



Loyola University Chicago

STARS REPORT

Date Submitted: Jan. 17, 2014

Rating: Gold

Score: 65.87

Online Report: [Loyola University Chicago](#)

STARS Version: 2.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

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Innovation	225

Summary of Results

Score 65.87

Rating: Gold

Institutional Characteristics

Institutional Characteristics	0.00 / 0.00
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Academics

Curriculum	25.40 / 40.00
------------	---------------

Research	9.10 / 18.00
----------	--------------

Engagement

Campus Engagement	17.00 / 20.00
-------------------	---------------

Public Engagement	16.97 / 21.00
-------------------	---------------

Operations

Air & Climate	5.17 / 11.00
---------------	--------------

Buildings	3.04 / 8.00
-----------	-------------

Dining Services	3.35 / 7.00
-----------------	-------------

Energy	4.35 / 10.00
--------	--------------

Grounds	2.00 / 4.00
---------	-------------

Purchasing	2.94 / 6.00
------------	-------------

Transportation	5.72 / 7.00
----------------	-------------

Waste	6.30 / 10.00
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Water	3.01 / 7.00
-------	-------------

Planning & Administration

Coordination, Planning & Governance	5.17 / 8.00
-------------------------------------	-------------

Diversity & Affordability	7.92 / 10.00
---------------------------	--------------

Health, Wellbeing & Work	3.81 / 7.00
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Investment	3.10 / 7.00
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Innovation

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

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

The passthrough subcategory for the boundary

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

Institutional Boundary

Score

0.00 /

Responsible Party

Total adjusted for non-applicable credits

[Close](#)

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private non-profit

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

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

Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

The institutional boundary for Loyola's STARS submission includes Lake Shore, Water Tower, and Health Sciences Campuses. The only exception to this is in the Operations category. Due to a recent property transaction, we do not have accurate utility information for the four buildings at the Health Sciences Campus. This will be corrected in future submissions (est. FY2015). All other data is relevant for the 2011-12 or 2012-13 reporting year. This is indicated for each category.

Operational Characteristics

Score

Responsible Party

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

Submission Note:

Please note, due to property transactions, the operational characteristics don't include the Health Sciences Campus.

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

Endowment size:

400,304,000 US/Canadian \$

Total campus area:

65 Acres

IECC climate region:

Cold

Locale:

Large city

Gross floor area of building space:

4,094,573 Gross Square Feet

Conditioned floor area:

3,849,520 Square Feet

Floor area of laboratory space:

153,128 Square Feet

Floor area of healthcare space:

1,500 *Square Feet*

Floor area of other energy intensive space:

1,500 *Square Feet*

Floor area of residential space:

648,636 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	70
Geothermal	0
Hydro	1.50
Natural gas	3.50
Nuclear	23.60
Solar photovoltaic	0.50
Wind	1
Other (please specify and explain below)	0

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

N/A

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0

Coal	0
Electricity	0
Fuel oil	0
Geothermal	0
Natural gas	100
Other (please specify and explain below)	0

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

N/A

Academics and Demographics

Score

Responsible Party

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Criteria

n/a

Submission Note:

All demographic and academic numbers are for FY2013

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

Number of academic divisions:

10

Number of academic departments (or the equivalent):

116

Full-time equivalent enrollment:

14,333

Full-time equivalent of employees:

2,641

Full-time equivalent of distance education students:

717

Total number of undergraduate students:

9,723

Total number of graduate students:

5,997

Number of degree-seeking students:

15,398

Number of non-credit students:

322

Number of employees:

3,308

Number of residential students:

3,961

Number of residential employees:

26

Number of in-patient hospital beds:

0

Academics

Curriculum

Points Claimed 25.40

Points Available 40.00

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

Credit	Points
Academic Courses	11.37 / 14.00
Learning Outcomes	4.31 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	0.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.72 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
11.37 / 14.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Number of sustainability courses offered	38	3
Number of courses offered that include sustainability	299	134
Total number of courses offered by the institution	2,010	1,193

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

9

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

11

Number of years covered by the data:

One

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

[Sustainability Course Inventory LUC.pdf](#)

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

Courses with Sustainability in the Curriculum that have been offered recently at LUC. NOTE: Courses coded as 1 are Sustainability Courses (Undergrad), 2 are Sustainability Courses (Graduate), 3 Include Sustainability Concepts (Undergrad), 4 Include Sustainability Concepts (Graduate).

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

<http://www.luc.edu/sustainability/academics/sustainabilityacrosscurriculum/>

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

Professors are asked to provide learning outcomes and class objectives associated with the University's definition of sustainability. Loyola University Chicago recognizes classes that address sustainability competencies including systems thinking, applying context to larger

issues, interdisciplinary problem solving, and capacity to analyze or synthesize new knowledge from existing data as well as environmental topics.

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

Each offering or section of a course was counted as an individual course

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

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

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

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

Yes

Does the institution designate sustainability courses on student transcripts?:

Yes

Learning Outcomes

Score	Responsible Party
4.31 / 8.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

We will be switching to the new core (adopted in 2011) in future submittals.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

2,589

Total number of graduates from degree programs:

4,801

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

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

The University's Core Curriculum covers all undergraduate students admitted prior to 2012 academic year. For the sake of this credit, we are counting the students that graduated in May of 2013 from an undergraduate program as they would have had to meet the learning objectives listed below.

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

Scientific Literacy - Demonstrate an understanding of the interconnection among the various components of Earth's biosphere and the impact of human activity.

Artistic Knowledge and Experience - Acquire collaborative skills through group problem-solving and negotiation.

Quantitative Analysis - Develop an understanding of the nature and history of mathematics, its role in scientific inquiry and technological progress, and its importance in dealing with issues in the public realm.

Societal and Cultural Knowledge - Demonstrate an understanding of the relationships among cultural, economic, political, and social forces, and their impact on human behavior.

Ethics - Articulate the relevant ethical values, principles, rights, and virtues from the point of view of each stakeholder.

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

<http://luc.edu/core/coreknowledge-continuing.shtml>

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Science Program (B.S.)

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

Environmental Science students complete coursework that includes both a heavy dose of basic science requirements and courses spanning a variety of disciplines pertinent to understanding the context in which environmental challenges reside. This provides students with a solid interdisciplinary curriculum rooted in laboratory and field research and informed by the humanities and social sciences.

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

<http://www.luc.edu/sustainability/academics/envsci/environmental-science/index.shtml>

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

Env. Studies Program (B.A.)

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

Environmental Studies students complete coursework spanning a variety of disciplines pertinent to the understanding of environmental issues. This provides students with a solid interdisciplinary curriculum that promotes appreciation of the human imprint on the environmental landscape, issues of environmental sustainability, and the need to assess environmental problems by integrating economic, societal, ethical, political, and historical perspectives.

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

<http://www.luc.edu/sustainability/academics/envsci/environmental-studies/index.shtml>

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

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

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

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

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

Yes

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

Environmental Action and Leadership Minor

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

This interdisciplinary minor comprises coursework in the natural sciences, social sciences, and the humanities. The minor is ideal for students looking to augment their major field of study with environmental coursework, enhance their credentials with hands-on experience, and develop skills in effective communication and group organization.

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

<http://www.luc.edu/sustainability/academics/envsci/env-action-minor/>

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

Urban Studies Minor - Sustainability Track
stars.aashe.org

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

The Urban Studies Minor sustainability track will focus on issues related to sustainability in the urban environment. The track will provide students with links among social and physical dimensions of the urban environment. This holistic approach will look at issues ranging from transportation, housing and food security to clean water and air issues. By studying social research and engaging with the city through environmental projects, students will gain a deep understanding of sustainable policy solutions that bridge social science and natural science approaches.

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

http://www.luc.edu/curl/urban_studies.shtml

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

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

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

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

Graduate Program

Score

0.00 / 3.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

The Loyola Student Farm offers six internship positions every summer. The internships are offered to Loyola students of all backgrounds, with or without agricultural experience. We offer Loyola students the opportunity to come together from May to August to embrace their inner farmer. Daily responsibilities on the farm include chicken duties, harvesting, planning, team meetings, managing the CSA and Farmers Market, bread making, and overall maintenance for the land.

With the farm being student-run, interns will have the opportunity to explore their own ideas and interests in sustainable and agricultural topics. Interns will have the freedom to work on group projects and make decisions as a team. Previous independent projects have been food preservation, creating a food forest, turkey production, building cold frames, organizing the farmers market/CSA, and honey extraction.

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

<http://www.luc.edu/retreatcampus/farm/internships/>

Sustainability Literacy Assessment

Score	Responsible Party
0.72 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

700 of the 4300 first year students were assessed equaling 16.3%.

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

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

16.30

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

0

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

[Sustainability Questions.docx](#)

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

The content knowledge assessed was aligned with seven course learning objectives:

1. Draw inferences from evidence, including identifying relevant parameters, constructing testable and falsifiable hypotheses and analyzing data.
2. Recognize the interconnection as among the different scientific disciplines and how their principles are used in investigating environmental issues.
3. Demonstrate understanding of the physical and chemical principles underlying environmental science.
4. Exhibit knowledge of the nature of, and interaction among, the 4 Earth systems (biosphere, lithosphere, hydrosphere and atmosphere).

5. Understand the role of energy and thermodynamics in ecosystem functioning.
6. Understand the chemical basis of life.
7. Understanding and describe important cycles in nature.

The baseline assessment given in Fall 2012 is attached. The same assessment was given in Spring 2013. The 14 questions are aligned with the seven course learning objectives. For the follow-up evaluation for both semesters, the faculty teaching each of the 25 sections (13 in Fall 2012 and 12 in Spring 2013) each selected three questions per course learning objective from a common test bank of questions. These questions were then incorporated into the course final exam for their section. The test bank used for Fall 2012 is attached.

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

The learning objectives for the new UCSF 137 course were developed during the 2011-2012 academic year by the faculty planning team for the course. This team represented multiple Loyola departments. The content baseline assessment and final questions bank were developed collaboratively by the planning team and by its initial faculty instructors. These faculty wrote some of the items but also drew on questions banks from the common text used for the course, Norm Christensen's *The Environment and You* (2013, Pearson).

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

On the first day of class in all sections, the baseline assessment of 14 questions was given by the course instructors to all students. Final exams were given for all sections and these incorporated 21 questions chosen from the course test bank (in addition to other questions created at the discretion of the section instructor.) All assessments were collected with student names. Students were instructed that pre-course assessments were not in any way used for grades. The final exams were used for grading purposes.

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

Item analyses of the baseline assessments were shared with course instructors to inform their strategies. More summative analyses of learning gains are forthcoming.

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

<http://www.luc.edu/core/scilitcoursesub-first.shtml>

Incentives for Developing Courses

Score

0.00 / 2.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

No

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

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

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

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

Students have assisted with every Greenhouse Gas Inventory since 2011. Specific outcomes include public presentations on total emissions, athletics department tracking and an in-depth internship program with the Field Museum on campus adaptation to climate change.

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

There are many examples of students, faculty, staff and consultants working together on campus-based projects. Some examples include a project funded by Dept. of Energy, in partnership with Argonne Labs, Elara Engineering, SCB Architects and the students of the Solutions to Environmental Problems course focused on 'Shelter'. They analyzed the energy use of 104 year old Dumbach Hall and compared to a new construction Cuneo Hall as they have similar size and use. The conducted energy audits, analyzed multiple retrofits and many of the energy efficiency projects have been or will be implemented. The most significant is a heat-recovery project from a basement level data center that uses outdoor air for cooling and provides waste heat to condition the building. Other retrofits include insulation, window retrofits and internal air sealing.

Other projects that would be eligible include classroom energy use indicators (Cuneo Hall), real-time energy use feedback (San Francisco Hall), and a passive ventilation trial with students working in a greenhouse in the Institute of Environmental Sustainability facility.

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

Solutions to Environmental Problems - Food course has partnered with Aramark Dining track local purchasing, explore certification for on-campus food production and organized the Loyola Farmer's Market (now in its 3rd season).

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

Students are involved in a variety of energy projects from energy tracking, monitoring and competitions to renewable energy projects including exercise equipment and wind and wave power feasibility.

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

Students have mapped trees and calculated carbon sequestration, edible landscaping, and native landscaping. They have evaluated stormwater performance of the landscape and irrigation water consumption.

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

Student projects have looked at the purchasing of sustainable certified office supplies and information technology equipment. The outcome was a green IT policy and a modified vendor RFP process.

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

Student projects include evaluating the impacts of idling shuttle buses, starting and running the on-campus bike shop and rental program, ChainLinks, and a series of transportation workshops on safe bike commuting and public transit utilization.

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

Students work closely with Facilities and Residence Life to support recycling and composting programs on campus. They provide presentations to student groups and conduct outreach through the dining halls. Worm composting and landscape composting programs are both run by students as is an end of year green move out program, Think Green and Give.

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

Students have tracked water consumption at Loyola for the last few years and suggested recommendations to facilities and residence life. A campaign regarding water access and privatization inspired the University to install over 70 water bottle refill stations, a successful campus-wide resolution to ban the sale of bottled water and the University to phase out the sale in all dining services, catering and vending services.

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

During the 2012 sustainability planning and input gathering over 3,000 students provided ideas towards the 2013-15 Sustainability and Climate Plan. The United Student Government Association added a Chief Sustainability Officer in 2012 and a \$50,000 sustainability fund (The Green Initiative Fund) was passed by the student body in 12-13 and implemented in 2013.

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

Students have led the way in increasing diversity resources on campus including Alternative Break Immersions, Social Justice Dinners and a concerted effort around undocumented students access to education. One other outcome is the 'Unity in Diversity' Fund to support diversity and social justice initiatives.

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

Student activities have focused on encouraging healthy living through active transportation and food choices. Other initiatives from nursing students led to walking challenges and outreach around substance abuse.

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

The Shareholder Advocacy Committee has three student members (of 9). A current campaign led by the Student Environmental Alliance is advocating for the university to divest from fossil fuels. The university has taken a number of shareholder actions regarding issues of sustainability, namely mountaintop removal mining, coal power plants, fracking, water access and human rights.

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

A graduate student compiles the monthly sustainability newsletter and weekly sustainability updates as well as handling all of the web updates. The student newspaper, The Phoenix, has a regular sustainability section highlighting projects and current issues in sustainability.

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

Student efforts have focused on the specific intersection of building's impact on biodiversity. This has led to modified building operations reducing the number of migratory birds injuring or killing themselves by crashing into our buildings.

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

http://www.luc.edu/sustainability/campus/focus_areas/culture/

Research

Points Claimed 9.10

Points Available 18.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
Academic Research	5.41 / 12.00
Support for Research	3.00 / 4.00
Access to Research	0.69 / 2.00

Academic Research

Score

5.41 / 12.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

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

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

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

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

71

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

1,100

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

41

The total number of academic departments (or the equivalent) that conduct research:

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

[Faculty Sustainability Research 100413.xlsx](#)

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

http://www.luc.edu/sustainability/campus/focus_areas/curriculum/

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

We conducted an initial search of department websites to review what areas of research were listed for each faculty member. We then provided this list to Deans of each school to have them confirm, correct or add faculty. This will be conducted every two years in order to keep the list current.

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

Some accomplishments of note include documentaries regarding the social impacts of pollution in the Gulf of Mexico (E. Coffman, Communications), public health opportunities through green jobs (L. Hackett, Bioethics), and the economic impacts of globalization (M. Cinar, Business).

The website URL where information about sustainability research is available:

http://www.luc.edu/sustainability/campus/focus_areas/curriculum/

Support for Research

Score	Responsible Party
3.00 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

"---" 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:

Loyola University Chicago has created a network of outreach opportunities in order to help all community members (students and faculty) wishing to be involved develop a greater appreciation for others while building sustainable communities. Some of the incentives for students include fellowships, internships and positions in the some of the sustainable enterprises such as the Farmer's Market

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

<http://www.luc.edu/sustainability/student-opportunities/index.shtml>

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

Yes

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

The Office of Sustainability supports faculty research efforts that address issues of sustainability where possible. For faculty, grants are available to support research and sustainability around campus. Also faculty conducting sustainability research have access to Loyola's facilities or partnering with the Centers of Excellence to advance sustainability in their work.

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/take-action/faculty-action/>

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

No

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

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

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

Yes

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

The library staff provides ongoing support for interdisciplinary and sustainability research including presentations, direct assistance and specific collections. Stephen Macksey is the content expert for University Libraries

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

<http://libraries.luc.edu/specialists>

Score

0.69 / 2.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

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

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

Submission Note:

Please note, These 40 divisions are covered under the university policy which is only directly applicable to university funded research. They do not have individual policies.

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

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

116

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

40

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

Each internal grant application has a copy of the policy:

<http://www.luc.edu/ors/internalfunding.shtml>

. Generic wording is as follows:

Scholarly papers, journal articles, posters, conference presentations, etc., that arise, directly or indirectly, out of the work supported by this grant program should be made available to the Loyola University community and beyond. Grant recipients should post relevant research products to Loyola's eCommons (

<http://ecommons.luc.edu/>

) to the extent allowed by copyright. Grant recipients should negotiate with publishers if applicable to ensure that research products are open access.

A copy of the open access policy:

The open access policy:

Access & Use

Access Policy

There are two levels of access for works deposited in Loyola eCommons:

Open-access: The work may be publicly viewed by anyone, regardless of institutional affiliation.

Loyola-only: The work may only be viewed by current students, faculty, and staff of Loyola University Chicago or persons using a workstation on-campus.

Loyola eCommons encourages contributors to make their works available for open access whenever possible. However, in some cases, it may be necessary to restrict access to the Loyola community (for example, due to a prior agreement with a publisher).

In some cases, contributors may request that their items be restricted to Loyola-only access for a defined "embargo" period, after which they will be made available as open-access. For more information on this option, please contact us.

Use Policy

Licensed under a Creative Commons "Attribution / Non-commercial / No derivative works" agreement, works deposited in Loyola eCommons are freely available for online viewing, printing and download for the purposes of non-commercial research or private study only. Users may make or use personal copies in print or electronic format as permitted under statutory provisions of copyright law as amended, provided that:

The author(s), title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form

A hyperlink/URL to the original Loyola eCommons record for the item is included in any citation of the work

The content is not changed in any way

All files required for usage of the item are kept together with the main item file

You may not:

Sell the whole or any part of an item

Refer to any part of an item without a citation

Amend any item or contextualize it in a way that will impugn the contributor's reputation

Remove or alter the copyright statement on an item

Failure to comply with this policy may result in the infringement of the author's intellectual property rights in the work.

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Content

Statement of Collection Scope

Loyola eCommons will seek to collect, organize, preserve, and provide access to academic and scholarly content produced by members of the Loyola University Chicago community which is of demonstrable value to the larger academic community and/or to the public, reflects the intellectual and academic standards of the university, and warrants enduring access.

What Can Be Deposited

Loyola eCommons will collect, preserve, and provide access to scholarly, pedagogical, and creative materials created by the Loyola community, as well as works documenting the intellectual life of the university.

Submissions must meet the stated requirements for acceptance, and should reflect the intellectual and academic integrity of Loyola University Chicago. Research submitted must comply with policies and procedures mandated by the Office of Research, especially in regards to safety regulations, use of human subjects, and intellectual property.

To qualify for inclusion in the collection, works deposited must either:

- make some contribution to the body of research
- be an original creative work (or a facsimile thereof)
- comprise part of the teaching and learning process
- represent a significant part of the public record of the activities of the university community
- constitute a primary resource for further research and learning

Some examples of acceptable materials include:

- journal articles
- conference papers
- presentation slides or videos
- poster presentations
- technical reports
- field notes
- data sets
- theses and dissertations
- maps, charts, graphs, drawings, or diagrams
- photos and/or images
- audio and video recordings
- original creative works (writing, visual materials, music, choreography, etc.)
- musical scores
- bibliographies
- syllabi
- handouts
- recorded lectures, discussions, or events
- tests or other assessment tools
- university publications

File Formats & Sizes

All digital file formats are accepted. Microsoft Word documents will be converted to PDF upon upload. Files of any size can be uploaded, though files larger than 25MB have the potential to cause problems with browser time-out during the upload process. For larger files, contact us.

If your materials are not in digital format, Loyola eCommons may be able to digitize and convert them for you. See [Digitizing Your Materials](#) for more information.

Copyright & Intellectual Property

When submitting materials, contributors must approve a license agreement, which grants Loyola University Chicago the non-exclusive right to reproduce and distribute the submission in electronic format. The author represents that the submission covered by this license is his/her original work and that he/she has the right to grant this license. The author further represents that the submission does not, to the best of his/her knowledge, infringe upon any third-party's copyright. See [Copyright & Intellectual Property](#) for more.

Review of Submissions

All submissions will be reviewed by Loyola eCommons staff prior to inclusion in the collection. Loyola eCommons reserves the right to make final decisions about what materials will be accepted. Once submissions are approved, they cannot be removed, except in the case of copyright violations. See [Withdrawal Policy](#) for more information.

What Cannot Be Deposited

Student works, other than final copies of theses and dissertations submitted for a Master's or Doctorate degree, or those appearing in an official Loyola publication

Items whose appearance in the collection violate a previous copyright agreement, such as an agreement between an author and a journal publisher (See [Working with Publishers](#) for more information)

Learning objects which might contribute to cheating or unfair advantage in academic work (such as tests still in use, answers to problem sets, etc.)

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Contributors

Contributors to Loyola eCommons may include any persons officially affiliated with Loyola University Chicago. This includes faculty, instructors, administrators, affiliated researchers, visiting scholars, and staff. Non-affiliated scholars may also contribute material if the work has been co-authored with a Loyola University Chicago author.

Student contributions are limited to final copies of theses and dissertations submitted for a Master's or Doctorate degree, or works that have been co-authored with a Loyola faculty member.

Persons who are no longer directly affiliated with the university, including emeritus professors or alumni, may also submit material, provided that the work originated, took place, or was finished within the context of the university's spheres of teaching, research, and learning.

All contributions will be reviewed by repository staff to determine if they meet the criteria for inclusion. Loyola eCommons reserves the right to make final decisions about what materials will be accepted. Users who repeatedly submit materials in violation of stated policies will be blocked from further contributions.

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Withdrawal

In general, once submissions have been approved and posted in Loyola eCommons, they cannot be removed, as they constitute a permanent record of the academic output of the Loyola University Chicago community.

However, the University Libraries acknowledge that there may be instances when it may be necessary to remove items from the repository in several cases:

The appearance of the item in the collection violates a previous copyright agreement, such as an agreement between an author and a journal publisher

Permission to deposit the material has not been properly obtained from the copyright holder(s)

The contributor(s) has failed to comply with the policies and procedures mandated by the Office of Research, especially in regards to safety regulations, use of human subjects, and intellectual property

The item may contribute to cheating or unfair advantage in academic work (such as tests still in use, answers to problem sets, etc.)

The item has been determined to contain false or libelous claims toward another individual or group

Works may not be withdrawn when a depositor leaves Loyola University Chicago. (The non-exclusive license agreement preserves the depositor's right to submit additional copies elsewhere.)

A withdrawal request may be initiated by the depositor or, in the case of a copyright violation, an internal or external entity. Requests for removal should be directed to [ecommons \[at\]](mailto:ecommons@luc.edu)

luc.edu

and should include the item title, URL, and reasons for withdrawal.

After reviewing the request, Loyola eCommons staff will contact the requestor to let them know a work has been withdrawn, or, if withdrawal is not appropriate, to let the requestor know the reason(s) withdrawal was not completed.

If a withdrawal is requested due to an alleged copyright violation, Loyola eCommons staff will also notify the depositor. If it is found that copyright was not violated, access to the withdrawn item will be reinstated. Loyola eCommons and the University Libraries are not responsible for resolving copyright disputes.

The website URL where the open access repository is available:

<http://ecommons.luc.edu/>

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

The Loyola University Libraries are committed to providing open access to research through a suite of services, including collaboration, resource sharing, author rights management, digitization, preservation, and access by a global academic audience.

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

<http://ecommons.luc.edu/policies.html>

Engagement

Campus Engagement

Points Claimed 17.00

Points Available 20.00

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

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

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

16,040

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

Orientation Leader Staff Training

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

4,000

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

Orientation Leaders serve as the student ambassador for Loyola's orientation program. They are representatives of Loyola University Chicago and the Office of First-Year Experience. They are instrumental in assisting first year and transfer students during this important time of transition to life at Loyola University Chicago. It is a paid position that provides a free class, housing, and important leadership opportunities.

The Student Orientation Leader program trains upper class students to participate in several training classes regarding how to welcome and inform incoming students to the University. One of the trainings is sustainability training conducted by the university's Sustainability Office. The training allows the student orientation leaders to assist in designing and implementing sustainability initiatives such as:

- Giving every new student a water bottle and encouraging them to use the bottles throughout the year to promote sustainability. Last year the water bottle included the message "\$100,000,000,000 is spent on bottled water each year. save green, be green.
- Student Orientation Leaders lead new students, during orientation, in a Traditions Tour. During the tour, the orientation leaders make a stop at a water refill station and talk through the importance of being considerate of the environment and share small ideas that can make an impact.
- Flyers and handouts are not included in orientation or training,
- Orientation sessions have transitioned to new reusable Resource Fair banners that were designed to be used for multiple years in lieu of paper posters.
- Many orientation sessions take place in some of the campus' most sustainable and LEED certified buildings.

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

Students must apply to the program. All applicants are required to attend an one hour information session, followed by two rounds of interviews. The most qualified applicants are then chosen.

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

As a part of training our Orientation Leader staff, Loyola University takes student orientation leaders to the Loyola University Retreat & Ecology campus to participate in a wetland restoration project as well have a discussion with faculty members working on this project. The faculty members share their research and talk through the implications of the wetland environment being inhabited by invasive species with the student orientation leaders. The students leaders are better able to gain an appreciation of the natural environments surrounding them, as well make freshman students aware of the sustainability concerns before they even attend their first class.

Additionally, during Orientation Leader Training, members of the Sustainability Office are brought in to detail the different Loyola sustainability initiatives the campus is participating in.

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

1st year staff support the orientation leaders throughout the program.

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

Student Environmental Alliance

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

16,000

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

The Student Environmental Alliance reaches out to all students across undergraduate and graduate programs to advance sustainability at Loyola

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

SEA is a voluntary committee, however the working groups are selected within SEA to implement specific trainings and campaigns.

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

The Office of Sustainability works closely with SEA members to train them on specific programs including RecycleMania, Campus Conservation Nationals as well as ongoing education campaigns such as the ban on the sale of plastic water bottles and alternative transportation options.

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

The Director of Sustainability and the Sustainability Specialist both support this program

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

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

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

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

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

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

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

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

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

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

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

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

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

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

http://www.luc.edu/sustainability/get-involved/student_act/

Student Orientation

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

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

100

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

LUC includes sustainability prominently in new student orientation through, both, an extensive sustainability incorporation in orientation leader staff training and through the new student orientation programs.

Prior to orientation, leaders are taken to Loyola's Retreat & Ecology campus to participate in a wetland restoration project, where they are also briefed on the research of faculty members working on related projects. The Office of Sustainability also provides a session where they inform the leaders of all the sustainable initiatives the campus is participating in.

During orientation, each student is given a water bottle with a message on it explaining the amount of plastic/money that can be saved by refilling it. Students are also given a "Traditions Tour" where they are shown refilling stations and other areas in which they can make more environmental friendly choices. In lieu of paper handouts, students are made aware that all information can be accessed

electronically to be considerate of paper use.

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

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

Student Environmental Alliance

The Student Environmental Alliance is a campus organization dedicated to protecting and sustaining our environment. They accomplish this purpose through education and action. The group strives to educate themselves and the Loyola community about the existing instability of our world. Through action, they take this new awareness and translate it into tangible actions to stop environmental destruction and create solutions for a better future.

The Student Environmental Alliance has an active membership of 30-40 students, with an email and volunteer list of over 100 students.

The website URL where information about student groups is available:

http://www.luc.edu/sustainability/take_action/student_act/

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

The Quinlan Balcony Garden houses the first campus urban agriculture garden which was launched in 2009. Vegetables, herbs and flowers are grown in over ten raised beds built by students.

The rooftop conditions give students the opportunities to experience growing food in conditions that differ from ground level production. The rooftop also offers the ability to grow food in urban conditions when ground-level space is not available.

Sub-irrigation techniques are installed to promote healthy root systems and conserve water due to dry conditions as a result of the high winds.

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

http://www.luc.edu/sustainability/about/programs/urban_ag/

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

ChainLinks is one of four student-run enterprises at Loyola University. This particular business rents out brand new hybrid bicycles to students, faculty, and staff for the day, week, month, semester, or full year. The company employs undergraduate Loyola students, provides internship credit, and teaches students the necessary skills to run and manage a business that benefits students, faculty, staff, the surrounding community and the environment.

Chainlinks is also equipped with a full-service maintenance and repair center that is open to the public as well. The ultimate goal is to continue to promote bike advocacy around campus and an enjoyable riding experience for every customer. In order to achieve this mission, employees are available to answer all biking questions as well as provide suggested bike routes to those who may not be familiar with biking in the area.

Philanthropy is a priority to this company. After covering operational costs, a portion of the profits is available to the student body to host guest speakers on campus. The remaining profits go towards new business ventures, which will allow the program to expand.

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

<http://www.loyolalimited.com/chainlinks/>

A brief description of the sustainable investment or finance initiatives:

The Green Initiative Fund is run by 7 students with three staff advisors and oversees the dispersal of \$50,000 per year.

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

<http://luc.orgsync.com/org/thegreeninitiativefund73347>

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

The Center for Urban Environmental Research & Policy in conjunction with the Loyola University Libraries host a documentary film series in order to encourage continued dialogue on environmental and sustainability issues in the media and popular culture. Each film is followed by a group discussion with a panel led by an expert in the subject area of the featured film. Previous films have focused on a wide range of topics. A few of the films that have been shown are:

THE LAST MOUNTAIN: A documentary that discusses the battle being fought over a mountain in the valleys of Appalachia. It is a battle with consequences that affect every American, regardless of where they live. It is a battle over protecting the environment from the destructive power of Big Coal.

VEINS IN THE GULF: A film that traces the environmental crisis of southern Louisiana, the history of Cajun culture, and rapidly disappearing bayous.

NO IMPACT MAN: Documents the journey through one year of life with a New York family that decides to give up television, electricity, and eat as naturally and locally as they can.

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

<http://luc.edu/cuerp/Meetings.shtml>

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

A sustainability cinema series focused on climate change.

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

<http://www.luc.edu/climatechangecinema>

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

The Office for Outdoor Experiential Education (O.O.E.E.) serves the Loyola University Chicago community by providing integrated educational experiences designed to foster the student promise of care for self, care for others, and care for the environment. Using the

outdoors as classrooms, students participate in challenging and intentional, group-based activities that provide space for reflection and leadership development.

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

<http://www.luc.edu/outdoors/>

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

In academic year 2011/12, the theme was 'No-Impact'. Author Colin Beavan was on-campus to speak the entire 1st year class read his text.

The website URL where information about the theme is available:

<http://libguides.luc.edu/noimpact>

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

As part of the Institute of Environmental Sustainability's San Francisco Hall, a demonstration room was opened in August of 2013. This room is occupied by the GreenHouse assistant and is available for special events and during admissions tours.

Although currently unavailable, we are working to make this an online, interactive resource.

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/take-action/student-action/index.shtml>

A brief description of sustainability-focused student employment opportunities:

Multiple student worker positions at Loyola Limited companies and with the Office of Sustainability and Institute of Environmental Sustainability.

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

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

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

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

stars.aashe.org

Other co-curriculars include student led businesses at ChainLinks and the Flats.

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

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

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No
A central sustainability website that consolidates information about the institution’s sustainability efforts	Yes

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

A brief description of the central sustainability website:

The central sustainability website includes information on the office of sustainability, what Loyola is doing related to sustainability and what members of the Loyola community can do to be more sustainable.

The website URL for the central sustainability website:

<http://www.luc.edu/sustainloyola>

A brief description of the sustainability newsletter:

There is a monthly newsletter on sustainability stories from across the University along the categories of Campus, Culture and Curriculum. In order to archive these issues, we started a blog post with the included URL.

The website URL for the sustainability newsletter:

<http://blogs.luc.edu/sustainability/sustain-loyola-newsletter/>

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

Loyola utilizes Facebook and Twitter.

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

<https://www.facebook.com/SustainLUC>

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

Endeavors is a publication from the Office of Research Services that provides research highlights. The Office of Sustainability works with Research Services to highlight sustainability research in each edition.

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

<http://www.luc.edu/ors/news/2.html>

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

On buildings that have green features (Information Commons, Quinlan Life Science Building, Baumhart Hall) there is signage describing energy and water saving technologies.

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

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

There is signage in each dining hall and online.

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

<http://www.campusdish.com/en-US/CSMW/LoyolaUnivChicago/Sustainability/GreenStakes.htm>

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

stars.aashe.org

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

A brief description of the sustainability walking map or tour:

There is a script of sustainability features used by admissions and student development as well as an online interactive map.

The website URL of the sustainability walking map or tour:

<http://www.luc.edu/sustainability/campus/map/>

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

The guide 'Ramble Around' is used to support alternative commuting by students, staff and faculty. There is also information on our transportation website encouraging alternative transportation options for Loyola:

<http://luc.edu/campustransportation/generalinformation/alternativetransportation/>

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

<http://www.luc.edu/communityrelations/Publications.shtml>

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

ChainLinks and Campus Transportation both provide helpful resources.

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

<http://www.loyolalimited.com/chainlinks/rides.html>

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

Residence Life is very active in supporting sustainable living for the 3,800 residential students at Loyola. They provide resources before the year starts as well as information through Residence Council, Residence Assistants and Directors throughout the year.

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

<http://www.luc.edu/reslife/about/sustainability/>

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:

Each year a student is identified in the student newspaper 'The Phoenix' to cover sustainability stories.

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

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

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

The Office of Sustainability produces a number of communications pieces including an annual scorecard/dashboard.

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

<http://www.luc.edu/media/lucedu/sustainability-new/pdfs/sustainability%20dashboard.pdf>

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

Yes

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

The Office of Sustainability produces posters and flyers year round for specific events.

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

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

Yes

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

The Office of Sustainability supports student projects and student groups as they share sustainability messages with the larger community. Examples of these are spread across the 'What Loyola is Doing' section of the website.

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/whatisloyoladoing/>

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

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

stars.aashe.org

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

UnCap LUC

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

"UnCap LUC" is a campaign that led to the banning of the sale of bottled water at Loyola University Chicago. In March of 2012, the students voted in favor of ending the sell of bottled water at Loyola and the phase out process started directly after that. The campaign began with eliminating the selling of bottled water at campus stores, followed by school catering services and finally campus vending machines.

Although the use of plastic is a contributor to environmental problems, the primary goal of UnCap LUC campaign is to raise awareness of the social injustices as well as environmental impacts of water privatization. Water privatization occurs when private businesses develop or are allowed to control public water supplies, and then bottle the water and sell it to the public for a profit. The issue of water privatization focuses on the product in the bottle, not the bottle itself. The students felt strongly that water is a basic human right and the University should not support the privatization of this natural resource.

UnCap LUC has led to the creation of refill stations where individual can refill water bottles, and a map of the stations for Loyola community to access and review. All incoming freshmen and transfer students are given a reusable bottle during orientation, and are made aware of the campaign. Reusable bottles are also sold in campus dining stores.

As an added bonus of UnCap LUC, Loyola continues to progress towards being a more environmentally sustainable campus with the reduction of plastic waste and the associated energy use to bottle and transport water.

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

As of December 2012, Loyola had 51 refill stations on its Lakeshore Campus & Water Tower Campuses. They had reduced the usage of 784,365 plastic water bottles.

Notes: this number was taken from the tracker on each refill station. This number represents anytime the refill station was used to fill a bottle.

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

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

The name of the campaign (2nd campaign):

GrowChange

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

The Grow Change Campaign is a university campaign to improve the school's dining options. We are striving to increase the amount of "Real Food" served to 20% by 2020. As a student organization that focuses on urban agriculture, our connection to food is obvious. We want others to realize what it means to transform the food system by making the simple choice of learning and then acting locally.

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

Have received information from Aramark on local, organic, and fair-trade purchasing. Are working together to highlight opportunities at the Engrained Cafe for future efforts.

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

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

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

Other campaigns have addressed mountaintop mining leading to shareholder advocacy, and fossil fuel divestment leading to some understanding of where the university is invested in these companies.

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

No

Total number of employees:

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

100

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

Loyola 101 is a bi-monthly orientation for new staff. Presenters at Loyola 101 are encouraged to talk about the importance of recycling and other Loyola initiatives such as the recent campus ban on bottled water and the water refillable stations set up in campus buildings. They are also given information about current and future building projects which are all LEED-certified. New staff also receive information about sustainability committees they can join.

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

http://www.luc.edu/hr/resourcestools_NEWEE.shtml

Staff Professional Development

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The Office of Sustainability offers events throughout the year which include tours, field trips, films and guest speakers on topics related to sustainability. The Office of Sustainability also offers guides on how to incorporate sustainability in the workplace and invites staff members to partipate in its programs and on its various committees.

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

10

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

<http://www.luc.edu/sustainability/campus/take-action/index.shtml>

Public Engagement

Points Claimed 16.97

Points Available 21.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	1.88 / 5.00
Community Service	4.09 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

Score

3.00 / 3.00

Responsible Party

Aaron Durnbaugh
 Director of Sustainability
 Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

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

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

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

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

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

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

Yes

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

Loyola University Chicago's Institute of Environmental Sustainability (IES) has formed close partnerships within the community and has offered itself as a resource of information regarding sustainability issues. IES partners range from for-profit businesses who engage in sustainable business practices to non-profit and local governmental organizations as well as schools. Among the many programs and initiatives that engage with the community are:

Biodiesel Program - Loyola's biodiesel lab is run by students and is the first and only school licensed lab to sell biodiesel in the United States. This program has trained government agencies, small business owners, lawyers and teachers on all aspects of biodiesel production from the chemical process to licensing and legal considerations in using biodiesel fuel. The Biodiesel Program partners with local restaurants to exchange used cooking oil for biodiesel fuel. They also have a high school outreach program that includes lab tours, in-class guest speakers, and resources such as videos and curriculum packets. Once a year the biodiesel lab opens its doors to the community for a course on biodiesel production.

*Sustainability Planning Community Gathering - this annual event invites neighbors and community partners to give input into Loyola sustainability initiatives.

*Urban Agriculture Demonstration Garden Project - Loyola's campus has multiple gardens that educates the campus community as well as the greater community on small-scale urban agricultural techniques. Few cities have nearby fresh food sources and the Urban Agriculture Demonstration Garden Project strives to teach innovative gardening practices suited for densely packed urban areas thereby lessening the need to travel for food. All food grown at the Urban Agriculture Demonstration Garden Project is donated to a local organization, A Just Harvest, whose mission is to fight hunger and poverty.

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

Yes

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

We work closely with the Edgewater Environmental Sustainability Project to support their efforts. A staff person in Community Relations attends their meetings and brings forward volunteer, internship and research opportunities. A Loyola class supported the community in drafting their award-winning community climate action plan.

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

Yes

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

Loyola has committed to supporting our local community by building on one of our strengths, our School of Education. In 2012, Mayor Emanuel announced that Loyola would be partnering with Senn High School to support a variety of programs including overall assessment, the International Baccalaureate program and fledgling sustainability initiatives at the school.

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

Through alternative break immersions, study abroad programs and campuses in Beijing, China and Ho Chi Minh, Vietnam, Loyola is active in international communities around sustainability topics.

<http://www.luc.edu/oip/aboutoip/globalinitiatives/>

The website URL where information about sustainability partnerships is available:

<http://www.luc.edu/sustainability/campus/partners/index.shtml>

Inter-Campus Collaboration

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

Yes

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

Loyola University Chicago's recently launched Institute of Environmental Sustainability's (IES) website is a resource for all sustainable initiatives at this campus. There are video presentations of Loyola's sustainability initiatives, FAQs as well as a monthly newsletter highlighting recent or upcoming events.

Loyola is part of the Chicagoland Network for Sustainability in Higher Education organized by the National Wildlife Federation and IGEN, the Illinois Green Economy Network.

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

Loyola University Chicago has committed to the following campus sustainability organizations:

- *Illinois Campus Sustainability Compact (ICSC)
- *American College & University Presidents' Climate Commitment (ACUPCC)
- *The Catholic Coalition on Climate Change's St. Francis Pledge (CCCC)
- *The Talloires Declaration

Loyola University Chicago has also partnered with the following organizations:

- *Audubon - Chicago Region
- *Chicago Botanic Garden

- *Chicago Environmental Network
- * Chicago Wilderness
- * Illinois Environmental Protection Agency
- * CityFarm/The Resource Center
- * Growing Power
- * Chicago's 49th Ward Green Corps
- * 7 Generations Ahead
- * Advocates for Urban Agriculture
- * Chicagoland Sustainability Directors Network

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

In 2012, Loyola University Chicago partnered with Northwestern University and a start-up company, Chicago Biofuels, for a biodiesel outreach program. The purpose of the program is to increase sustainable biodiesel production as well educate the surrounding communities about biodiesel fuel as well as aiding in community development. Another goal is to bring other colleges and universities into the biodiesel program and increase the number of organizations that use clean, renewable fuel.

International Jesuit Ecology Project (IJEP) - IJEP is a collaborative project between Loyola University faculty and scholars from Jesuit institutions around the world to create an online Living Text - Healing Earth - that will study environmental problems through multiple perspectives: scientific, moral, and spiritual. Healing Earth is expected to launch in January 2015 and will be a curricular resource available for teachers and students in Jesuit institutions around the world.

In March 2013, Loyola University Chicago faculty teamed with the Vietnam National University-Hanoi University of Science, Society of Environmental Toxicology and Chemistry, and Vietnam Environment Administration for the 2nd International Conference on Environmental Pollution, Restoration and Management and Biotic Ligand Model (BLM) Workshop. This conference - the largest conference ever held on environmental science in Vietnam - sought to increase international collaborative efforts on environmental research and education particularly collaborations between developed and developing countries.

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

<http://www.luc.edu/sustainability/campus/partners/index.shtml>

Continuing Education

Score	Responsible Party
1.88 / 5.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

1

Total number of continuing education courses offered:

16

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

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

Beyond Green Guilt, Fall 2012

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

<http://www.luc.edu/adult-education/>

Community Service

Score	Responsible Party
4.09 / 5.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

10,968

Total number of students :

15,720

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

Yes

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

597,993

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

Yes

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

All students must take an Engaged Learning course as part of Loyola University Chicago's Core Curriculum requirements. Service Learning courses are among the 5 categories of Engaged Learning courses and require that students spend more than 20 hours of service
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work in the community or on a community based project.

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

Yes

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

Loyola conducts an annual day of service for employees. There are also multiple smaller initiatives where staff and faculty support specific programs including Misericordia, Catholic Charities and our local communities.

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

<http://www.luc.edu/serve/>

Community Stakeholder Engagement

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

And

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

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

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

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

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

Yes

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

Loyola's Community Relations Department, housed in Capital Planning, is tasked with systematically engaging community stakeholders in decision-making at Loyola.

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

Community Relations works with the Center for Experiential Learning and the Center for Urban Research and Learning to diversify and increase representation in stakeholder engagement. Specifically when we seek to make our resources available through events, student internships and shared learning opportunities.

List of identified community stakeholders:

This site lists the identified stakeholders:

<http://www.luc.edu/communityrelations/communitypartners/>

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

Some shared successes include those listed under EN9 - Community Partnerships but others include physical changes to the campus including the vacation of a city street impacting parking availability and the redevelopment of the CTA Loyola El station. Both of these had some community criticism but overwhelming support from the sustainability community of Edgewater and Rogers Park.

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

<http://www.luc.edu/communityrelations/aboutus/>

Participation in Public Policy

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

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

Yes

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

The University has lent its support to federal, state and local legislation that supports sustainability in higher education, most recently, the Department of Education's University Sustainability Program.

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

Locally we engage with area Aldermen, the Mayor's Office, State Representatives and the Governor to support their sustainability agendas around land use, transportation planning, energy efficiency in buildings and other topics.

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

N/A

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

<http://www.luc.edu/sustainability/campus/take-action/community/>

Trademark Licensing

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

Yes

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

No

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

No

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

<http://www.workersrights.org/about/as.asp>

Hospital Network

Responsible Party

Criteria

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

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

This credit was marked as **Not Applicable** for the following reason:

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

Operations

Air & Climate

Points Claimed 5.17

Points Available 11.00

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

Credit	Points
Greenhouse Gas Emissions	4.67 / 10.00
Outdoor Air Quality	0.50 / 1.00

Greenhouse Gas Emissions

Score

4.67 / 10.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

Yes

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

We utilized a modified version of the Clean Air/ Cool Planet excel calculator. We added tracking for solid waste transportation, waste water treatment, potable water treatment and transport.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	9,426 <i>Metric Tons of CO2 Equivalent</i>	16,931 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	318 <i>Metric Tons of CO2 Equivalent</i>	211 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	37,189 <i>Metric Tons of CO2 Equivalent</i>	44,224 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	2 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	1,103 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

Loyola has a number of gardens and other green spaces dedicated to offsetting GHG emissions such as Winthrop Demonstration Garden, green roofs on at least one building on all three Chicago campuses, and the Retreat and Ecology Campus.

Furthermore, students and faculty dedicated to conserving the earth's biodiversity conduct regular restoration work for damaged ecosystems at Loyola University Retreat and Ecology Campus (LUREC). LUREC complement's Loyola's urban campus setting with a unique opportunity for students and faculty to become engaged with environmental projects.

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

N/A

A brief description of the composting and carbon storage program:

Onsite composting treats 5 tons per year.

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

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	3,961	3,280
Number of residential employees	26	26
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	14,333	13,923
Full-time equivalent of employees	3,308	3,308
Full-time equivalent of distance education students	717	0

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

	Start Date	End Date
Performance Year	July 1, 2011	June 30, 2012
Baseline Year	July 1, 2007	June 30, 2008

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

It is the first year that we have worthwhile Scope 3 numbers.

Gross floor area of building space, performance year:

4,094,573 Square Feet

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	153,128 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	1,500 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	8,201 <i>Metric Tons of CO2 Equivalent</i>
Commuting	9,789 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	136 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	14 <i>Metric Tons of CO2 Equivalent</i>

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

Directly financed travel for athletics

A copy of the most recent GHG emissions inventory:

[LUC2012 Greenhouse Gas Inventory.pdf](#)

The website URL where the GHG emissions inventory is posted:

<http://www.luc.edu/sustainability/about/programs/metrics/>

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the

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previous three years:

Massive energy efficiency efforts including decommissioning steam plant, aggressive energy retrofits, demolishing energy hog buildings and constructing new high-performing buildings.

Outdoor Air Quality

Score	Responsible Party
0.50 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

Loyola has worked to reduce vehicle idling and emissions related to lawn care on our campuses. Campus shuttles are not allowed to idle if the outdoor temperature is between 40 to 80 degrees Fahrenheit. During extreme heat days and Air Pollution Action days, handheld landscaping equipment is not allowed unless absolutely necessary.

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

No

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

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

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

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

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

Buildings

Points Claimed 3.04

Points Available 8.00

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.

Credit	Points
Building Operations and Maintenance	0.00 / 4.00
Building Design and Construction	2.04 / 3.00
Indoor Air Quality	1.00 / 1.00

Building Operations and Maintenance

Score	Responsible Party
0.00 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

Current LEED certified buildings on campus include the Klarchek Information Commons, Norville, Niehoff Nursing School, Damen Student Union, di Nobili Hall and Cuneo Hall.

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

4,094,000 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by

an Established Green Building Council::

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

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

0 Square Feet

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

0 Square Feet

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

The date the guidelines or policies were formally adopted:

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

N/A

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

Loyola University recognizes that its physical infrastructure has an enormous impact on energy and the size of our carbon footprint. Loyola is dedicated to efficiency and conservation on all campuses.

Over the past 10 years, the Facilities Management Department at LUC has constructed new, high-efficiency buildings and completed major retrofits and renovations to improve older and historic buildings. In fact, Loyola's electric and natural gas usage and cost per square foot has dropped by 62% since 2001 and continues to decrease. To illustrate, this decrease saves almost 30,000 metric tons of CO2 from being emitted to the atmosphere each year. This is equivalent to saving the burning of 150 rail cars full of coal or 360 tanker trucks full of

gasoline!

In recent years, Loyola has committed all new construction & renovations, where possible, to at least a Silver rating through the US Green Building Council's LEED certification.

For existing or historical buildings on campus, Loyola encourages the development of innovative opportunities for energy savings. For example, a collaboration between Solomon Cordwell Buenz (architects), Argonne National Laboratory (building science), Elara Engineering (mechanical and electrical engineering), and Loyola, Dumbach Hall was retrofitted to achieve at least 30% improvement in energy performance.

Moreover, LUC's Retreat and Ecology Campus offers the opportunity to create a "Net-Zero energy" facility. The efficiency improvements and retrofits conducted on this campus have the potential to bring the total energy use to a level that can be made up entirely by renewable energy sources located on the property.

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/whatisloyoladoing/energy/>

Building Design and Construction

Score	Responsible Party
2.04 / 3.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

Submission Note:

We did not include the Niehoff Nursing School (FY13, 60,000 s.f., LEED Gold) because it is at the Maywood Campus.

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

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

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

LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No
BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Cuneo Hall, Damen Student Union, Norville Athletic Center, de Nobili Hall, Institute of Environmental Sustainability

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

602,500 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	332,500 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	270,000 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

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

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

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

and policies:

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

http://www.luc.edu/sustainability/campus/focus_areas/leedcertifiedbuildings/

Indoor Air Quality

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

4,094,000 *Square Feet*

Gross floor area of building space:

4,094,000 *Square Feet*

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

Loyola addresses indoor air quality through facilities, housekeeping and occupant practices. Loyola specifies green-cleaning supplies (GreenSeal or similar certified, currently 95% of all cleaning products) and instructs vendors the same. Loyola specifies low-VOC finishes and sealants in all interior rehab and construction projects. Loyola encourages green certified products and materials through purchasing. Loyola also has a process for addressing complaints and creating action plans to address identified issues. Following a complaint, the Env. Safety Director will meet with the complainant to collect more details. If the complaint is valid, an industrial hygienist will be brought to the site to test for issues. If issues are identified, an action plan to remediate the issue will be implemented.

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

http://www.luc.edu/environmentalservices/safety_information.shtml

Dining Services

Points Claimed 3.35

Points Available 7.00

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

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

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

Credit	Points
Food and Beverage Purchasing	1.35 / 4.00
Low Impact Dining	2.00 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
1.35 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

30.50

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

[Sustainable Food Purchasing Inventory FY2013.pdf](#)

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

Aramark Dining

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

Yes

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

10

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

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

Felices Dining

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

As part of the commitment of Loyola Dining Services to protect and improve the environment, the University has developed and implemented long-term environmental stewardship programs and policies such as sustainable food procurement. Loyola understands the power and centrality of food in our daily lives and interactions, and recognize that our food choices have a significant impact on our health, culture, environment, and local and global economies. Loyola is committed to fostering new connections "from field to fork" and changing the culture of food by nourishing our guests with menus that emphasize fresh whole foods that are raised, grown, harvested and produced locally and/or sustainably wherever possible, and prepared in ways that respect and maintain quality, freshness and pureness.

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

Aramark and Felices provide an annual assessment of their sustainable food procurement.

Total annual food and beverage expenditures:

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	---
Franchises	---	---
Convenience stores	---	---
Vending services	Yes	Yes
Concessions	---	---

Has the institution achieved the following?:

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

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

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

stars.aashe.org

available:

<http://www.campusdish.com/en-US/CSMW/LoyolaUnivChicago/Sustainability/SustainabilitywithLoyolaDining.htm>

Low Impact Dining

Score	Responsible Party
2.00 / 3.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

15

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

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

Loyola accommodates a wide variety of special dietary needs, including vegan dining, upon request. The two main dining halls offer vegan entrees and the sides do not include animal-derived ingredients (including milk, eggs, and dairy products). These dining halls also offer "Meatless Mondays" when more vegetarian options are offered every week to promote healthier eating and eco-conscious choices.

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

Aramark Dining has taken a number of steps to provide food options to vegan, vegetarian and other intentional diners. These can be found on their CampusDish website.

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

<http://www.campusdish.com/en-US/CSMW/LoyolaUnivChicago/Sustainability/SustainabilitywithLoyolaDining.htm>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

Points Claimed 4.35

Points Available 10.00

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

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

Credit	Points
Building Energy Consumption	4.29 / 6.00
Clean and Renewable Energy	0.06 / 4.00

Building Energy Consumption

Score	Responsible Party
4.29 / 6.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Total building energy consumption, all sources:

	Performance Year	Baseline Year
Total building energy consumption	358,309 <i>MMBtu</i>	533,644 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	140,933 <i>MMBtu</i>	170,046 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	4,094,573 <i>Gross Square Feet</i>	3,484,132 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	153,128 <i>Square Feet</i>
Healthcare space	1,500 <i>Square Feet</i>
Other energy intensive space	

Degree days, performance year::

	Degree Days
Heating degree days	5,902
Cooling degree days	1,593

Source-site ratios::

	Source-Site Ratio
Grid-purchased electricity	3.14
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

This is the standard baseline date for all sustainability reporting at Loyola.

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

Loyola's Information Commons uses a Building Automation System (BAS) that divides the seasons into Winter and Summer and monitors indoor and outdoor conditions to react accordingly. In Winter (whenever the the temperature falls below 55 degrees Fahrenheit), space is maintained at approximately 71 degrees. In Summer, the air handlers turn off and windows open when the temperature is between 55 and 68 degrees. When the temperature is above 74 degrees, the air handlers start circulating air.

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

Loyola is upgrading many of its buildings with energy-efficient technologies, such as energy management systems, heat recovery systems, LED lighting, and lighting sensors. Recently, Loyola completed a major conversion from HID to LED for outdoor lighting fixtures across campus.

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

Loyola's Information Commons uses sensors that monitor light and only turn on the energy-efficient fluorescent lights when they are needed. When rooms are unoccupied, the lights remain off. The Quinlan Life Sciences Education and Research Center also uses motion-sensor lighting.

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

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

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

N/A

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

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

Through Delta Controls we have a building automation system that includes energy management, demand response and emergency operations.

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

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

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

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

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

Clean and Renewable Energy

Score	Responsible Party
0.06 / 4.00	Aaron Durnbaugh Director of Sustainability Office of 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.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	192 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	5,426.80 <i>MMBtu</i>

Total energy consumption, performance year:

358,309 *MMBtu*

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

N/A

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

Biodiesel program utilizing waste grease from dining services at Loyola and other institutions (1,500 gallons).

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

N/A

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

Purchased Green-E certified RECs for LEED construction projects. In FY12 we purchased 1,590,448 kWh for Norville Athletic Center.

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/whatisloyoladoing/energy/>

Grounds

Points Claimed 2.00

Points Available 4.00

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

Credit	Points
Landscape Management	0.00 / 2.00
Biodiversity	<p data-bbox="1425 621 1547 646">2.00 / 2.00</p> <p data-bbox="857 695 1547 762">This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul data-bbox="818 810 1547 1098" style="list-style-type: none"> <li data-bbox="818 810 1547 842">• Legally protected areas (e.g. IUCN Category I-VI) <li data-bbox="818 856 1547 926">• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) <li data-bbox="818 940 1547 1010">• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) <li data-bbox="818 1024 1547 1098">• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p data-bbox="824 1146 1547 1331">Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning or an equivalent resource or study.</p> <p data-bbox="1479 1377 1547 1402">Close</p>

Landscape Management

Score	Responsible Party
0.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	<i>93 Acres</i>
Footprint of the institution's buildings	<i>66.80 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

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

A copy of the IPM plan:

The IPM plan :

N/A

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

N/A

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

Loyola includes native landscaping on its grounds to honor the region's natural heritage and to provide habitat for native fauna. Installation of native vegetation helps reduce water use due to the vegetation's evolved ability to adapt to dry summer conditions.

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

Plant material generated by Loyola grounds is brought to Loyola's gardens where it is composted onsite. The composting results in nutrients which are then applied to the garden beds. Loyola's Urban Agriculture Demonstration Gardens Project gives students the experience to learn about aerobic composting.

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

N/A

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

Loyola has instituted a variety of sustainable landscape practices and mandates our vendors follow it. These include native species and cultivars to support our location along the Lake Michigan migratory bird flyway, reduced chemical use to recognize student's exposure to chemicals and smart irrigation practices.

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

Our award-winning stormwater plan returns water to the ground and Lake Michigan instead of the combined sewer system.

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

Loyola's Facilities Management oversees the maintenance of campus grounds including snow removal. Recognizing the importance of protecting the watershed and Lake Michigan, Facilities Management applies sugar beet-based anti-icing granules. The sugar beet-based application is applied to campus roads and sidewalks before and during snowy, icy weather to effectively melt snow and ice for safe conditions.

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

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

No

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

http://www.luc.edu/sustainability/campus/focus_areas/land/

Score

2.00 / 2.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\)](#) for Research & Conservation Planning or an equivalent resource or study.

[Close](#)

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally

recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

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

The Lake Shore Campus in Chicago is located on the shore of Lake Michigan. As part of the Great Lakes, it is protected under a number of national and international treaties and compacts.

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

Yes

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

No

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

Multiple faculty projects have identified the species utilizing the site. Most significant of these are the migratory birds that utilize the Lake Michigan flyway between Canada and Central America.

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

Lake Michigan migratory flyway.

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

Multiple projects have recognized the impacts of our landscapes and buildings. The SOAR project has worked with Facilities, Audubon and other partners to reduce the impacts our buildings have on migratory birds.

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

http://www.luc.edu/sustainability/campus/focus_areas/migratorybirdssoar/

Purchasing

Points Claimed 2.94

Points Available 6.00

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.

Credit	Points
Electronics Purchasing	0.97 / 1.00
Cleaning Products Purchasing	0.90 / 1.00
Office Paper Purchasing	0.32 / 1.00
Inclusive and Local Purchasing	0.25 / 1.00
Life Cycle Cost Analysis	0.00 / 1.00
Guidelines for Business Partners	0.50 / 1.00

Electronics Purchasing

Score	Responsible Party
0.97 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

The electronics purchasing policy, directive, or guidelines :

SUSTAINABILITY

Whenever possible, Loyola purchases only Energy Star certified equipment and makes every attempt to choose EPEAT silver or gold-certified desktops, laptops, printers and monitors. We encourage all Loyola students, staff and faculty to consider sustainable information technology equipment.

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

We work with our vendor to identify EPEAT certified equipment for our standard configuration purchases.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	2,187 US/Canadian \$
EPEAT Silver	6,964 US/Canadian \$
EPEAT Gold	812,152 US/Canadian \$

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

849,694 US/Canadian \$

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

<http://www.luc.edu/its/resources/technologypurchases/departmentaltechnologypurchases/>

Cleaning Products Purchasing

Score	Responsible Party
0.90 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

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

http://www.luc.edu/environmentalservices/safety_information.shtml

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

Loyola's Facilities Management Department is committed to using non-hazardous and low VOC cleaners, such as Green Seal, for cleaning campus buildings. The use of Green Seal, an independent organization that adheres to strict standards for safe environmental performance, adds to the Loyola commitment of minimal use of resources and reducing impact to the natural environment.

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

Yes

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

84,250 US/Canadian \$

Total expenditures on cleaning and janitorial products:

97,000 US/Canadian \$

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

No

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

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

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

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/whatisloyoladoing/waste/index.shtml>

Office Paper Purchasing

Score	Responsible Party
0.32 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

Submission Note:

In addition to the expenditures covering Recycled Content above, an additional \$48,375 of Loyola's total expenditure is SFI Certified (Sustainable Forestry Initiative).

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

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

Yes

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

The paper purchasing policy, directive or guidelines:

3.6 Policy Statement On University Environmental Sustainability Initiatives

Loyola University Chicago is committed and continually strengthens its sustainability efforts with our campus partners. Buyers and users should utilize suppliers and service providers that make use of, to practicable extent, materials and services that support the University's sustainability mission. This should include efforts to conserve energy and water resources, support efficient delivery and supplier programs and reduce waste through reducing, reusing and recycling. The Purchasing Department leverages current supplier relationships stars.aashe.org

to raise awareness of the need to reduce our environmental impact and maximize resource efficiency.

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

Loyola works with our Office Supply vendor to identify annual paper purchasing and document amount that meets sustainability goals (GreenSeal, recycled content, etc.)

Loyola provides a Green Vendor Fair annually to purchasing staff.

Loyola's strives for anything that is printed through University Marketing and Communications should be double-sided on recycled paper, with narrow margins, using vegetable-based inks.

Departmental paper purchasing of high recycled content is encouraged and supported.

Public print stations all use high recycled content paper as well as print reduction strategies (pay to print, default double-sided, etc)

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

Yes

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

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	39,961 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	65 US/Canadian \$
90-100 percent (or FSC Recycled label)	307 US/Canadian \$

Total expenditures on office paper :

179,826 US/Canadian \$

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/take-action/green-events/>

Inclusive and Local Purchasing

Score	Responsible Party
0.25 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

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

Yes

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

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

Loyola University Chicago is committed to supporting small business enterprises, including disadvantaged, women-owned, veteran-owned, service disabled veteran-owned and HUBZone business enterprises, in its purchasing programs.

Loyola University Chicago is committed to supporting small business enterprises, including disadvantaged, women-owned, veteran-owned, service disabled veteran-owned and HUBZone business enterprises, in its purchasing programs. Small business enterprises are defined by the federal government in FAR 19.102. Categories of socially and economically disadvantaged small business enterprises are defined in FAR 19.001.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

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

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.luc.edu/purchasing/purch_policy.shtml

Life Cycle Cost Analysis

Score

0.00 / 1.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

No

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Score

0.50 / 1.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

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

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

And/or

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

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

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

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

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Aramark has unionized employees. Multiple vendors have sustainability goals addressed here:

http://www.luc.edu/sustainability/campus/focus_areas/culture/vendorpartners/

.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Loyola University is committed to and continually strengthens its sustainability efforts with campus partners. Buyers and users should utilize suppliers and service providers that make use of, to practicable extent, materials and services that support the University's environmental mission and goals of reducing, reusing, and recycling. The Purchasing Department leverages current supplier relationships to raise awareness of the need to reduce our environmental impact and maximize resource efficiency.

Moreover, the Terms and Conditions of Contract found in each Pre-Qualified Supplier Agreement speaks to the required performance of supplier personnel, the rules and regulations that must be followed when on University premises, the general Pre-Qualified Supplier General Terms and Conditions, and the University's Pre-Qualified Supplier General Terms and Conditions for Purchases. In addition, the Pre-Qualified Suppliers agrees to attend quarterly contract review meetings where reports on performance for the previous quarter are presented and problems and resolutions are discussed.

The website URL where information about the institution's guidelines for its business partners is available:

http://www.luc.edu/media/lucedu/purchasing/pdfs/purchasing_manual_121112.pdf

Transportation

Points Claimed 5.72

Points Available 7.00

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.

Credit	Points
Campus Fleet	0.31 / 1.00
Student Commute Modal Split	1.88 / 2.00
Employee Commute Modal Split	1.53 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

Campus Fleet

Score	Responsible Party
0.31 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

And/or

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

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

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

Submission Note:

Does not include the campus shuttles (diesel buses) because this is a contracted service.

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

Total number of vehicles in the institution’s fleet :

42

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	12
Fueled with compressed natural gas (CNG)	1
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Except for public safety and 17 passenger vans, all other vehicles have been replaced with electric vehicles.

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

Student Commute Modal Split

Score	Responsible Party
1.88 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

94

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	6
Walk, bicycle, or use other non-motorized means	44
Vanpool or carpool	2.54
Take a campus shuttle or public transportation	45.80
Use a motorcycle, scooter or moped	0

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

Utilizing a survey produced by the Metropolitan Planning Council for their Commute Options program, the University Marketing and Communication Department provided a survey to all 16,000 students.

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

<http://luc.edu/campustransportation/generalinformation/alternativetransportation/>

Employee Commute Modal Split

Score	Responsible Party
1.53 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

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

76.50

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	23.50
Walk, bicycle, or use other non-motorized means	19.40
Vanpool or carpool	3.70
Take a campus shuttle or public transportation	52.80
Use a motorcycle, scooter or moped	0.60
Telecommute for 50 percent or more of their regular work hours	0

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

The Metropolitan Planning Council conducted this survey as part of the Commuter Options Program. This is from the 2013 Survey.

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

<http://luc.edu/campustransportation/generalinformation/alternativetransportation/>

Support for Sustainable Transportation

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The University has constructed a "bike corral" located in the main parking structure on campus. This facility is a fenced in area that is secured with a camera which is monitored at Campus Safety. In addition, entry to the corral can only be made by using the Loyola identification card. Showers are available in BVM hall for staff/faculty. Students may utilize Halas. We had lockers but they weren't being used so we re-purposed them.

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

Yes

A brief description of the bicycle parking and storage facilities:

There are short-term and long-term bike parking available to all visitors and members of the Loyola community. Some residence halls may not have long-term bike storage but adjacent buildings do.

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

Yes

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

We are well connected to bike network infrastructure on both Lakeside Campuses.

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

Yes

A brief description of the bicycle sharing program:

One of the most exciting recent initiatives at Loyola was the creation of the Borrow-A-Bike program. By refurbishing student bicycles that have been abandoned on campus, the university has created a sustainable means of environmentally friendly transportation. Students borrow a bike for a day at no charge. This program is provided in cooperation between Loyola Unified Student Government Association, Loyola Bike Club, Campus Safety, and Loyola Facilities. A fleet of approximately 45 bicycles is currently available to all members of the Loyola community. Nearly every bike is checked out on a daily basis during the school year.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

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

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

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

Loyola University worked with the City of Chicago Transit Authority in order to provide all full-time students with a "U-Pass" which is included in the cost of tuition. The U-Pass gives students unlimited use of the CTA busses and trains and offers an unparalleled opportunity to take advantage of everything Chicago has to offer. No cash is needed. The U-Pass serves our students with a connection to shopping, sports events, social activities, art and entertainment centers, and anything else that grabs your attention.

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

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

Loyola does not currently have a carpool matching program, particularly due to the difficulty of parking in the urban location. The University provides substantial alternative options such as public transportation, campus shuttles, and car-sharing partnerships.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Loyola encourages all members of the university to use alternative methods of transportation such as public transit, but the school also offers a Car Sharing Program for those who absolutely must drive around campus. Loyola partners with I-GO, a Chicago-based non-profit car sharing company dedicated to reducing congestion and improving mobility. Users can reserve a car online or by phone, drive to see friends, to run errands, or just to get away from campus. Drivers pay by the hour and the mile, while I-GO covers gas, insurance and maintenance.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Working on it.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Loyola University promotes the use the telecommuting when other transportation options are over-burdensome or not feasible.

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

Yes

A brief description of the condensed work week program:

Loyola has a Flexible Work Schedule Policy that encourages and authorizes individual departments to implement flexible work schedules to meet business needs. In addition, departments may adjust the work schedules of individual employees to meet personal, home or family needs while preserving the hours defined by the position's FTE and maintaining quality service. Change in scheduled hours may be requested by an employee or designated by a department. Since there is no change in total hours worked, flex-time will not affect pay or benefit level.

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

Yes

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

Loyola's University Assisted Housing Program (UAH program) is designed to encourage home ownership in the city of Chicago, near the Lake Shore and Water Tower campuses, by assisting our eligible faculty and staff members with closing costs and down payment assistance for the purchase of a home or condominium as a primary residence.

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

Yes

A brief description of other sustainable transportation initiatives and programs:

Multiple times a year, alternative transportation options are promoted to target audiences. Transportation options have been included in all new student and new employee orientation materials.

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

<http://luc.edu/campustransportation/generalinformation/alternativetransportation/>

Waste

Points Claimed 6.30

Points Available 10.00

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.

Credit	Points
Waste Minimization	3.51 / 5.00
Waste Diversion	0.99 / 3.00
Construction and Demolition Waste Diversion	0.80 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization

Score	Responsible Party
3.51 / 5.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	253.40 Tons	124.60 Tons
Materials composted	46.50 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	528 Tons	948.20 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	3,961	3,753
Number of residential employees	26	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	14,333	13,923
Full-time equivalent of employees	2,641	2,639
Full-time equivalent of distance education students	717	114

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2008	June 30, 2009

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

This is the first year that we have good data tracking on waste data. Our previous hauler did not provide reporting. This was the first complete year with the new waste hauler.

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

N/A

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

We have a sustainability policy in our purchasing manual that addresses waste in procurement.

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

In purchasing we have a Redistribution of Assets program.

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

There has been a significant digitizing effort for university records across over 15 departments.

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

Each student, staff, faculty must pay to print on public printers (labs, libraries, etc) through their student card. Printer is automatically set to double-side default.

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

Loyola students, faculty, staff, alumni and the extended university community realize the rates of resource consumption greatly impact the availability of resources for future generations and are committed to reduce material and energy use on campus and beyond. The program "Think Green and Give" is a charitable collection event in which gently used, clean clothing and household items, and nonperishable unopened food/toiletries are collected at the end of the academic year when students move out of the residence halls for the summer. Anything collected through Think Green and Give is donated to America's Disabled and local food pantries.

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

Participation in student waste projects, competitions, education campaigns and many more.

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

We've conducted food waste audits at all of our dining halls as part of our compost roll out in 2012.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Aramark has a very advanced food waste program to reduce food waste in prep and in over planning.

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

All of Loyola's residential dining locations feature tray-less dining. Our tray-less dining program saves each individual almost 500 gallons of water used for cleaning every year. It also saves energy, stops the use of cleaning agents that can pollute water supplies, and reduces food waste by 25-30%.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Loyola currently does not have a reusable to-go container program. However, Loyola's dining services are deeply committed to protecting and improving the environment and we consistently encourage students to use reusable containers and utensils.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All dining halls have reusable service ware. Take out locations feature compostable and recyclable food ware.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Nearly all dining locations at Loyola offer a discount for using a reusable travel mug or drink container.

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

Aramark has a food waste recovery program to prevent food waste and additional cost.

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/whatisloyoladoing/waste/index.shtml>

Waste Diversion

Score

0.99 / 3.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

319.20 Tons

Materials disposed in a solid waste landfill or incinerator :

652 Tons

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

Many recycling and composting program across our campuses.

<http://www.luc.edu/sustainability/campus/office-of-sustainability/whatisloyoladoing/waste/index>

.shtml

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

Loyola donates its waste vegetable oil to Loyola's Biodiesel Production Program. The fuel processed in the Biodiesel Program uses 100% waste vegetable oil as feedstock. Students participating in the Biodiesel Program also created "BioSoap" formed entirely from biodiesel production and the vegetable oil from campus cafeterias. The soap is sold on both the Water Tower and Lake Shore Campuses and all proceeds benefit the continued success of the Biodiesel Program.

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

Loyola is committed to minimizing its environmental footprint by fostering a culture that reduces, reuses, and recycles waste. This commitment includes supporting a closed-loop waste management process that works to reduce source packaging, enabling recovery and reuse of discarded materials, and recycling waste to create raw materials for other purposes. We are always seeking new and innovative ways to minimize our environmental footprint.

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

Loyola began the first phase of a new Compost Collection Program launched in August 2012 that collects plate waste from one of its largest, buffet-style dining halls (Simpson) and hauls it to a non-Loyola large-scale composting site. In fact, 25 pounds of coffee grounds from the Simpson Dining Hall were composted in a single month. The long-term plan for the program is to collect compost food waste from both buffet-style dining halls, the a la carte dining venue, campus cafes, and catering.

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

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

Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

We have specific programs for text books and cell phones.

Construction and Demolition Waste Diversion

Score	Responsible Party
0.80 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

65.60 *Tons*

Construction and demolition materials landfilled or incinerated :

16.40 *Tons*

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

Chicago has a mandatory 75% Construction and Demolition Recycling Ordinance. Loyola consistently has contractors recycle in the 85-90% range.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

All chemical purchases are made through a departmental centralized system. Chemicals are delivered to the stockroom managers in Biology and Chemistry who distribute the minimal amounts required for the instructional labs. Inventories are maintained by the stockroom managers.

All hazardous waste and non-regulated waste that cannot be recycled are disposed of through Veolia Environmental Services. Veolia will treat and recycle some hazardous waste as well as fuel blend some waste. We have a recycling program for lamps, ballasts, e-waste ink-jet and toner cartridges.

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

We contract with an environmental service company for proper disposal of our hazardous waste and non-regulated chemical waste. We have a separate service for recycling our lamps, ballasts and batteries.

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

We have not had a significant hazardous material release in the past three years. We have a contract for emergency response services for hazardous spills.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

We use a web based application for tracking our chemical inventory on campus as well as providing Safety Data Sheets for users and other employees that may have exposure to chemicals during their duties. The chemical stockroom managers have access to all inventory records for their departments. They can redeploy chemicals from one location to another as necessary to minimize the purchase of hazardous chemicals. Here is the web address for our chemical management system.

<http://msdspro.int.luc.edu:8019/1/locset>

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

For larger electronics like computers, Loyola's Information Technology Services (ITS) created and administers the "LUC PC Refresh" program. The program's guidelines cover the recycling and reusing of Loyola owned computer related electronics. Those computer related electronics that meet the minimum criteria are refurbished and reused on campus when possible. Computer related electronics that do not meet this minimum are currently recycled by Chicago Surplus Computer.

Miscellaneous electronic items purchased with University funds such as small desk / inkjet printers, fax machines, scanners, etc. are handled collaboratively with ITS and Facilities Management. When these miscellaneous items are not within the contractual agreement between ITS and Chicago Surplus Computer, the Facilities Management Department steps in to have the current solid waste hauler take the items to an electronics recycling company: Acme Electronics Recycling.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

The PC Refresh Program at Loyola periodically meets and reviews companies to compare competitive practices and prices regarding data destruction and recycling. Loyola's partner Chicago Surplus Computer follows all federal and state laws regarding e-waste and does not ship overseas. Other partners such as Think Recycle, Recycling Avenue, and Acme Electronics follow laws regarding responsible disposal of e-waste.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.luc.edu/environmentalservices/safetyinformation/hazmat.shtml>

Water

Points Claimed 3.01

Points Available 7.00

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

Credit	Points																		
Water Use	<p style="text-align: right;">1.01 / 4.00</p> <p style="text-align: center;">This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p> <table border="1" data-bbox="815 1066 1552 1564"> <thead> <tr> <th data-bbox="821 1073 1058 1203">Physical Risk QUANTITY</th> <th data-bbox="1065 1073 1302 1203">Points Available For Each Part</th> <th data-bbox="1308 1073 1546 1203">Total Available Points For This Credit</th> </tr> </thead> <tbody> <tr> <td data-bbox="821 1211 1058 1257">Low Risk</td> <td data-bbox="1065 1211 1302 1257" style="text-align: center;">■</td> <td data-bbox="1308 1211 1546 1257" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="821 1266 1058 1354">Low to Medium Risk</td> <td data-bbox="1065 1266 1302 1354" style="text-align: center;">1</td> <td data-bbox="1308 1266 1546 1354" style="text-align: center;">3</td> </tr> <tr> <td data-bbox="821 1362 1058 1451">Medium to High Risk</td> <td data-bbox="1065 1362 1302 1451" style="text-align: center;">1■</td> <td data-bbox="1308 1362 1546 1451" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="821 1459 1058 1505">High Risk</td> <td data-bbox="1065 1459 1302 1505" style="text-align: center;">1■</td> <td data-bbox="1308 1459 1546 1505" style="text-align: center;">5</td> </tr> <tr> <td data-bbox="821 1514 1058 1560">Extremely High Risk</td> <td data-bbox="1065 1514 1302 1560" style="text-align: center;">2</td> <td data-bbox="1308 1514 1546 1560" style="text-align: center;">6</td> </tr> </tbody> </table> <p style="text-align: right;">Close</p>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low Risk	■	2	Low to Medium Risk	1	3	Medium to High Risk	1■	4	High Risk	1■	5	Extremely High Risk	2	6
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit																	
Low Risk	■	2																	
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Medium to High Risk	1■	4																	
High Risk	1■	5																	
Extremely High Risk	2	6																	
Rainwater Management	2.00 / 2.00																		
Wastewater Management	0.00 / 1.00																		

Water Use

Score

1.01 / 4.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

[Close](#)

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	109,847,000 <i>Gallons</i>	113,582,000 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	109,847,000 <i>Gallons</i>	113,582,000 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,961	3,753
Number of residential employees	26	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	14,333	13,923
Full-time equivalent of employees	2,641	2,639
Full-time equivalent of distance education students	717	114

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	4,094,573 <i>Square Feet</i>	3,777,588 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	28.70 Acres	26.90 Acres

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

A brief description of when and why the water use baseline was adopted:

We use 2008 as our baseline for all measures.

Water recycled/reused on campus, performance year:

0 Gallons

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

Loyola has installed permeable pavers, drought-tolerant landscaping, rain-water collection cisterns, and living rooftops that all seek to reduce and divert stormwater run-off that otherwise would enter sewer systems, requiring energy-intensive cleaning and purification processes. The cisterns connect to Lake Michigan and feed back over 10 million gallons of water annually to the Great Lakes watershed. Semi-permeable paving material is also used on campus and semi-permeable artificial turf is used on Sean Earl Field inside the track, allowing rain-water to percolate into the ground.

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

Most buildings have building level water metering. On the central part of Lake Shore Campus and Health Sciences Campus, metering is for clusters of buildings. Because of the well and septic system, there is no water meter for the Retreat and Ecology Campus but volume can be determined by calculating pump usage.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

High efficiency fixtures are standard in any retrofit or new construction

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

WaterSense appliances are standard.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Loyola's water smart landscaping requires the incorporation of drought tolerant vegetation and technology. Installation of native vegetation helps reduce water use due to the vegetation's evolved ability to adapt to dry summer conditions.

A brief description of any weather-informed irrigation technologies employed by the institution:

On campus implementation of drought-tolerant vegetation and technology includes a "Smart Irrigation System" which uses weather station data and sections landscaped areas into zones to conserve water. The system is tied back to a controller and remains off except during hot, dry spells. The spray heads used in the irrigation system reduce Loyola's water use by 30%.

Watering takes place during early morning hours when evaporation rates are the lowest

During dry spells, grass and other vegetation are watered only three days a week with varying times of 3-5 minutes to 15-20 minutes. Each zone in the irrigation system has a rain sensor that shuts down watering if rain is detected. Due to the "smart" system that senses moisture due to rainfall, the irrigation system was used only once in August during a cool, wet summer in 2010.

A brief description of other water conservation and efficiency strategies employed by the institution:

We have addressed a number of our water intense mechanical systems.

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

<http://www.luc.edu/sustainability/campus/office-of-sustainability/whatisloyoladoing/water/index.shtml>

Rainwater Management

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Loyola has installed permeable pavers, drought-tolerant landscaping, rain-water collection cisterns, and living rooftops that all seek to reduce and divert stormwater run-off that otherwise would enter sewer systems, requiring energy-intensive cleaning and purification processes.

Our rain-water cisterns connect to Lake Michigan and feed back over 10 million gallons of water annually to the Great Lakes watershed. stars.aashe.org

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Our stormwater management strategy is mandated by Chicago Department of Water Management and includes greenroofs, infiltration systems, concrete restrictors and filters and an outfall to Lake Michigan

A brief description of any rainwater harvesting employed by the institution:

We have a cistern on the Institute of Environmental Sustainability. This is its first year so we have no performance data.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

We have a significant system for combined sewer and non-combined sewer sections of our campuses.

A brief description of any living or vegetated roofs on campus:

Loyola has more green roofs than any other university in the midwest including Quinlan LSB, Cuneo Hall, Damen Student Union, Klarchek Info. Commons, Mundelein Center,

A brief description of any porous (i.e. permeable) paving employed by the institution:

Semi-permeable paving material is used on campus and semi-permeable artificial turf is used on Sean Earl Field inside the track, allowing rain-water to percolate into the ground.

A brief description of any downspout disconnection employed by the institution:

We have disconnected the stormwater system of 2/3rds of the Lake Shore Campus.

A brief description of any rain gardens on campus:

Multiple along the lakefront.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

On the lakefront of Lake Shore Campus are two retention ponds that receive water from the stormwater treatment system.

A brief description of any bioswales on campus (vegetated, compost or stone):

As part of the stormwater management on Lake Shore Campus, swales and retention gardens treat stormwater.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Rain water harvesting at Institute of Environmental Sustainability. Underground retention basins and infiltration.

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

http://www.luc.edu/sustainability/focus_areas/enviro/water/

Wastewater Management

Score

0.00 / 1.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

109,000,000 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

Points Claimed 5.17

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	1.17 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Office of Sustainability has overseen a comprehensive sustainability planning effort in 2012.

Does the institution have at least one sustainability committee?:

Yes

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

The University has many committees working on sustainability. The current oversight structure is an Advisory Committee to the Sustainability Plan. This group is currently being re-structured to serve as the oversight of implementation of the plan but as of May '13, this hasn't happened yet.

The advisory committee adopted the following principles to guide the process of drafting this plan.

Students are integrated in the process of decision-making, action and reflection as part of a transformative education

Our Jesuit, Catholic values inform all actions as we seek to represent the social, economic and environmental impacts of our decisions

Sustainability is reflected in our culture, communication, and identity
Strive for metrics, measurement and continuous improvement
Endeavor to be inclusive and collaborative, building bridges and nourishing connections between departments, units and campuses

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Steve Bergfeld, Chief Operating Officer, Health Sciences Campus
Grace Calhoun, Director of Athletics
Elizabeth Coffman, School of Communication
David Crumrine, Center for Urban Environmental Research and Policy
Fr. Justin Daffron, Provost's Office
Kristi Hodges, School of Business
Maeve Kiley, University Marketing and Communications
Marilyn Krogh, School of Social Work
Mike Lambesis, Dean of Students, School of Medicine
Jamie Orsini, Development Office
Jack McLean, Assistant Vice President, Student Development
Wayne Magzdiarz, Vice-President, Capital Planning
Alvin Mangosing, Residence Life
Fr. Stephen Mitten, Loyola Retreat and Ecology Campus
Ann Marie Morgan, Associate Dean of Students, Water Tower Campus
Julia Poirer, Student
Summer Roberts, Community Development
Amy Trujillo & Gail Banaszak, Aramark Dining Services
Nancy Tuchman, Vice-Provost
Kana Wibbenmeyer, Assistant Vice-President, Facilities
Alexandra Vecchio, Student

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

<http://www.luc.edu/sustainability/campus/committees/index.shtml>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The goal of the Office of Sustainability at Loyola is to support the faculty, staff, students and alumni in making the University a leader in the Chicago region and internationally among Jesuit institutions. Loyola University Chicago is embracing sustainability through our campuses, curriculum and community. Through our degrees offered, our research conducted, and our buildings constructed, a respect for our impacts to environment, economy and equality is part of decision-making at all levels.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Aaron N. Durnbaugh

A brief description of each sustainability officer position:

Located in the Institute of Environmental Sustainability, the Director is tasked with overseeing the University's sustainability goals and implementation and working across the academic, infrastructure and administrative sections of the institution.

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

<http://www.luc.edu/sustainability/about/staff/>

Sustainability Planning

Score

1.17 / 4.00

Responsible Party

Aaron Durnbaugh
Director of Sustainability
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

The University has a draft Plan that addresses the following: Campus Engagement, Air and Climate, Buildings, Food, Energy, Grounds, Transportation, Waste and Water but it has not yet been adopted.

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	No	---
Public Engagement	No	---
Air and Climate	No	---
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	No	---
Grounds	Yes	No
Purchasing	No	---
Transportation	No	---
Waste	No	---
Water	Yes	Yes
Diversity and Affordability	No	---
Health, Wellbeing and Work	No	---

Investment	No	---
Other	No	---

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

The University included green building in the 2010 Strategic Plan.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The objective was a minimum LEED Silver for all campus buildings.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities and Capital Planning Departments.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Aramark has stated goals regarding sustainability in LoyolaDining.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Increase local food by 5% each year.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Aramark staff.

A brief description of the plan(s) to advance sustainability in Energy:

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Accountable parties, offices or departments for the Energy plan(s):

A brief description of the plan(s) to advance sustainability in Grounds:

The Campus Master Plan from 2008 included sustainability through stormwater and landscaping selection.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The Master Plan had identified stormwater targets and planting lists.

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Department

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

As part of the Campus Master Plan and associated zoning documents, we have a plan to manage stormwater on the Lake Shore Campus.

The measurable objectives, strategies and timeframes included in the Water plan(s):

The measurable objectives related to campus stormwater are related to water volume reductions during rain events. These are fully detailed in Loyola's Planned Development and with our site stormwater plan. The Master Plan includes the strategies and timelines and is updated when any large capital project is undertaken.

Accountable parties, offices or departments for the Water plan(s):

Loyola's Office of Capital Planning

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability was included in the 2010 Strategic Plan for the University. It has shaped the physical environment as well as the academic environment of the university.

The website URL where information about the institution's sustainability planning is available:

<http://www.luc.edu/sustainability/campus/planning/>

Governance

Score	Responsible Party
3.00 / 3.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

There are multiple governance opportunities that roll up to the United Student Government Alliance.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

USGA includes at large and specific representatives.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The USGA not only deliberates on university-wide issues, it has delegates that participate in many university level bodies including Senate, Finance and the Board of Trustees.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Through the Staff Council and the University Senate, staff have governance roles.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

There are general university-wide application and election processes.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The staff council was instrumental in coordinating the University Senate.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty are involved in Faculty Council and University Senate.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Application and elected by other Faculty

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty have had instrumental roles in establishing new initiatives.

The website URL where information about the institution’s governance structure is available:

<http://www.luc.edu/universitysenate/index.shtml>

Diversity & Affordability

Points Claimed 7.92

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.50 / 2.00
Assessing Diversity and Equity	0.50 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	2.92 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.50 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	No

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

This position is based within the Student Diversity and Multicultural Affairs Office within Student Development.

The full-time equivalent of people employed in the diversity and equity office:

6

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.luc.edu/diversity/about/mission/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Loyola University Chicago's EMERGE Training and Development office offers free professional development courses for Loyola's faculty and staff. Many of these courses are designed to navigate the challenges of a complex workplace. Among the courses taught:

- Conflict Resolution
- Crucial Conversations
- Engaging a Changing Workforce
- Leading a High-Performing Team

The website URL where information about the cultural competence trainings is available:

<http://www.luc.edu/emerge>

Assessing Diversity and Equity

Score	Responsible Party
0.50 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Diversity and Multicultural Affairs assesses this on an ongoing timeline for students at Loyola. They conducted a campus climate survey through the division of Student Development in 2010. A Diversity Task Force was convened in 2012 to address this for staff and faculty.

Has the institution assessed student diversity and educational equity?:

No

A brief description of the student diversity and educational equity assessment(s):

Student diversity is captured by the Admissions applications, however, that is purely numbers. In terms of educational equity, no formal assessment has been done to my knowledge.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

A 2012 Task Force looked at diversity and equity issues and considered the hiring of a Chief Diversity Office for the University.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://www.luc.edu/diversity/>

Support for Underrepresented Groups

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

Loyola University Chicago's Student Diversity and Multicultural Affairs offers offers a variety of programs that support underrepresented groups in the Loyola student community. Among these programs:

- * The Students Together Are Reaching Success (S.T.A.R.S.) is a peer mentorship program that is targeted to first generation college students and students of color. S.T.A.R.S. students are paired with upperclassmen for both group and one-on-one mentoring opportunities. S.T.A.R.S. students, though participation in a variety of cultural and social events as well as academic workshops, learn to hone their leadership skills.
- * Men of Color Initiative (MOCI) seeks to provide a supportive environment for Men of Color by facilitating mentoring relationships with male staff and faculty of color.
- *LGBTQIA Initiatives - among the initiatives for Loyola's LGBTQI community, there is the Q Cafe, an open mic forum that helps connect members of this community. The Safe Space Ally training workshop helps those who wish to become allies of LGBTQI community and learn skills such as how to counter heterosexist behaviors.
- * Diversity Council - this organization is comprised of student representatives who address diversity issues in the University community and take on leadership roles to help improve the campus climate in relation to diversity as well as address issues that threaten diversity. The Diversity Council fosters collaborative relationships and information sharing between students from different underrepresented

groups in the University.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.luc.edu/diversity/>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Loyola University of Chicago is committed to equal employment opportunity in all aspects of employment, including recruiting, hiring, promotions, transfers, demotions, layoffs or terminations, compensation, benefits, training, social and recreational programs or events, and all other terms, conditions and privileges of employment. All employment decisions, including hiring and promotion decisions, are based on job-related criteria, such as skills, abilities, education, and experience.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.luc.edu/hr/policies/policy_equalopp.shtml

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

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

Loyola University Chicago's McNair Post-Baccalaureate Program helps low-income, first generation college students and students from groups who are underrepresented in graduate education who have the potential to earn an advanced degree. Through this program, Loyola's McNair Scholars will receive academic and personal support as they finish their undergraduate degrees. They will have faculty mentors who will advise them on the fundamentals of research professional development. McNair Scholars also participate in a summer research internship and will receive a summer research stipend of \$2,800. They will also have the opportunity to have paid travel expenses to present research at a professional conference. In preparation for graduate school, GRE preparation fees will be waived and McNair Scholars will receive assistance in applying to graduate schools and have paid travel expenses for graduate school visits as well as assistance in applying for scholarships and grants that will help fund a graduate education.

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

<http://www.luc.edu/gradschool/mcnairpost-baccalaureateprogram/>

Affordability and Access

Score	Responsible Party
2.92 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

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

Pell Grant; Supplemental Education Opportunity Grant (SEOG) and Federal Work Study with an institutional match; MAP Grant and Loyola Grants. In addition, we have a Loyola Guarantee to support students who may have a change in their families financial positions as well as Hardship Grants to support financial struggling students.

30% of Loyola's undergraduate students receive the Pell grant. In addition to the Pell Grant, all of these students receive some sort of Loyola grant to help offset the cost of attendance. In addition, endowed scholarships are awarded to through the Fin Aid office to students with strong academics and demonstrated financial need.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Professional development and training for staff; bi-lingual staff; dedicated staff for VA students; personalized customer service in a one-stop shop model

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Office of First Year Experience targets local area high school students over the summer to prepare students for the college application process. The Office of Undergraduate Admission conducts and participates in numerous outreach events with both prospective parents and students about the college experience; this includes work with the Chicago Public School system with individual high school visits, college fairs and panels as well as hosted programs like Gates Millennium Scholars.

The financial aid office provides Financial literacy training; well-developed award letters; net price calculator; published financial aid handbook

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

All students are eligible for our merit awards which range from \$7500 to \$18,000. A Cristo Rey (by definition all students are high need) Scholarship program has been established and five full tuition, room and board scholarships are awarded each year. The scholarship is good for all four years.

All students that demonstrate some financial need are provided some support from Loyola.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Office of Undergraduate Admission and the Financial Aid office conduct numerous outreach events with both prospective parents and students about the college experience, including presentations at Open House and Orientations; FAFSA Completion Days; presentations at financial aid nights at area high schools; outreach to inner city schools.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The following is a sample of organizations we partner with for outreach efforts:

LINK Unlimited

Daniel Murphy Scholarship Foundation
stars.aashe.org

Gear-Up
AVID – Advancement Via Individual Determination
Kappa Leadership Institute
Urban Students Empowered
Chicago Scholars
Next Generation Venture Fund
National Hispanic Institute
Give Something Back Foundation
CPS/Gates Millennium Scholars
Instituto Health Science Academy/Project Exploration
Cristo Rey Network Schools
Senn High School along with the School of Education

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Bridge to Loyola program for students who may not have had the access to college prep curriculum at the high school level and need academic support starting the summer prior to the freshman year and throughout the first year.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

On- on-one financial aid counseling; working directly with Bursar to get student on a budgeted payment plan; financial literacy programs; social media campaigns via Twitter and Facebook.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

n/a

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Achieving College Excellence Program, Tutoring Center, Writing Center, Transitions program by the Office of the First Year Experience, Commuter Student Services, etc. In addition, we have the School of Continuing and Professional Studies which supports the adult learner. One financial aid staff member is dedicated to the students in the School of Continuing and Professional Studies. Institutional scholarships and grants are available to part-time students.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The university's Wellness Center hosts a child care facility for students, staff and faculty.

A brief description of other policies and programs to support non-traditional students:

The School of Continuing and Professional Studies is dedicated to supporting the needs of non-traditional students.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	27
The graduation/success rate for low-income students	54
The percentage of student financial need met, on average	82
The percentage of students graduating with no interest-bearing student loan debt	29

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

55

The website URL where information about the institution's affordability and access programs is available:

<http://www.luc.edu/undergrad/media/prospectivestudents/pdf/Affordability%20Brochure%20-%20Final%20-%2008.30.12.pdf>

Health, Wellbeing & Work

Points Claimed 3.81

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit	Points
Employee Compensation	1.13 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.68 / 2.00

Employee Compensation

Score	Responsible Party
1.13 / 3.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

3,994

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,990

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

255

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

215

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Our Dining Services and Housekeeping vendors has unionized workforce but our Shuttle and Mailroom does not.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

8.50 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://www.luc.edu/hr/compensation.shtml>

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Loyola University Chicago administers a staff and faculty opinion survey bi-annually in order to gauge employee satisfaction. For the most recent survey, Loyola University Chicago selected Towers-Perrin ISR, a premier global research and consulting firm, to create and administer the survey. All full-time faculty as well as part- and full-time staff members at Loyola University Chicago were asked to participate in this survey which focused on the following areas : development, leadership, mission, benefits, and teamwork.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The survey responses were used to inform benefits packages.

The year the employee satisfaction and engagement evaluation was last administered:

2,010

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.luc.edu/hr/opinionfaq1.shtml>

Wellness Program

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Loyola University Chicago's Wellness Program offers free biometric screenings, monthly education programs, and University sponsored athletic events to help the Loyola community achieve a healthier lifestyle. The Employee Assistance Program (EAP) is a free program that supports employees as well as their families in coping with a variety of issues that encompasses both their professional and personal lives. By improving the quality of life of employees, EAP also helps to ensure a productive and efficient work environment. EAP counselors are trained to deal with problems ranging from relationships to financial woes. If additional help is needed, they can refer employees to the appropriate professionals.

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

<http://www.luc.edu/hr/wellness/index.shtml>

Workplace Health and Safety

Score	Responsible Party
0.68 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	42	24
Full-time equivalent of employees	2,641	2,544

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2011	Dec. 31, 2011

A brief description of when and why the workplace health and safety baseline was adopted:

2011 was adopted as the baseline because this is when the current employee that tracks this information started tracking the data. It was handled by others in the past but because of the lack of history with the subject, it was thought better to be conservative.

A brief description of the institution's workplace health and safety initiatives:

Loyola conducts safety trainings, and has a response protocol for health and safety events. Material Safety Data Sheets are available through a public repository as is other safety information at the site listed below.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.luc.edu/environmentalservices>

Investment

Points Claimed 3.10

Points Available 7.00

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

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

Credit	Points
Committee on Investor Responsibility	2.00 / 2.00
Sustainable Investment	1.00 / 4.00
Investment Disclosure	0.10 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
2.00 / 2.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Text on Policy Statement on Socially Responsible Investing

The Board of Trustees of Loyola University of Chicago desires that Loyola's investments be consistent with the ethical, social, and moral principles inherent in its traditions as a Jesuit, Catholic institution of higher education. In particular, the University is firmly committed to an investment policy that balances effective support of its academic programs and broader educational and social mission with the promotion of social justice and the dignity of the individual.

Along with regular evaluation of investments' performance and suitability for achieving program-related goals and policy targets, the University will maintain an awareness of its commitment to the concept of Christian stewardship in judging their merit. An active, ongoing effort will be made to apply these principles to the administration of the University's investments. The University shall adopt an approach centered on advocacy; that is, the University will attempt to sensitize management through proactive means such as inquiries, letters of concern, and joint actions with other shareholder advocacy groups to bring about change.

In order to achieve and implement these goals, the University shall establish an advocacy committee to work with and assist University administrators with respect to issues of concern and selected advocacy initiatives, and to serve as an information resource for the University administration and community about related social, ethical, and moral issues. The committee shall prepare periodic reports to the University no less frequently than annually.

Implementation of this policy will be reviewed periodically by the Investment Policy Committee of the Board of Trustees. This policy shall supersede prior statements on this subject.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Alanah Fitch, Faculty Representative

Gordon Ramsey, Faculty Representative & Co-Chair

Patricia Graham, Undergraduate Representative & Co-Chair

Elaine Lehman, Staff Representative & Secretary

Allison Lei, Undergraduate Representative

Examples of CIR actions during the previous three years:

http://www.luc.edu/sac/documents/sac_initiatives.shtml

The website URL where information about the CIR is available:

http://www.luc.edu/sac/committee_members.shtml

Sustainable Investment

Score	Responsible Party
1.00 / 4.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

444,047,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

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

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

stars.aashe.org

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

Yes

A copy of the proxy voting guidelines or proxy record:

[2013 Q3 Vote Report.pdf](#)

A brief description of how managers are adhering to proxy voting guidelines:

Managers of separate accounts with direct holdings of shares do not vote proxies for the university; votes are submitted instead by Institutional Shareholder Services, which automates submission of ballots in line with a voting policy designed for Catholic institutional investors and reviewed annually. The most recent policy docs are attached.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Chevron Corporation Hydraulic Fracturing (Marcellus Shale Region) Shareholder Resolution (co-filer)

Edison International Impacts of Coal-Fired Power Plants (Great Lakes Region): Climate Change and Post-Closure Site Development Shareholder Resolution (lead filer) In Dialogue

Halliburton Develop Indicators for a Human Rights Policy Shareholder Resolution (co-filer)

Ingredion, Inc. Basic Water Rights & Sustainability Shareholder Resolution (co-filer) In Dialogue

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Through the Shareholder Advocacy Committee, there has been participation in several networks and collaboration with investor organizations, such as the Interfaith Center for Corporate Responsibility, the National Jesuit Committee on Investment Responsibility, the Responsible Endowment Coalition, several university SRI committees and regional responsible-investor groups.

The website URL where information about the institution's sustainable investment efforts is available:

<http://www.luc.edu/sac/>

Investment Disclosure

Score	Responsible Party
0.10 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

10

A copy of the investment holdings snapshot:

[2013 Q3 Vote Report.pdf](#)

The website URL where the holdings snapshot is publicly available:

<http://www.luc.edu/finance/longterminvts.shtml>

Innovation

Innovation

Points Claimed 4.00

Points Available 4.00

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	Points
Innovation 1	1.00 / 1.00
Innovation 2	1.00 / 1.00
Innovation 3	1.00 / 1.00
Innovation 4	1.00 / 1.00

Innovation 1

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Solutions To Environmental Problems (STEP) Interdisciplinary Courses and Outcomes

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

Solutions to Environmental Problems (STEP) courses bring together students, faculty, staff, and community mentors to engage in interdisciplinary discussion and action around issues of environmental sustainability. Our approach emphasizes the following steps:

- 1) Educate students from diverse backgrounds on the nature and causes of environmental problems
- 2) Expose students to potential solutions
- 3) Put solutions into action locally

Our courses explore the ecological, historical, social, political, and economic contexts of global environmental problems. Our courses prepare students to become environmental leaders in their field of study through multi-disciplinary lectures, labs and field trips, readings and discussion, and group projects.

The STEP courses are designed to move from topic to topic based on student input. Since fall of 2007, The Institute of Environmental Sustainability has offered three iterations of the STEP course: Biodiesel, Food Systems and Water.

STEP: Food Systems

A significant portion of IES's STEP Food Systems course focuses on the design, implementation, and evaluation of small group projects. These student-led projects are hands-on and offer real-world experiences that contribute to the course's overall goal of producing workable solutions to problems in our food systems. During the semester students work with faculty mentors and/or community organizations to develop their projects.

Multi-disciplinary Lectures:

- The origins of agriculture
- Plant breeding and genetic engineering
- Trends in human nutrition
- The U.S. Farm Bill
- Global social impacts of U.S. agricultural policy
- Environmental impacts of industrial agriculture
- Sustainable urban agriculture and local food distribution in Chicago

STEP: Biodiesel

This is an interdisciplinary course, taking an innovative, experimental approach to teaching. In order to get the project going and keep it going, a wide range of knowledge is needed in business, biology, chemistry, environmental science, communication and politics. No other class is able to offer such a comprehensive insight into one subject, making it a unique and powerful practice in teaching the students.

Lectures provide an overview of their subject area as it applies to petroleum use and alternative energy, particularly biodiesel. The students learn the whole process:

- How to convert leftover grease into fuel.
- Economic and environmental benefits and constraints of biodiesel.
- Politics involved in using alternative fuels.
- Business strategy to aid the implementation of the project.
- How to market the use of renewable fuel sources as a progressive step in higher education.

The lectures provide necessary background information for the students to further pursue the research of biodiesel.

STEP: Water

The STEP: Water course engages students with learning opportunities presented by a multidisciplinary group of faculty and on-the-ground experts. Students will study current and historical, global and local issues regarding water conservation, and have the

opportunity to initiate and lead campus projects pertaining to those issues. The course has the following attributes:

- Water sanitation
- Economics of water
- Freshwater ecology
- The Great Lakes resource
- Global, national and local water policy
- Water and the materials industry
- Public health and water-borne infectious diseases
- Spiritual implications of water
- Historical significance of water (globally and locally)
- Water and agriculture
- Water and warfare
- Sustainable water use
- Social justice and water access issues

Course Strategy

Based on these considerations, the course employs the following major pedagogical strategies:

- Multi-disciplinary lectures offered by LUC Faculty from numerous departments and local experts and innovators
- Supporting texts provide context and discussion material for topics
- Discussions allow students to ask questions, to collectively explore ideas, to hear from their peers, and to elevate their understanding
- Lab activities allow students to develop practical and technical skills for solving environmental problems
- Field trips allow students to observe and communicate with practitioners in the field
- Students maintain a reflective journal throughout the course to synthesize their experiences and understanding
- Students work in small groups on semester-long service and/or research projects
- Groups work with faculty mentors and/or community organizations
- Students present project results at a STEP Public Forum
- Many of these projects become institutionalized

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

STEP's CONTINUING PROJECTS:

Water: Student Projects & Areas of Investigation

- Aquaponics and sustainable fish farming
- A pilot living machine for waste nutrient removal
- Emerging contaminants in drinking water and aquatic ecosystems
- Irrigation and rainwater collection
- Water conservation policy on campus

Food Systems: Previous topics/projects:

- Developed the business plan that led to the launching of the Loyola Farmers Market in 2011
- Investigated best sustainable farming techniques and operations which were implemented on the Loyola Student Farm at Loyola's Retreat and Ecology Campus
- Explored and identified the need for an apiary to be part of Loyola's educational food system programs
- Campus food production plan which resulted in the Urban Agriculture Demonstration Gardens Project that donates fresh, healthy food to those in need
- Mobilized and coordinated students to create a new student group, the Growers Guild
- Created an edible landscaping plan and mapped existing and newly planted edible flora (cultivars and native)

Biodiesel Lab

Hands-on experience comes while in the lab, where students learn the process of making biodiesel. From collecting the waste vegetable oil from the university's cafeterias to titrating the free fatty acid content, students are expected to learn and experience how to physically convert a waste product into a renewable fuel.

The Biodiesel Lab is primarily run by student fellows and students in our Biofuels Lab Course. These students oversee the production and sale of:

- Biodiesel
- BioSoap
- Tiki Torch Fuel
- Biodiesel Processors

A letter of affirmation from an individual with relevant expertise:

[LUC STEP Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes
Dining Services	Yes
Energy	Yes
Grounds	No
Purchasing	Yes
Transportation	Yes

Waste	Yes
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.luc.edu/sustainability/academics/step/>

Innovation 2

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Only licensed university biodiesel program

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

The Biodiesel Program was student built and continues to be run by students with the help of one staff member, the Biodiesel Lab Manager, to bring expertise and continuity to our efforts. Students have produced a financially self-sustaining education program that serves to demonstrate and enact sustainable solutions to real world problems. Student participation in the Biodiesel Program occurs in three ways:

1. Lab Fellowships, the taking the Waste-to Energy Lab course, and becoming a member in the Biodiesel Club.
2. Fellows get the chance to propose their own exploratory projects and work on them throughout the year while helping with the operations and outreach aspects of the Biodiesel Program. These paid positions have become the heart of successful day-to day operations and energetic outreach efforts.
3. The Waste-to Energy Lab course is a spinoff of STEP: Biodiesel, which allows students to learn about biodiesel while exploring other waste streams at Loyola that might be utilized for energy or saleable products. This one-credit lab course consists of student projects, hands-on lab experiments, and field trips to see waste systems in action.

What is unique about Loyola's Biodiesel program is that it is the only student run biofuel enterprise licensed by Local, State and Federal Authority to sell their product as a retail operation.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Hands-on experience comes while in the lab, where students learn the process of making biodiesel. From collecting the waste vegetable oil from the university's cafeterias to titrating the free fatty acid content, students are expected to learn and experience how to physically convert a waste product into a renewable fuel.

The Biodiesel Lab is primarily run by student fellows and students in our Biofuels Lab Course. These students oversee the production and sale of:

- Biodiesel
- BioSoap
- Tiki Torch Fuel
- Biodiesel Processors

New facility has capacity to produce 100,000 gallons of fuel per year and generate over \$300,000 in sales.

A letter of affirmation from an individual with relevant expertise:

[CBF Letter of support for STARS credit.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes
Dining Services	Yes
Energy	Yes
Grounds	No
Purchasing	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

stars.aashe.org

<http://www.luc.edu/sustainability/programs/biodiesel/>

Innovation 3

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Most Green Roofs of any University in North America

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

Loyola has more green roofs than any other college in the Midwest (13 total). They can be found on all three campuses:

Water Tower Campus

- School of Communications
- Rev. Raymond C. Baumhart, S.J., Residence Hall & Terry Student Center

Lake Shore Campus

- Cuneo Hall
- Di Nobli Residence Hall
- Halas Sports Center (Planned)
- Institute for Environmental Sustainability
- Richard J. Klarchek Information Commons
- Norville Center for Intercollegiate Athletics
- Michael R. and Marilyn C. Quinlan Life Sciences Education & Research Center
- The Morgan (Apartments)
- Mundelein Hall
- San Francisco Residence Hall

Loyola University Medical Center, Maywood Campus

- Marcella Niehoff School of Nursing

The Quinlan roof resembles a native Illinois Prairie in order to provide habitat for wildlife like pollinating insects and birds.

While most of these buildings incorporated green rooftop design as part of new construction on campus, a green rooftop was added to the Mundelein Hall building (a historical landmark building) during a 2010-2012 renovation project, showing that Loyola is committed to both building green and renovating green.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The measurable outcomes are the following:

- Most buildings: 13
- Square footage: over 55,000 sq. ft.

Educational projects:

- Research on many topics; pollinators, soil biota, stormwater volume

Outreach/Engagement:

- Tours and trainings including education programs with GreenRoofs for Healthy Cities, the North American green roof trade association

A letter of affirmation from an individual with relevant expertise:

[STARS_GreenRoof_Verification.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	No
Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No

Investment

No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.luc.edu/sustainability/campus/focus_areas/greenrooftops/#d.en.216629

Innovation 4

Score	Responsible Party
1.00 / 1.00	Aaron Durnbaugh Director of Sustainability Office of Sustainability

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
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Title or keywords related to the innovative policy, practice, program, or outcome:

Loyola's Compost Collection Network

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

The purpose of the Compost Collection Network is to catalyze businesses and institutions to participate in a commercial compost program.

Loyola started composting in 2012 in one dining hall and learned a tremendous amount for what a successful compost program entails. We launched the Compost Collection Network to share these best practices to our neighboring business community and other Chicago institutions as well as to increase the economy of scale and help grow the compost market.

Our goal is to make composting easy for businesses and institutions. Loyola staff and students offer the following to Compost Collection Network participants:

Consultation in choosing a compost hauler

Support with compost program launch, including initial staff training, the monitoring of the program to reduce contamination, and education to customers

Essential supplies such as biodegradable liners, signage, and indoor bins

Calculation of environmental benefits such as CO2 reduced

Cost sharing of compost services is possible until funds last or until the program concludes

So far, we have three restaurants, one grocery store, and one museum participating, and this has resulted in over 21 tons of food scraps diverted from landfills.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Over 21 tons of food scraps diverted from landfills. Grant funding that allows sustainability staff and student internship experience for Loyola.

A letter of affirmation from an individual with relevant expertise:

[Loyola Chicago Compost Network Letter of Support.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No

Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	Yes
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://blogs.luc.edu/sustainability/compost-collection-network/>