

# Aquinas College

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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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.*

# Education & Research

## 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.

<b>Credit</b>
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

# Student Sustainability Educators Program

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- 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.

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

## **Total number of degree-seeking students enrolled at the institution :**

1667

## **Program name (1st program) :**

Sustainable Business Working Partners

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

20

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

The Aquinas community is encouraged to utilize the Center for Sustainability and the Sustainable Business Working Partners (SBWP) as resources to help develop sustainability proposals. The SBWP is composed of small groups of sustainable business students ready and their ideas.

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

Sustainable Business Working Partners are selected on a volunteer basis.

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

The volunteers receive one-on-one training with the Sustainability Director.

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

The Center for Sustainability makes money available as needed for proposal development.

**The website URL for 1st Program :**

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**Program name (2nd program) :**

Sustainability Initiative Interns

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

400

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

The interns educate campus faculty, staff, and students on sustainability. The interns helped with the education and expansion of the campus composting program. Through one-on-one training with peers, the interns were able to better explain what can and cannot be composted and the in's and out's of recycling.

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

Interns are chosen through an application and interview process with the Executive Director and Program Director of the Center for Sustainability.

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

The interns receive one-on-one training with the Sustainability Director on a regular basis.

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

The Sustainability Director spends time training and working with the interns and the interns are paid minimum wage for their time.

**The website URL for 2nd program :**

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**Program name (3rd program) :**

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

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

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

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

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

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**The website URL for 3rd program :**

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**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

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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) :**

Composting Competition among On-Campus Apartments

**A brief description of the campaign(s) :**

The S3 Club (Students Striving for Sustainability) coordinated a 2-week composting competition among on-campus apartment residents. The club also provided each apartment with their own composting bucket, to help increase composting efforts on campus.

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

This competition increased the amount of composted waste in on-campus apartments.

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

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# Sustainability in New Student Orientation

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

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*"---" 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 :**

The President's speech at each orientation includes sustainability-related topics. Planning is currently under-way for a "composting relay" for all orientation students, to be included in this year's orientation. Educational materials (covering green building, the suggestion submission process, recycling, composting, alternative transportation options, etc....) are provided to the new students.

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

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# Sustainability Outreach and Publications

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
  - A sustainability newsletter
  - 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 :**

The Aquinas Sustainability Initiative provides an on-going process to assure that Aquinas College is the kind of place where people love to work and learn. The initiative involves protecting the natural beauty of the Aquinas College campus while restoring the natural environment, improving financial stability and strengthening social relationships.

**The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :**

<http://www.aquinas.edu/sustainability/>

Campus Sustainability Data Collector | AASHE | Sierra Magazine

**Does the institution have a sustainability newsletter? :**

Yes

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

Interns at the Center for Sustainability write "AQ Sustainability News" that highlights sustainability on-campus. The newsletter is distributed to department heads and other key people on campus, Sustainable Business students, and made available on the Sustainability Initiative website.

**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? :**

Yes

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

The Center for Sustainability is a clearinghouse for sustainability-related information.

**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 :**

Centralized signage summarizing green building features are posted.

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

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**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 :**

Product specific educational signage is placed, as appropriate.

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

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**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? :**

Yes

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

Aquinas provides a walking tree guide featuring 108 different native tree and shrub species among Aquinas' campus trails.

**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 :**

"A Saint's Guide to Sustainability" and the Campus Resources sections on the Sustainability Initiative website includes information about carpooling, the Rapid Bus System discount (for bus and vanpooling), and biking alternatives.

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

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**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 :**

"A Saint's Guide to Sustainability" includes information about reducing waste, sustainability policies, alternative transportation, the community garden, and making local food choices.

**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)? :**

No

**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 :**

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**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)**

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Yes

**A brief description of this material :**

A Single Stream Recycling Guide highlights what items are accepted and which items are not accepted in the single stream recycling bins.

**The website URL for this material :**

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

Yes

**A brief description of this material :**

The Aquinas College Excessive Idling Policy pamphlet explains who the policy applies to, how it will be implemented, and why reduced idling is important.

**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) :**

Yes

**A brief description of this material :**

Aquinas College LEED Certified Buildings pamphlet features LEED certified buildings on campus.

**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) :**

Yes

**A brief description of this material :**

The "Faculty and Staff Sustainability Guide" features waste reduction techniques, alternative transportation options, information on LEED certified buildings, and Aquinas' value of sustainability.

**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) :**

No

**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) :**

No

**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? (7th material) :**

**material) :**

No

**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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# Student Group

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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

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

Yes

### The name and a brief description of each student group :

Students Striving for Sustainability provides an avenue for Sustainable Business students to take a more proactive role in business, social, and environmental initiatives on campus.

### List up to 4 notable recent activities or accomplishments of student group(s) :

- Pushing back the goal for zero waste to landfill on campus from 2020 to 2014 and gaining President support. They are developing a two year plan to incrementally reduce our capacity for waste to ZERO by 2014.
- "125 mile lunch" organized by the Student Sustainability Committee in an effort to promote local food
- In the Spring semester, the student groups organized a presentation by a holistic nutritionist, and organized free bike repairs and tune-ups for students.
- Hosted multiple movie screenings focused on sustainability education.

### List other student groups that address sustainability :

Environmental Political Interactive Change (EPIC) & the Student Sustainability Committee

### The website URL where information about student group(s) is available :

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# Organic Garden

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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*"---" 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 30ft x 30ft campus community garden grows a variety of vegetables and herbs. No synthetic fertilizers, herbicides, or pesticides are used and it is almost entirely cared for by Aquinas volunteers. This year, most of the vegetables planted will be used to make salsa in the fall, as a kick-off celebration for the new school year.

### **The website URL where information about the garden is available :**

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## Model Room in a Residence Hall

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

# Themed Housing

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

## Sustainable Enterprise

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

# Sustainability Events

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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

### **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) :**

- The Students in Free Enterprise (SIFE) group regularly brings speakers on campus to give presentations addressing issues such as energy use.
- The Campus Life Department features sustainability in all of their major events, including homecoming, Fall Fest, and Spring Fest, and students are the intended audience for these events.
- Every year, the Center for Sustainability partners with one of the existing campus speaker series to include a sustainability topic.
- The Wege Speaker Series (held at Aquinas College) brings in a world-renowned speaker on sustainability annually, and this event is open to all of the campus population.
- Aquinas College also partners with numerous community organizations to host their annual conference on our campus. Students are invited to these events. Some of these include: Michigan Interfaith Power and Light (Oct 2011- conference focused on moving sustainability forward in houses of worship); Local First Conference (four consecutive years; aimed at helping small local businesses incorporate sustainability practices); Michigan Business Review Annual Conference (dedicated to sharing best practices in sustainable business).

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

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# Outdoors Program

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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

**Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :**

Yes

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

The Biology Department offers field-based classes to students. BY123 (Environmental Biology) is an introduction to aquatic and terrestrial ecosystems with emphasis on human influences. The course include weekly field experiences involving water sampling, dune hikes, dendrology, and many more outdoor activities.

The Environmental Studies Department organizes an annual field course to Alaska, focusing on the environmental impact of humans.

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

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## Themed Semester or Year

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**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

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

**Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :**

No

**A brief description of the themed semester, year, or first-year experience :**

N/A

**The sustainability-related book that was chosen, if applicable :**

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

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# Curriculum

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

<b>Credit</b>
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

# Sustainability Course Identification

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

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*"---" 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? :**

Our sustainability initiative is framed by the principles of Sustainable Business which we define as a "non-traditional strategy that concurrently builds profitability and economic stability, restores the health of natural systems, and promotes prosperous communities."

**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 :**

"Sustainability-focused" courses are defined as courses where the majority of the content involves students directly learn Sustainable Business best practices, principles, and case studies. These courses are already labeled with the department code "SB."

"Sustainability-related" courses include all other courses required for the Sustainable Business major. They have enough content that is not sustainability-related to stand alone, but tie into one of the three pillars of Sustainable Business.

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

Yes

**The website URL where the sustainability course inventory is posted :**

<http://www.aquinas.edu/sb/degrees.html>

# Sustainability-Focused Courses

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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*.

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

## The number of sustainability-focused courses offered :

10

## The total number of courses offered :

983

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

SB 100 Industrial Ecology  
SB 201 Sustainable Business Management  
SB 315 Building Social Capital  
SB 320 Sustainable Business Innovations Lab  
SB 395 Cases in Sustainable Business  
SB 397 Internship  
SB 200 Sustainable Energy Systems  
SB 202 Environmental Regulatory Compliance  
SB 300 Environmental Economics and Policy  
SB 330 International Perspectives in Sustainable Business

## The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :

<http://www.aquinas.edu/sb/degrees.html>

**A copy of the sustainability course inventory :**

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# Sustainability-Related Courses

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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*.

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

## The number of sustainability-related courses offered :

13

## The total number of courses offered :

983

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

AG 210 Principles of Accounting - Financial  
AG 211 Principles of Accounting - Managerial  
BS 201 Principles of Management  
BS 202 Principles of Marketing  
BS 305 Financial Management  
BS 325 Ethics and the Ecology of Commerce  
BY 123 Environmental Biology  
CN 101 Introduction to Communication  
CY 101 Environmental Chemistry  
EL 100 Intro to Environmental Studies  
EL 301 Advanced Environmental Studies  
ES 214 Microeconomics  
PC 291 Physical Science

**The website URL where the sustainability course inventory that includes a list of sustainability-related courses is**

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

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**posted :**

<http://www.aquinas.edu/sb/degrees.html>

**A copy of the sustainability course inventory :**

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## Sustainability Courses by Department

### Criteria

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

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

# Sustainability Learning Outcomes

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

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## Submission Note:

Masters in Sustainable Business Courses:

<http://www.aquinas.edu/msb/courses.html>

Masters of Management with Sustainable Business Concentration Courses:

<http://www.aquinas.edu/management/concentrations.html>

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

## The number of graduates covered by the sustainability learning outcomes :

28

## Total number of graduates :

455

## A list of degree programs that have sustainability learning outcomes :

1. Bachelor of Science in Sustainable Business
2. Sustainable Business Minor
3. Sustainable Business Certificate
4. Master of Sustainable Business
5. Master of Management with a concentration in Sustainable Business

## 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 :

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

<http://www.aquinas.edu/sb/degrees.html>

**A copy of the sustainability course inventory :**

[Sustainability Learning Outcomes Course Inventory.xlsx](#)

**A list or sample of the sustainability learning outcomes associated with the degree programs :**

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# Undergraduate Program in Sustainability

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

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*"---" 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) :

Bachelor of Science in Sustainable Business

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

<http://www.aquinas.edu/sb/>

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

Environmental Studies Major

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

[http://www.aquinas.edu/environmental\\_studies/](http://www.aquinas.edu/environmental_studies/)

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

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# Graduate Program in Sustainability

## 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.

---

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

# Sustainability Immersive Experience

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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 :

"International Perspectives in Sustainable Business" examines the deployment of sustainable business practices around the world. Class discussions, lectures, and assignments explore the variety of sustainable business models and practices which may be found in differently developing countries and regions, as well as introduce the complexities of a practicing sustainable business in a globalizing world. Students are challenged to analyze the significance of cultural, political, and socioeconomic contexts in designing products, processes, and business strategies and models which further sustainable business criteria. Each semester, a particular region/country receives more intense examination, culminating with a ten-twelve day field visit to that region/country immediately following the end of the semester. A required field component for the course takes place in various locations throughout the region/country

"Sustainable Business Innovations" investigates and deploys triple top-line entrepreneurial innovation, effective organizational design, workplace innovation application skills, and research/analysis methods through in-class discussions as well as practice based projects.

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

---

# Sustainability Literacy Assessment

---

## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

---

## 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.

---

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

**Has the institution conducted a sustainability literacy assessment? :**

No

**Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort? :**

No

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

---

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

---

**A brief description of how the assessment was developed :**

n/a

**A brief description of how the assessment was administered :**

n/a

**A brief summary of results from the assessment :**

n/a

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

---

## Incentives for Developing Sustainability Courses

### Criteria

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

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

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

---

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

# 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.

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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.

---

## Submission Note:

The inventory is available for viewing by the campus community, and provided to others upon request.

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

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

No

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

---

## Has the institution identified its sustainability research activities and initiatives? :

Yes

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

The sustainability research activities and initiatives relate to campus sustainability efforts. Utilizing a campus sustainability framework customized for Aquinas, students and faculty have participated in data gathering and analysis. Individual courses have also included a research component, which vary in methodology.

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

No

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

<http://www.aquinas.edu/sustainability/inventory.html>

# Faculty Engaged in Sustainability Research

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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 :

6

## The total number of faculty members engaged in research :

25

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

D. Steketee- Sustainable Business  
K. Kramer- Sociology  
M. Tueth- Sustainable Business  
S. Mboko- Business  
R. Bajema- Biology  
J. Rasmussen- Geography

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

[http://www.aquinas.edu/sustainability/success\\_education.html](http://www.aquinas.edu/sustainability/success_education.html)

## A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research :

---

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

---

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

---

# Departments Engaged in Sustainability Research

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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 :

36

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

6

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

Biology  
Geography  
Theology  
Sustainable Business  
Business  
Sociology

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

[http://www.aquinas.edu/sustainability/success\\_education.html](http://www.aquinas.edu/sustainability/success_education.html)

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

---

# Sustainability Research Incentives

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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.

---

### Submission Note:

Information on research incentives can be found in the "Learning Partnership" section of the "programs" page, linked above.

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

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

Yes

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

Insignis Research Projects (mentorship)  
Moeller Research Grants (financial and mentorship)  
Center for Sustainability research projects (financial and mentorship)

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

<http://www.centerforsustainability.org/programs.php>

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

Yes

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

Mini-grants program funds, research, and course release.

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

<http://www.centerforsustainability.org/programs.php>

# Interdisciplinary Research in Tenure and Promotion

## Criteria

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

---

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

# 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.

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

# Building Operations and Maintenance

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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
- 

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

## **Total building space that meets "Eligible Buildings Criteria" :**

648806 *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 :**

0 *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 :**

40000 *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 :**

Campus Sustainability Data Collector | AASHE | Sierra Magazine

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.aquinas.edu/sustainability/success\\_policy.html](http://www.aquinas.edu/sustainability/success_policy.html)

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

---

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

---

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

---

**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 :**

---

# Building Design and Construction

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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" :**

85578 *Square Feet*

## **New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :**

43578 *Square Feet*

## **New building space that is LEED Certified :**

24000 *Square Feet*

## **New building space that is LEED Silver certified :**

18000 *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 :**

[http://www.aquinas.edu/sustainability/success\\_policy.html](http://www.aquinas.edu/sustainability/success_policy.html)

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

---

**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

### 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.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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.

---

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

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

<http://rs.acupcc.org/ghg/948/?id=948>

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

Yes

### **Does the inventory include emissions from air travel? :**

Yes

### **Does the inventory include emissions from commuting? :**

Yes

### **Does the inventory include embodied emissions from food purchases? :**

No

### **Does the inventory include embodied emissions from other purchased products? :**

Yes

**Does the inventory include emissions from solid waste disposal? :**

Yes

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

Yes

**If yes, please specify :**

Our Scope 3 also includes Directly Financed Outsourced Travel- Ground Transportation

**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? :**

---

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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.

---

## Submission Note:

The date given for the baseline is 2007/08 data, rather than 2005 data. 2007/08 is considered our baseline and therefore, this is the information that is available to us.

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

## Scope 1 and 2 gross GHG emissions, 2005 :

7414 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 :

763

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

977

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

836

**Scope 1 and 2 gross GHG emissions, performance year :**

*6207 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 :**

*7/1/2009 - 6/30/2010*

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

823

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

1075

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

704

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :**

*7/1/2009 - 6/30/2010*

# Air Travel Emissions

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

## Does the institution have policies and/or programs in place to reduce emissions from air travel? :

Yes

## A brief description of the policies and/or programs :

Aquinas is committed to reaching climate neutrality by 2040. Our scope 3 emissions (e.g. air travel emissions) are included in our climate action plan and corresponding goals.

## The website URL where information about the policies and/or programs is available :

---

# Local Offsets Program

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

**Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :**

No

**A brief description of the program :**

We do not work in the community to offset our own GHG emissions. However, we do have 21 acres of forest on our campus, giving us an offset of 48 metric tons of CO<sub>2</sub>e.

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

---

# Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental 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.

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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..

---

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

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

55

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

Aquinas contracts with Creative Dining Services (CDS) for all campus food service needs. CDS purchases a wide variety of USDA Certified Organic & Fair Trade products.

- Purchase organic mixed greens in all salads on campus
- Purchase all natural turkey products from West Michigan Turkey co-op in Grand Rapids, Michigan
- Purchase all fresh herbs grown from Organic farm Michigan Fine Herbs, in Shelby, Michigan
- Purchase salad dressings from Litehouse in Lowell, Michigan
- Purchase local apples, potatoes, carrots, and other produce items from locally approved farmers through Superior Foods or Gordon Food Service.
- Purchase Kelloggs brand cereals from Battle Creek, Michigan
- Purchase Hudsonville Ice Cream from Holland, Michigan
- All Dairy products purchases from Prairie Farms in Battle Creek, Michigan
- Purchases Grassfields cheeses from Coopersville, Michigan for upscale events

- Offers Organic and Fair Trade coffees sold from a local, Michigan vendor
- Bagels and muffins served in the Moose Cafe are purchased from Snitz Bakery in Grand Rapids, Michigan

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

<http://www.aquinas.edu/food/>

# Trayless Dining

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

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

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

No

**A brief description of the vegan dining program :**

n/a

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

---

## Trans-Fats

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

# Guidelines for Franchisees

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

# Pre-Consumer Food Waste Composting

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

"---" 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 :**

We collect all food waste in the kitchen (as well as cardboard and paper board) and it is composted with Spurt Industries.

**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 :**

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# PostConsumer Food Waste Composting

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

### Does the institution have a postconsumer food waste composting program? :

Yes

### A brief description of the postconsumer food waste composting program :

All waste from the dish return area is collected and composted with SPURT industries. Compost collection containers are also available to staff, faculty, and students in every campus building. Educational composting signs are posted by the bins to help clarify what can and cannot be composted.

### The percentage of overall meals for which postconsumer composting is available :

100

### The percentage of meal plan meals for which postconsumer composting is available :

---

### The percentage of retail facilities for which postconsumer composting is available :

---

### The percentage of conference meals for which postconsumer composting is available :

---

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

---

## Food Donation

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

## Recycled Content Napkins

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

## Reusable Container Discounts

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

## Reusable To-Go Containers

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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

# Building Energy Consumption

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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 :

72468.80 MMBtu

## Building space, 2005 :

593574 Gross Square Feet

## Total building energy consumption, performance year :

60604.20 MMBtu

## Building space, performance year :

648806 Gross Square Feet

## List the start and end dates of the energy consumption performance year :

July 1, 2009 - June 30, 2010

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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 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

**Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :**

49.10 MMBtu

**Option 2: Non-electric renewable energy generated :**

0 MMBtu

**Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :**

0 MMBtu

**Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :**

0 MMBtu

**Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :**

0 MMBtu

**Total energy consumed during the performance year :**

60604.20 MMBtu

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

---

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

---

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

---

**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :**

---

**A brief description of cogeneration technologies deployed :**

---

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

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# Timers for Temperature Control

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

# Lighting Sensors

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

### **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 :**

Motion and/or occupancy lighting sensors are utilized in bathrooms, most offices, and many offices and classrooms. It is a priority to continue to install this technology campus-wide as renovations are made and money is available.

### **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**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

"---" 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. :**

No

**A brief description of the technology used :**

n/a

**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**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

"---" 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 :**

Aquinas has a net-based energy management system, allowing for remote monitoring and system adjustments.

**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

**Jessica Eimer**  
Program Director  
Center for Sustainability

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*"---" 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 :**

The following buildings have sub-metering for natural gas and electric: Ravine Apartments A, B, & C; Meijer Hall; Willowbrook; Art and Music Center; Browne Center

**The percentage of building space with energy metering :**

14.37

**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.

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

## 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

---

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

## Native Plants

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

*"---" 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 :**

The majority of plants on campus grounds are native to the region. Aquinas is committed to preserving the natural landscape, and has 21 acres (out of 106 campus acres) of unmanaged green space.

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

---

## Wildlife Habitat

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

*"---" 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 :**

The campus has a very strong natural presence with its interesting mingling of natural and man-made features. Approximately 21 acres of the campus are naturally maintained and preserved. These healthy natural areas, or land areas not maintained annually and not degraded by human activity, are an essential piece of the Aquinas landscape.

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

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

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

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

No

**A brief description of the institution's Tree Campus USA program :**

n/a

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

---

## Snow and Ice Removal

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

## Landscape Waste Composting

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

# Purchasing

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

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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.

---

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

**Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :**

Yes

**The website URL where the EPEAT policy, directive, or guidelines are posted :**

[http://www.aquinas.edu/sustainability/success\\_energy.html](http://www.aquinas.edu/sustainability/success_energy.html)

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

One individual is in charge of purchasing all computers and monitors for the campus, and he is aware of the directive.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)? :**

Yes

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

216742 US/Canadian \$

**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

1380 *US/Canadian \$*

**Total expenditures on desktop and laptop computers and monitors :**

218122 *US/Canadian \$*

# Cleaning Products Purchasing

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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:

"Total expenditures" only includes cleaning chemicals purchased by the Housekeeping Department.

"---" 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.aquinas.edu/sustainability/success\\_housekeeping.html](http://www.aquinas.edu/sustainability/success_housekeeping.html)

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

The head of the Housekeeping Department is aware of this directive and is in charge of its implementation. The college's sustainability department has periodic conversations and inventory audits to verify that progress is being made.

**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 :**

7547.83 US/Canadian \$

**Total expenditures on cleaning products :**

12091.36 US/Canadian \$

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

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# Office Paper Purchasing

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

---

#### Submission Note:

All white copy paper purchased for college use in the past fiscal year was 30% post-consumer recycled content.

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

**Does the institution have an institution-wide stated preference to purchase recycled content office paper? :**

Yes

**The URL where the recycled paper policy, directive, or guidelines are posted :**

[http://www.aquinas.edu/sustainability/success\\_paper.html](http://www.aquinas.edu/sustainability/success_paper.html)

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

The employee in charge of purchasing copy paper is aware of this directive and is in charge of its implementation. The Sustainability Department has periodic conversations to verify that this directive is being followed in the annual bid process.

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

Yes

**Expenditures on 10-29 percent recycled-content office paper :**

0 *US/Canadian \$*

**Expenditures on 30-49 percent recycled-content office paper :**

13000 *US/Canadian \$*

**Expenditures on 50-69 percent recycled-content office paper :**

0 *US/Canadian \$*

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2) :**

0 *US/Canadian \$*

**Expenditures on 90-100 percent recycled-content office paper :**

0 *US/Canadian \$*

**Total expenditures on office paper :**

13000 *US/Canadian \$*

# Vendor Code of Conduct

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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.

---

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

**Does the institution have and act 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? :**

No

**The website URL where the vendor code of conduct or equivalent policy is posted :**

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**A copy of the vendor code of conduct or equivalent policy :**

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**A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable :**

n/a

## Historically Underutilized Businesses

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

## Local Businesses

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

# Transportation

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

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

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

**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 :**

0

**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 :**

0

**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 :**

26

# Student Commute Modal Split

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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:

We assumed the first 2 questions did not include our residential students. They all walk or bike to get to class. If the first 2 questions were supposed to include residential students, the first question would be 61.28% and the second question would be 38.72%.

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

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

28.30

**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 :**

71.70

**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 :**

---

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

---

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

---

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

---

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

---

# Employee Commute Modal Split

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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 :**

15.10

**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 :**

84.90

**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 :**

---

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

---

**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 :**

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# Bicycle Sharing

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

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

No

**A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :**

n/a

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

---

# Facilities for Bicyclists

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

*"---" 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? :**

No

**A brief description of the facilities :**

We have plenty of secure bike storage across campus, but they are not indoors.

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

---

# Bicycle and Pedestrian Plan

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

## Has the institution developed a bicycle plan? :

Yes

## A brief description of the plan :

Our bicycle plan includes providing adequate and secure bike storage all across campus. The college is working to minimize through campus traffic and assure slow traveling vehicles by implementing speed bumps on campus roads. This provides a safer environment for bicyclists and pedestrians.

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

---

# Mass Transit Programs

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

*"---" 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), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

Aquinas staff, faculty, and students can use The Rapid public bus system for only \$0.40 per ride with an Aquinas ID. That's a savings of over \$1 per ride. Our last report from the Rapid indicated a total of 8,651 rides given to Aquinas community members during the fiscal year.

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

---

## Condensed Work Week

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

*"---" 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 :**

We offer a flexible schedule in the summer of four 10 hour work days.

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

---

# Telecommuting

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

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

No

**A brief description of the program :**

n/a

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

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## Carpool/Vanpool Matching

---

### Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

*"---" 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 :

Aquinas offers a virtual space called "Rideshare" where members of the Aquinas community can post carpooling opportunities and find carpooling options. The environmental benefits of carpooling are well known, but it is often difficult to coordinate a group of people who are all going to the same place, but Rideshare makes it easier for Aquinas Community members.

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

---

## Cash-out of Parking

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

**Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?**

:

No

**A brief description of the program :**

n/a

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

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## Carpool Discount

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

**Does the institution offer reduced parking fees for car and van poolers? :**

No

**A brief description of the program :**

n/a

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

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## Local Housing

---

**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

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

No

**A brief description of the incentives or programs :**

n/a

**The website URL where information about the incentives or programs is available :**

---

# Prohibiting Idling

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

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

### Has the institution adopted a policy prohibiting idling? :

Yes

### A brief description of the policy :

Aquinas College is now an "idle-free" campus, meaning no vehicle is permitted to idle longer than 5 minutes while on college property. An unattended idling vehicle poses not only a safety threat, but also a security risk. By limiting the amount of time vehicles are permitted to idle to 5 minutes, the policy helps to preserve the natural beauty of campus while simultaneously supporting Aquinas College's pledge to the American College and University Presidents' Climate Commitment (ACUPCC). Certain exceptions have been written into the policy to accommodate buses and diesel engines in extreme temperatures.

### The website URL where information about the policy is available :

---

## Car Sharing

---

### Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

"--- " 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 :

The (public) Rapid Van Pool Program is intended for people with long commutes who are interested in "sharing the ride." The Rapid provides vans to van pooling groups on a month to month basis, for a small fee. All staff, faculty, and students of Aquinas College who regularly use a Rapid Van Pool, may seek reimbursement up to \$22 per month.

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

---

# Waste

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

<b>Credit</b>
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

# Waste Reduction

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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*.

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

### Weight of materials recycled, 2005 baseline year :

35 Tons

### Weight of materials composted, 2005 baseline year :

0 Tons

### Weight of materials disposed as garbage, 2005 baseline year :

242.90 Tons

### Weight of materials recycled, performance year :

29.26 Tons

### Weight of materials composted, performance year :

50.79 Tons

### Weight of materials disposed as garbage, performance year :

236.42 Tons

### List the start and end dates of the waste reduction performance year :

7/01/2010 - 6/30/2011

### On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

791

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

957

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

750

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

876

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

1032

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

732

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :**

7/01/2010 - 6/30/2011

**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 :**

Aquinas is committed to reaching zero-waste to landfill by 2014.

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

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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*.

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

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

84.15 Tons

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

236.42 Tons

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

"One Saint's Junk is Another Saint's Treasure"- As part of the Sustainability Initiative at Aquinas College, "One Saint's Junk is Another Saint's Treasure" provides students, staff, and faculty the opportunity to search online for goods that have been donated, or listed for sale. Find great deals on useful things, post your unwanted items for others to view, and avoid throwing your old things away!

- Recycling and composting containers are located campus wide in all public areas.
- E-waste, batteries, ink cartridges, and other materials difficult to recycle are included in our campus-wide recycling program.
- Aquinas has a long-standing tradition of "sharing" materials and goods.

# Construction and Demolition Waste Diversion

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

## Submission Note:

Aquinas does not have access to the total weight of construction materials recycled. Rather, I can provide the percent of recycled and salvaged materials for the only building constructed in the last 3 years. During construction of the Sturris Fitness Center, 95% of waste was diverted from the landfill.

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

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

106.10 Tons

## Amount of construction and demolition materials landfilled or incinerated :

5.62 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 :

Aquinas is committed to LEED certification on all new construction and major renovation projects. As such, the LEED rating system has prerequisites for minimum required construction waste diversion.

# Electronic Waste Recycling Program

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## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

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## 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.

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"---" 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 :**

Our e-waste recycler (Comprenew) is a universal waste handler. All materials are destined for total recycling in accordance with EPA, OSHA, Federal, State, and County regulations.

**A brief description of the electronic waste recycling program for institution-generated materials :**

Most electronics are leased by Aquinas College and returned to the manufacturer at the end of the leasing period. Our IT Department collects all electronics, as does a staff member in the Media Center, and stores for an e-waste pick-up.

**A brief description of the electronic waste recycling program for student-generated materials :**

E-waste recycling containers are available in the student housing with promotional materials. All other e-waste can be sent at any time to the collection facilities on campus for recycling.

**The website URL where information about the e-waste recycling program is available :**

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# Hazardous Waste Management

## 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.

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

## Materials Exchange

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

## Limiting Printing

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

## Materials Online

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

# Chemical Reuse Inventory

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

## Move-In Waste Reduction

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**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

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*"---" 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 :**

Recycling and composting is available through the dorms. Further move-in programs are being developed for this fall semester.

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

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## Move-Out Waste Reduction

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**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

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*"---" 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 :**

Recycling and composting is available all throughout student housing. Also, a variety of collection boxes are available for move-out including electronic waste recycling, clothing donation boxes, and other donation containers.

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

---

# 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.

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

# Water Consumption

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## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

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## 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.

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

## Water consumption, 2005 baseline year :

21252924 Gallons

## Water consumption, performance year :

12723375 Gallons

## List the start and end dates of the water consumption performance year :

01/01/2011 - 12/31/2011

## On-campus residents, 2005 :

791

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

957

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

750

## On-campus residents, performance year :

876

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

1032

## 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) :**

07/01/2010 - 06/30/2011

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

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

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

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# Stormwater Management

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

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*"---" 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? :**

Yes

**A brief description of the institution's stormwater management initiatives :**

Aquinas College has a commitment to LEED buildings for all new construction and development. We follow the LEED guidelines for storm water management. Aquinas has a commitment to native vegetation in our green spaces on campus. Out of 106 acres, 82% is maintained as green space. In these areas, water is able to permeate the ground, reducing the pressure on city storm water systems.

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

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**Does the institution have a living or vegetated roof? :**

No

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

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**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

One of the campus' bicycle storage lots has permeable pavement.

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

One retention pond is located on the Southeast side of campus near the library.

**Does the institution have stone swales? :**

No

**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

Yes

**A brief description of the institution's vegetated swales :**

A rain garden is located on the southeast side of campus.

**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 :**

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# Waterless Urinals

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

# Building Water Metering

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**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

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

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

No

**A brief description of the water metering employed :**

The campus has 13 water mains, serving 32 buildings

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

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

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# Non-Potable Water Usage

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## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

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

**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 :**

The Aquinas Community Garden utilizes a rain barrel for watering purposes.

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

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

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

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

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## Xeriscaping

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

# Weather-Informed Irrigation

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

# Planning, Administration & Engagement

## 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.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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 :

The Sustainability Initiative structure was organized to promote the serious consideration of all campus sustainability ideas (or suggestions) generated from Aquinas campus members. Three sustainability committees were organized on the staff, student, and faculty assemblies- along with a Joint Sustainability Committee- with representatives from the three respective assemblies to facilitate the suggestion process. The staff, student, and faculty sustainability committees are tasked with accepting proposals and addressing sustainability challenges among their constituents.

## Members of the committee, including affiliations :

Committee members change from year to year, and are elected by their corresponding assembly members (except for the ex-officio members). Current members include:

### Staff Sustainability Committee:

Cindy Dorman (Chairperson)- Manager, Advancement Strategies

Mike Deboer- Grounds Maintenance

Diana Dixon- Assistant to the Director of Academic Operations

Mark McCann- Campus Safety Officer

Tim Ramsay- Program and Building Coordinator, Residence Life

Jessica Eimer (Ex-officio)- Program Director, Center for Sustainability

### Faculty Sustainability Committee:

Stephan Davis (Chairperson)- Asst. Professor of Theology  
Paul Brewer- Assoc. Professor of Music  
Sr. Ann Mason, O.P.- Assoc. Professor of Math  
Francine Paolini- Library Co-Director  
Masato Yamazaki- Asst. Professor of Economics  
Deborah Steketee (Provost's Designee, Ex-Officio)

Student Senate Sustainability Committee:

Paige Shesterkin (Director)- Sustainable Business Student  
Fiona Campbell- Undergraduate Student  
Alicia Lynch- Undergraduate Student  
Ana Cujar- Sustainable Business Student  
Michael Gravelyn- Undergraduate Student  
Adam Liberacki- Undergraduate Student  
Betsy Davis- Sustainable Business Student

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

<http://www.aquinas.edu/sustainability/structure.html>

**Does the institution have a sustainability office? :**

Yes

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

The Center for Sustainability (C4S) at Aquinas College promotes principles and practices that restore our environment, foster economic prosperity, and build vibrant and healthy communities. Established in 2005 as a community resource, C4S has been building networks and partnerships between local businesses, students and faculty to support learning for sustainability. Among its activities, the Center for Sustainability:

•Links the community to sustainability resources and regional and local activities through an extensive website (

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

).

•Sponsors lectures, workshops, and non-credit educational programs for organizations and individuals interested in sustainable business practices.

•Connects students and faculty of the Aquinas Sustainable Business program with area businesses seeking to launch or further their efforts toward sustainability.

•Serves as a central node for the networked activities of the Aquinas Campus Sustainability Initiative.

**The number of people employed in the sustainability office :**

2

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

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

**Does the institution have a sustainability coordinator? :**

Yes

**Sustainability coordinator's name :**

Jessica Eimer

**Sustainability coordinator's position title :**

Program Director, Center for Sustainability

**A brief description of the sustainability coordinator's position :**

The Program Director will serve as the lead facilitator for campus sustainability efforts and the lead program staff for the Center for Sustainability. This person maintains, develops, and expands programs and projects to advance the triple bottom line performance of Aquinas College. This position works with all campus constituencies including faculty, staff, students, contractors, and vendors to meet the institutions sustainability goals and vision. The Program Director also assists the Executive Director of the Center for Sustainability in securing the adoption and implementation of college policies and educational efforts for sustainability.

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

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# Strategic Plan

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

---

## Submission Note:

The new Aquinas Strategic Plan is currently in draft form (4-18-12).

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

## Year the strategic plan or equivalent was completed or adopted :

2012

## 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 :

The strategic plan addresses the environmental dimensions of sustainability in various ways. Included in the plan's Values are "compassion" (supporting the "intrinsic dignity and interdependence of all creation") and "community" (supporting "solidarity with the whole human family and our Earth.")

## 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 :**

A key component of the Strategic Plan supports college action to integrate Aquinas' commitment to sustainability with Catholic Social Teaching, focused on human dignity and assurance of the rights of all. The core value of "compassion" expresses concern for "the disadvantaged, poor and vulnerable."

**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 :**

The financial vitality of Aquinas is a key focus area of the strategic plan, and key to support sustainability efforts.

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

---

# Physical Campus Plan

## 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.

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

# Sustainability Plan

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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 2012-2013 plan has been developed through input from the three governance bodies of AQ (Student Senate, Staff Assembly, and Faculty Assembly), all of which have a by-laws mandated sustainability committee/function. In addition, elements of the plan have also been initiated through the AQ student group, Students Striving for Sustainability, as well as a cross-functional team of staff and faculty. Student interns serving with the Center for Sustainability have also shaped certain initiatives which occur within the plan.

## A brief description of the plan's measurable goals :

Measurable goals include achievement of zero waste to landfill by 2014; development of a waste=food campus culture; increased campus community knowledge of alignment between Catholic Social Teaching and sustainability.

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

Progress toward meeting the plan's goals will be measured according to key performance indicators related to each goal. Progress will be measured throughout the 2012-2013 year according to a specified timetable. Accountability for progress is achieved through incorporation of these goals into Department Action Plans supporting the Aquinas strategic plan.

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

<http://www.aquinas.edu/sustainability/resources.html>

**The year the plan was developed or last updated :**

2012

# Climate Action Plan

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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:

We have a climate neutral date of 2040, but the drop down menu for "The target year the institution specified in its GHG emissions commitment" won't allow this date. Therefore, I included one of our interim milestone goals (50% reduction by 2020).

"---" 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 :

We have a climate neutral date of 2040.

Phase Three Strategies: (10-20 years)

Broad goals support these strategies which will require significant financial investment. These strategies continue an effort to integrate alternative and renewable energy in the Aquinas College sustainability portfolio.

Phase Four Strategies: (20-30 years)

Phase Four strategies are intended as "clean up" strategies. Aquinas College maintains the long-term prospect of carbon neutrality, but also acknowledges the reality that any organization, no matter how environmentally conscious, will still generate an environmental impact. Phase Four of the Climate Action Plan focuses on the purchase of green power and renewable energy credits or carbon offsets as a final effort toward achieving carbon neutrality.

## A brief summary of the climate plan's short-term goals :

Phase One Strategies: (1 month to 1 year)

Action steps in this category represent those that are critical in enabling other actions to take place. These actions are seen as having a relatively low barrier of entry or are highly cost effective in reducing carbon emissions. Phase One strategies highlight the impetus toward efficiency of existing infrastructure and process reductions.

Phase Two Strategies: (1-10 years)

Action steps in this category are moderately cost effective or require existing infrastructure to be in place before implementation. Phase Two strategies begin to incorporate a transition toward alternative and renewable energy technologies, both onsite and in partnership with regional resources.

**Year the climate plan was formally adopted or approved :**

2010

**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 :**

Scopes 1, 2, and 3

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

50%

**The baseline year the institution used in its GHG emissions commitment :**

June 30, 2008

**The baseline emissions level institution used in its GHG emissions commitment :**

9810 metric tons

**The target year the institution specified in its GHG emissions commitment :**

June 30, 2020

**The website URL where information about the climate plan is available :**

<http://rs.acupcc.org/cap/703/>

# 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.

<b>Credit</b>
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

# Diversity and Equity Coordination

## 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.

---

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

# Measuring Campus Diversity Culture

## 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.

---

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

## Support Programs for Underrepresented Groups

### Criteria

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

---

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

## Support Programs for Future Faculty

### 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.

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

# Affordability and Access Programs

## 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.

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

# Gender Neutral Housing

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

## Employee Training Opportunities

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

## Student Training Opportunities

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

# 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.

<b>Credit</b>
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

# Sustainable Compensation

## 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.

---

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

# Employee Satisfaction Evaluation

## 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.

---

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

# Staff Professional Development in Sustainability

## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

---

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

# Sustainability in New Employee Orientation

## Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

---

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

# Employee Sustainability Educators Program

## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

# Childcare

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

## Employee Wellness Program

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

## Socially Responsible Retirement Plan

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

# Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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.

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*"---" 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 :

Social criteria are an integral part of Aquinas' investment strategy. All investing is in line with the United States Conference for Catholic Bishops (USCCB). Environmental criteria are currently being reviewed for inclusion in our investment policy.

## Members of the CIR, including affiliations :

n/a

## Recent examples (within the past 3 years) of CIR actions :

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

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# 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.

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

# Positive Sustainability Investments

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.

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### Submission Note:

Aquinas College does not have this information available on the individual holding categories. A "zero" was inserted above because there is no option for "unknown."

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

### Total value of the investment pool :

33000000 US/Canadian \$

### Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

### Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

### Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

0 US/Canadian \$

**Value of holdings in community development financial institutions (CDFIs) :**

0 *US/Canadian \$*

**Value of holdings in socially responsible mutual funds with positive screens :**

0 *US/Canadian \$*

**A brief description of the companies, funds, and/or institutions referenced above :**

unknown

**The website URL where information about the institution's sustainability investment activities is available :**

---

## Student-Managed Sustainable Investment Fund

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

# Sustainable Investment Policy

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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*"---" 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 :**

Aquinas does not have a policy with the label of "sustainable investment policy." However, social criteria are an integral part of Aquinas' investment strategy. All investing is in line with the United States Conference for Catholic Bishops (USCCB). Environmental criteria are currently being reviewed for inclusion in our investment policy.

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

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# Investment Disclosure

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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

**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 :**

Aquinas College is a private college, and our investment holdings are not disclosed to the public. However, we do recognize the value of transparency and make information on almost all of our sustainability programs and projects available to the public.

**The website URL where information about investment disclosure available :**

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# 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.

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

## 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.

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

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## Criteria

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

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

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

Yes

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

We have presented at numerous colleges/universities, K-12 institutions, conferences, and companies to share Aquinas' sustainability experiences and lessons learned, to guide the development of programs at these institutions, and educate on the principles of sustainable business. Just a few of these institutions/events include Cascade Engineering, City High/Middle School, AASHE Annual Conference, Dominican Colloquium, Davenport University, Michigan Business Review Annual Meetings, Local First Annual Conferences and Rotary International.

### **The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :**

- AASHE: The Association for the Advancement of Sustainability in Higher Education
- C2E2
- Green Chemistry and Commerce Council
- West Michigan Sustainable Business Forum
- U.S. Green Building Council, West Michigan Chapter
- Michigan Green Chemistry Clearinghouse Project

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

- Aquinas has participated in the West Michigan LEED building tour, and submitted materials for the "showcase" book.
- Aquinas also hosts a student group from Atomi University (Japan) every fall, for a two week short course in Sustainable Business.
- Aquinas is one of the founding members of the Community Sustainability Partnership, alongside Grand Rapids Public Schools, Grand Valley State University, Grand Rapids Community College, and the City of Grand Rapids.

- In addition to coordinating the campus sustainability effort, the Center for Sustainability at Aquinas College offers a web-based clearinghouse of information on sustainability for the public.

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

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

# Sustainability in Continuing Education

## 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.

---

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

# Community Service Participation

## 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.

---

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

# Community Service Hours

## 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.

---

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

# Sustainability Policy Advocacy

## 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.

---

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

# Trademark Licensing

## 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.

---

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

# Graduation Pledge

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

# Community Service on Transcripts

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

## Farmers' Market

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

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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.
- 

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

## A brief description of the innovative policy, practice, program, or outcome :

### Master of Sustainable Business

In 2012, Aquinas College launched its Master of Sustainable Business (MSB) degree program. The MSB is the first program of its kind to be offered in the upper Midwest, and it builds upon the undergraduate sustainable business program already offered by the college.

Sustainable business is interdisciplinary in nature, integrating science, business, and environmental studies. Sustainable business practices improve long-term profitability, as well as the health of natural and social systems. The Master of Sustainable Business degree challenges and prepares our graduates to take a leadership role inside a variety of organizations. Sustainable business offers a competitive advantage

for organizations and represents a strategic approach to meet the forces of a changing world. The Master of Sustainable Business Program courses are offered in an eight-week evening format during the fall, winter, and summer semesters.

**A letter of affirmation from an individual with relevant expertise :**

[Letter of Affirmation\\_Steketee.pdf](#)

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

<http://www.aquinas.edu/msb/>

### Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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### 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.
- 

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

### **A brief description of the innovative policy, practice, program, or outcome :**

Michigan Green Chemistry Clearinghouse

Alongside Blue Sphere, Inc., GVSU, Sustainable Research Group, and the Ecology Center, the Center for Sustainability at Aquinas College is a team member on the Michigan Green Chemistry Clearinghouse (Clearinghouse) project. The overall goal of Clearinghouse, funded by a three-year grant from the State of Michigan and hosted by the Center for Sustainability at Aquinas College, is to accelerate green chemistry awareness, innovation and investment in the State of Michigan by creating and enabling a community of green chemistry advocates that are connected and informed. The Clearinghouse aims to be a dynamic and interactive on-line source of information, [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

resources, databases, learning opportunities and interactive tools for citizens, business and industry professionals, educators, policy makers, entrepreneurs and others. The Center for Sustainability at Aquinas College provides project leadership in managing the grant and assuring effective team contributions for project success.

**A letter of affirmation from an individual with relevant expertise :**

[Letter of Affirmation\\_CSBoyd\[1\].pdf](#)

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

<http://migreenchemistry.org/>

## 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.

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

## Innovation 4

### Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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.

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

# Supplemental

## Supplemental Data

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.

<b>Credit</b>
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

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## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

---

## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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*"---" 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 :**

Sustainability is included in the president's "welcome speech." A dedicated sustainability activity is also included for all students in the orientation schedule.

**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 :**

Resident Assistants are trained on basic sustainability principles and energy efficiency measures, and they are encouraged to pass on the information to their residents.

**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 :**

We have a hands-on activity at orientation highlighting sustainability. This year, the students will engage in a "waste relay" to help train on the ins and outs of composting and recycling.

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

Yes

**Provide a brief description of the efforts :**

All meals are either served with reusable china or compostable disposable products. About 55% of all food served on campus is organic and/or fair trade. Aquinas also has an aggressive zero waste to landfill goal, and we strive to make all events zero waste.

**Does the institution incorporate sustainability into new student orientation in other ways? :**

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**Provide a brief description :**

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# Food Education

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## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

---

## Criteria

Institution provides education about eco-positive food and gardening techniques.

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*"---" 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 :**

Several classes at Aquinas contain valuable teachings to assist students in the selection of eco-positive food choices. A few of these include: Environmental Biology  
Intro to Environmental Studies  
Advanced Environmental Studies  
Industrial Ecology  
Health and Wellness

### **Are students educated in dining facilities about how to make eco-positive food choices? :**

Yes

### **Provide a brief description :**

Appropriate signage is located throughout the dining facilities designating the more sustainable food options. Nutritional information is also readily available in the cafeteria.

### **Are students educated during orientation about how to make eco-positive food choices? :**

No

### **Provide a brief description :**

---

### **Are students educated in other venues about how to make eco-positive food choices? :**

Yes

**Provide a brief description :**

Several student clubs on campus frequently organize programs and projects to meet this goals. E.G. Students in Free Enterprise (SIFE), Students Striving for Sustainability (S3), Student Sustainability Committee, etc...

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

Yes

**Provide a brief description of the program :**

Aquinas College coordinates a community garden on campus every year, and students, staff, and faculty are all invited to participate. The Center for Sustainability and other key staff help teach interested students proper gardening techniques.

# Food and Beverage Purchases

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## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

---

## Criteria

Institution provides details of its food and beverage purchases.

---

*"---" 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 :**

40

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

15

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

Superior Foods & GFS Representatives

**List items procured for dining services from on-campus organic garden(s) :**

N/A

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

0

**List all Fair Trade certified items purchased :**

Fair Trade Coffee is served in the Moose Coffee House, the Corner Cafe, and the college's cafeteria.

# Confinement-Free Food Purchases

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**Responsible Party**

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

**Criteria**

Institution provides details of its confinement-free animal product purchases.

---

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

**Type of cage-free / free-range eggs purchased :**

N/A

**Percentage purchased :**

---

**Comments :**

---

**Type of confinement-free product purchased (1st product) :**

Beef

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

**Type of confinement-free product purchased (2nd product) :**

Pork

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of confinement-free product purchased (3rd product) :**

Chicken for Catering Events

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

for Catering Events

**Type of confinement-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

# Vegetarian-Fed Food Purchases

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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) :**

All Beef

### **Percentage purchased (1st product) :**

---

### **Comments (1st product) :**

Grain-fed and corn finished

### **Type of vegetarian-fed product purchased (2nd product) :**

Pork

### **Percentage purchased (2nd product) :**

---

### **Comments (2nd product) :**

It is grain-fed

### **Type of vegetarian-fed product purchased (3rd product) :**

Chicken

### **Percentage purchased (3rd product) :**

---

### **Comments (3rd product) :**

It is grain-fed

**Type of vegetarian-fed product purchased (4th product) :**

Turkey

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

It is grain-fed

**Type of vegetarian-fed product purchased (5th product) :**

Lamb

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

It is grain-fed

# Hormone-Free Food Purchases

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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) :

Milk

### Percentage purchased (1st product) :

---

### Comments (1st product) :

---

### Type of hormone-free product purchased (2nd product) :

Beef

### Percentage purchased (2nd product) :

---

### Comments (2nd product) :

---

### Type of hormone-free product purchased (3rd product) :

Pork

### Percentage purchased (3rd product) :

---

### Comments (3rd product) :

---

**Type of hormone-free product purchased (4th product) :**

Yogurt

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

**Type of hormone-free product purchased (5th product) :**

Cottage Cheese

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Seafood Purchases

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## 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) :**

N/A

### **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) :**

---

**Standard used (3rd product) :**

---

**Comments (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) :**

---

**Standard used (4th product) :**

---

**Comments (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

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## Criteria

Institution provides details of the dishware its provides at its dining services locations.

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### Submission Note:

Nearly all of the dishware offered at the college is bio-based plastic, reusable, or recyclable, depending on the type of establishment. Compostable and recyclable disposables are available at facilities who are primarily serving "to go" customers. Reusable products are used whenever possible, including in the college's cafeteria. The only styrofoam used is Dispozio's enviroware product for our "to-go" containers.

"---" 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? :**

No

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

Yes

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

Yes

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

Yes

**Does the institution offer other types of dishware at its dining services locations? :**

No

**Provide a brief description. :**

---

# Energy Initiatives

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## Criteria

Institution provides details about its energy initiatives.

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### Submission Note:

We have not sought the Energy Star Label for any of our buildings. LEED is our building criteria.

*"---" 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 :**

50

**The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

16.58

**The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :**

10.13

**The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

19.19

**The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

0

**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

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## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## 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. :**

99

**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. :**

0

**The percentage of total electricity use from solar PV. :**

1

**The percentage of total electricity use from geothermal. :**

0

**The percentage of total electricity use from nuclear. :**

0

**The percentage of total electricity use from hydro. :**

0

**The percentage of total electricity use from other. :**

0

**Provide a brief description. :**

Aquinas College's electricity comes primarily from the grid (except for the 1% solar, which is generated on site). The primary power plants supplying Aquinas are powered by coal, natural gas, and the county's waste to energy incinerator.

**The percentage of total energy used for heating buildings from coal. :**

0

**The percentage of total energy used for heating buildings from biomass. :**

0

**The percentage of total energy used for heating buildings from electricity. :**

0

**The percentage of total energy used for heating buildings from natural gas. :**

100

**The percentage of total energy used for heating buildings from geothermal. :**

0

**The percentage of total energy used for heating buildings from fuel oil. :**

0

**The percentage of total energy used for heating buildings from other. :**

0

**Provide a brief description. :**

All buildings are heated via boilers powered by Natural Gas

**If cogeneration, please explain. :**

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## Criteria

Institution provides details about its procurement efforts.

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### Submission Note:

Office paper is certified with the Sustainable Forestry Initiative.

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

**The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :**

90

**Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :**

Yes

**The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :**

0

**Does the institution's vendor code or policy require vendors to use less packaging? :**

No

# Bike Sharing

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

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## Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

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

**The number of bicycles available through bike sharing programs :**

0

## Water Initiatives

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### Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

### Criteria

Institution provides details about its water initiatives.

---

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

### Is there is a ban or restriction on selling or distributing bottled water on campus? :

Yes

### Provide a brief description of any bottled water ban or restriction :

Campus community members are aware of the initiative to decrease the use of disposable water bottles.

### Does the institution meter any of its non-potable water usage? :

No

### The percentage of urinals on campus that are waterless :

---

# Endowment

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## Responsible Party

Jessica Eimer  
Program Director  
Center for Sustainability

---

## 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 :

31000000 US/Canadian \$

## Date as of :

June 30, 2011

## Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

No

## 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) :

No

## 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)? :

No

**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)? :**

No

**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? :**

---

**Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :**

No

**Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :**

No

**Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :**

No

**Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :**

No

**Does a single administrator determine proxy votes on environmental and social resolutions? :**

No

**Does a single administrator determines proxy votes on corporate governance resolutions? :**

No

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :**

No

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :**

No

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy**

**votes on environmental and social resolutions? :**

No

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :**

No

**Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :**

No

**Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :**

No

# Sustainability Staffing

---

## Responsible Party

**Jessica Eimer**  
Program Director  
Center for Sustainability

---

## Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

### Submission Note:

I'm confused by this question. We have one full time sustainability director (40 hours/wk), one part-time executive director (10 hours/wk) and 4 part time interns (10 hours/wk each)

*"---" 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) :**

2.25

### **FTE staff on payroll :**

1.25

### **FTE student intern/fellow :**

1