
---

Comments (1st product):
---

Type of confinement-free product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of confinement-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):
---

Percentage purchased (1st product):
---

Comments (1st product):
---

Type of vegetarian-fed product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---
Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product):
---

Percentage purchased (1st product):
---

Comments (1st product):
---

Type of hormone-free product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of hormone-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---
Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Seafood Purchases

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):

---

Percentage purchased (1st product):

---

Standard used (1st product):

---

Comments (1st product):

---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):

---

Percentage purchased (2nd product):

---

Standard used (2nd product):

---

Comments (2nd product):

---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):

---

Percentage purchased (3rd product):

---
Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
---

Percentage purchased (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
---

Percentage purchased (5th product):
---

Standard used (5th product):
---

Comments (5th product):
---
Dishware

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations?:
Yes

Does the institution offer plastic dishware at its dining services locations?:
Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
---

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
No

Does the institution offer other types of dishware at its dining services locations?:
No

Provide a brief description.:  
---
Energy Initiatives

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution provides details about its energy initiatives.

Submission Note:

$20 million invested in 43 energy efficiency projects between 2010 to 2013.
Summary of Annual Energy Savings from Energy Efficiency Projects are:
Electricity 3,388,209 KWh
Natural Gas 291,040 therms

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
80

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
8.50

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
11

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
6

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
---

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY

STAR labeled:

---

The combined gross square footage of all buildings that are ENERGY STAR labeled:

---

The names of all buildings that are ENERGY STAR labeled:

---
**Energy Use by Type**

---

**Responsible Party**

**Thomas Goldsmith**  
Director of Environment and Energy Conservation  
Facilities Services

---

**Criteria**

Institution reports its energy use by type.

---

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

**The percentage of total electricity use from coal.:**

0

**The percentage of total electricity use from wind.:**

0

**The percentage of total electricity use from biomass.:**

0

**The percentage of total electricity use from natural gas.:**

95

**The percentage of total electricity use from solar PV.:**

0

**The percentage of total electricity use from geothermal.:**

0

**The percentage of total electricity use from nuclear.:**

---

**The percentage of total electricity use from hydro.:**

5

**The percentage of total electricity use from other.:**

---
Provide a brief description:

---

The percentage of total energy used for heating buildings from coal:

---

The percentage of total energy used for heating buildings from biomass:

---

The percentage of total energy used for heating buildings from electricity:

---

The percentage of total energy used for heating buildings from natural gas:

---

The percentage of total energy used for heating buildings from geothermal:

---

The percentage of total energy used for heating buildings from fuel oil:

---

The percentage of total energy used for heating buildings from other:

---

Provide a brief description:

---

If cogeneration, please explain:

---
Procurement

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):
---

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:
---

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):
---

Does the institution’s vendor code or policy require vendors to use less packaging?:
---
Bike Sharing

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution provides details about its water initiatives.

Submission Note:

St. John's University's potable water comes from NYC Department of Environmental Protection DEP. about two-thirds (66%) of the water used for irrigation of University landscape comes from on well water. In 2013 the University installed 17 water bottle filling stations in 9 residence hall buildings and distributed 5,000 reusable water bottles to its resident students in 2012 and 2013.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :
No

Provide a brief description of any bottled water ban or restriction :
---

Does the institution meter any of its non-potable water usage? :
Yes

The percentage of urinals on campus that are waterless :
0
Endowment

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year:

---

Date as of:

---

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:

---

If yes, or if currently under consideration, provide a brief description:

---

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):

---

Size of capital commitments made within past 3 years:

---

Provide a brief description:

---

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:

---

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:

---

Do investment managers handle the details of proxy voting on environmental and social resolutions?:

---
Do investment managers handle the details of proxy voting on corporate governance resolutions?:
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Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?:
---

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?:
---

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?:
---

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?:
---

Does a single administrator determine proxy votes on environmental and social resolutions?:
---

Does a single administrator determines proxy votes on corporate governance resolutions?:
---

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?:
---

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?:
---

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions?:
---

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
---
Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:
---

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:
---
Sustainability Staffing

Responsible Party

Thomas Goldsmith
Director of Environment and Energy Conservation
Facilities Services

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

There are 12 student workers as Sustainability coordinators that work up to 20 hours per week during spring and fall academic semesters. Generally there are 5 full-time student workers that work as Sustainability Coordinators during the academic semester breaks (summer and winter breaks). There is one full-time administrator with the title as Director of energy and Environmental Conservation.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent):

6.25

FTE staff on payroll:

6.25

FTE student intern/fellow:

0