



# College of Saint Benedict

## *STARS REPORT*

**Date Submitted:** June 2, 2015

**Rating:** Silver

**Score:** 60.40

**Online Report:** [College of Saint Benedict](#)

**STARS Version:** 2.0

# Wait, Wait! Don't Print Me!

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## Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

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# About STARS

The Sustainability Tracking, Assessment & Rating System (STARS<sup>®</sup>) 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](#).

# Table of Contents

<b>Summary of Results</b>	<b>5</b>
<b>Institutional Characteristics</b>	<b>7</b>
Institutional Characteristics	7
<b>Academics</b>	<b>16</b>
Curriculum	16
Research	37
<b>Engagement</b>	<b>44</b>
Campus Engagement	44
Public Engagement	70
<b>Operations</b>	<b>85</b>
Air & Climate	85
Buildings	94
Dining Services	104
Energy	110
Grounds	118
Purchasing	125
Transportation	137
Waste	148
Water	160
<b>Planning &amp; Administration</b>	<b>169</b>
Coordination, Planning & Governance	169
Diversity & Affordability	189
Health, Wellbeing & Work	201
Investment	211
<b>Innovation</b>	<b>217</b>
Innovation	217

# Summary of Results

**Score** 60.40

**Rating:** Silver

## Institutional Characteristics

Institutional Characteristics	0.00 / 0.00
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## Academics

Curriculum	21.06 / 40.00
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Research	9.64 / 18.00
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## Engagement

Campus Engagement	18.65 / 20.00
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Public Engagement	11.10 / 22.00
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## Operations

Air & Climate	4.70 / 11.00
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Buildings	5.48 / 8.00
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Dining Services	2.93 / 7.00
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Energy	2.26 / 10.00
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Grounds	2.00 / 3.00
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Purchasing	3.07 / 6.00
------------	-------------

Transportation	3.75 / 7.00
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Waste	5.01 / 10.00
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Water	3.82 / 5.00
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## Planning & Administration

Coordination, Planning & Governance	8.00 / 8.00
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Diversity & Affordability	7.66 / 10.00
---------------------------	--------------

Health, Wellbeing & Work	3.10 / 7.00
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Investment	0.00 / 7.00
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## Innovation

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

# Institutional Characteristics

## 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:

Baccalaureate

## Institutional control:

Private non-profit

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

	Present?	Included?
<b>Agricultural school</b>	No	No
<b>Medical school</b>	No	No
<b>Pharmacy school</b>	No	No
<b>Public health school</b>	No	No
<b>Veterinary school</b>	No	No
<b>Satellite campus</b>	No	No
<b>Hospital</b>	No	No



<b>Farm larger than 5 acres or 2 hectares</b>	No	No
<b>Agricultural experiment station larger than 5 acres or 2 hectares</b>	No	No

**Reason for excluding agricultural school:**

Not present

**Reason for excluding medical school:**

Not present

**Reason for excluding pharmacy school:**

Not Present

**Reason for excluding public health school:**

Not present

**Reason for excluding veterinary school:**

Not Present

**Reason for excluding satellite campus:**

Not Present

**Reason for excluding hospital:**

Not Present

**Reason for excluding farm:**

Not Present

**Reason for excluding agricultural experiment station:**

Not present

**Narrative:**

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# Operational Characteristics

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Score

Responsible Party

0.00 /

Total adjusted for non-applicable credits

[Close](#)

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## Criteria

n/a

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

### Endowment size:

0 US/Canadian \$

### Total campus area:

290 Acres

### IECC climate region:

Cold

### Locale:

Small town

### Gross floor area of building space:

1,292,986 Gross Square Feet

### Conditioned floor area:

1,076,826 Square Feet

### Floor area of laboratory space:

16,088 Square Feet

### Floor area of healthcare space:

6,426 Square Feet

### Floor area of other energy intensive space:

[stars.aashe.org](http://stars.aashe.org)

56,000 Square Feet

**Floor area of residential space:**

551,338 Square Feet

**Electricity use by source::**

	<b>Percentage of total electricity use (0-100)</b>
<b>Biomass</b>	1.10
<b>Coal</b>	46.10
<b>Geothermal</b>	---
<b>Hydro</b>	3.50
<b>Natural gas</b>	24.10
<b>Nuclear</b>	12.20
<b>Solar photovoltaic</b>	---
<b>Wind</b>	---
<b>Other (please specify and explain below)</b>	---

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

---

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

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	---
<b>Coal</b>	---
<b>Electricity</b>	---

<b>Fuel oil</b>	1
<b>Geothermal</b>	---
<b>Natural gas</b>	99
<b>Other (please specify and explain below)</b>	---

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

---

## Academics and Demographics

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**Score**

**Responsible Party**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

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### Criteria

n/a

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

### Number of academic divisions:

1

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

20

### Full-time equivalent enrollment:

2,005

### Full-time equivalent of employees:

502

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

0

### Total number of undergraduate students:

2,005

### Total number of graduate students:

0

### Number of degree-seeking students:

2,005

### Number of non-credit students:

[stars.aashe.org](http://stars.aashe.org)

0

**Number of employees:**

526

**Number of residential students:**

2,005

**Number of residential employees:**

0

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

0

# Academics

## Curriculum

**Points Claimed** 21.06

**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.

<b>Credit</b>	<b>Points</b>
Academic Courses	7.02 / 14.00
Learning Outcomes	0.75 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	0.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	2.69 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	3.60 / 4.00



# Academic Courses

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Score	Responsible Party
7.02 / 14.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

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

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

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

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	950	50
<b>Number of sustainability courses offered</b>	35	0
<b>Number of courses offered that include sustainability</b>	48	0

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

25

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

45

**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):**

[Academic Courses STARS\\_1.xlsx](#)

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

- General Ecology
- Aquatic Ecology
- Evolving Systems
- Physical Geology
- Physical Geology
- Science Pedagogy
- Science Pedagogy
- Envisioning Nature
- Intro to Geog Info Systems
- Environmental Geology
- Women, Ecology & Development
- Poverty, Hunger and Ethical Issues
- Globalization: Making Sense of a World of Change

Living Responsibly in the 21st Century  
Citizens of a Global Society  
Globalization: Making Sense of a World of Change  
Living Responsibly in the 21st Century  
Citizens of a Global Society  
Readings in Gender Studies  
Sex and Gender: Global Perspective  
Sex and Gender: Global Perspective  
Sustainable Business  
Food and Culture  
Food and Culture  
Intro Peace/Conflict Studies  
Intro Peace/Conflict Studies  
Intro Peace/Conflict Studies  
Intro Peace/Conflict Studies  
Human Rights  
Is Peace Possible?  
Intro to US Politics  
Intro to US Politics  
Intro to US Politics  
International Relations  
International Relations  
International Relations  
Public Policy  
Amer Pol Thght/Comtemp Pol App  
Intl Political Economy  
Intro to US Politics  
Intro to US Politics  
Intro to US Politics  
International Relations  
International Relations  
Comparative Politics  
Community Organizing  
U.S. Foreign Policy

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

<http://www.csbsju.edu/Sustainable-CSB>

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

We examined all courses with the help of each department chair to identify which are related/focused on sustainability. We did this for the 2013-2014 academic year. The course descriptions were examined and, with input from the professors, was used to identify these courses.

The data on the total number of courses offered by the institution was provided by the office of the registrar. The 1000 course figure is the estimated number of courses which are offered each semester (undergraduate and graduate). To separate the graduate courses from the undergraduate courses, the course catalog was used. There are approximately 50 graduate courses offered each semester, meaning that

about 950 of the 1000 courses are undergraduate.

It is important to note that the 1000 course figure counts each course section as a separate course, while the 35 sustainability courses were only counted once each regardless of how many were offered.

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

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

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

---

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

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

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

No

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

No

# Learning Outcomes

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**Score**

0.75 / 8.00

**Responsible Party**

**Daniel Phipps**  
Intern  
Office of Sustainability

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## Criteria

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

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

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

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

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

---

"---" 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:**

88

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

938

**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:**

Environmental Studies majors and minors include the criteria outlined for this credit. Peace Studies majors are also included.

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

Because environmental problems and their potential solutions do not stop at disciplinary boundaries, the program teaches students to approach a particular topic not simply as a question of biology, politics, or theology, but rather to combine these (and many more) perspectives to better understand environmental issues in all their complexity. Particularly important to this process is the inclusion of social science and humanities viewpoints, as even the most technical solutions to environmental problems must be implemented by individuals working within cultural, political, and economic contexts.

Peace Studies explores the presence and nature of conflict in human interaction, the causes of war and intergroup violence, the methods of violence and nonviolence, and the conditions for sustainable peace. The purpose of the department is to examine these subjects through the methods offered through the humanities and social sciences.

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

<http://www.csbsju.edu/academics/academic-catalogs/2007-2009-catalog/departments/environmental-studies>

# Undergraduate Program

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Score	Responsible Party
3.00 / 3.00	Daniel Phipps Intern Office of Sustainability

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## Criteria

Institution offers at least one:

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

And/or

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

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

---

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

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

Yes

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

Environmental Studies

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

The Environmental Studies curriculum is based on a core of interdisciplinary environmental studies courses that approach questions of sustainability in a variety of contexts including food, energy, gender, ecology, policy, and more.

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

<http://www.csbsju.edu/environmentalstudies.htm>

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

Peace Studies

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

[stars.aashe.org](http://stars.aashe.org)

Peace Studies explores the presence and nature of conflict in human interaction, the causes of war and intergroup violence, the methods of violence and nonviolence, and the conditions for sustainable peace. The purpose of the department is to examine these subjects through the methods offered through the humanities and social sciences.

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

<http://www.csbsju.edu/peace-studies>

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

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

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

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

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

Yes

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

Environmental Studies Minor

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

The Environmental Studies curriculum is based on a core of interdisciplinary environmental studies courses that approach questions of sustainability in a variety of contexts including food, energy, gender, ecology, policy, and more.

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

<http://www.csbsju.edu/environmentalstudies.htm>

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

Peace Studies Minor

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



Peace Studies explores the presence and nature of conflict in human interaction, the causes of war and intergroup violence, the methods of violence and nonviolence, and the conditions for sustainable peace. The purpose of the department is to examine these subjects through the methods offered through the humanities and social sciences.

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

<http://www.csbsju.edu/peace-studies>

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

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

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

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

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# Graduate Program

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**Score**

0.00 / 3.00

**Responsible Party**

**Kirubel Negash**

Intern

Office of Sustainability

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

# Immersive Experience

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

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

And/or

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

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

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

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## Submission Note:

URL for Culture and Sustainability in Japan -

<http://www.csbsju.edu/oea/programs/short-term/japancultureandsustainability>

"---" 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:**

This institution has a short-term Ecuador program in which selected students participate in a summer long program in which they promote sustainability across the country. This institution also offers students a chance to visit Holden Village Eco-Village for a week long program. The retreat focuses on living sustainability without modern technology, living simply and appreciating nature.

Also offered is a course titled Culture and Sustainability in Japan. This course will consider culture and its relationship to sustainability in Japan along three dimensions: energy, demography, and food. Japan is a country that had to adapt early to a shortage of fossil fuel resources, resulting in smaller cars, more efficient manufacturing, much smaller living spaces, more energy efficient buildings and homes, [stars.aashe.org](http://stars.aashe.org) College of Saint Benedict | STARS Report | 27

much more public transportation, and now the world's most innovative wind energy developments. We will visit a Nissan auto plant, compare building and transportation norms with the US as we live and travel in Tokyo, and explore Japan's difficult engagement with the question of nuclear power and the accident at Fukushima. On the demographic dimension, we will consider the cultural factors that have led the Japanese to one of the lowest birthrates in the world, and the economic and cultural implications of that choice. Finally, on the food dimension, we will investigate the late 20th century shift from a traditional Japanese diet (based on locally available foods) to a globalized one that includes American style fast food. We will consider the health and sustainability consequences of this shift. We will also visit places in Tokyo where traditional food cultures are still thriving, such as ramen shops and the famous Tsukiji fish market.

There is a CSB Office of Sustainability spring break “Sustainability in Service” trip that will take place at Ghost Ranch, NM. Students will be immersed in the distinctive culture of the Desert Southwest and will engage in sustainability-oriented service projects such as designing and building an herb garden, thinking about and implementing progressive water-retention systems, mitigating soil erosion, and engaging in other environmental and social issues. The trip will push students to utilize “systems-thinking” in terms of sustainability in order to understand the connections between the planet, society, and economics. The trip will have a focus on intentionality, critical thinking, and reflection and students will have the opportunity to lead small group and larger group discussions. Additionally, students will have the chance to admire the beauty of the Southwest through hikes and other recreational activities.

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

<http://www.csbsju.edu/ecuador-2011>

# Sustainability Literacy Assessment

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**Score**

2.69 / 4.00

**Responsible Party**

**Daniel Phipps**  
Intern  
Office of Sustainability

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## Criteria

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

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

This credit includes graduate as well as undergraduate students.

---

*"---" 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:**

21.02

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

78.98

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

[survey.docx](#)

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

---

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

Our institution gives all incoming Freshman and Senior students during their time in college. The Freshman do the survey in the beginning of their year and the seniors do the survey before they graduate. This was we can analyze the trends in the students through their academic years.

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

[stars.aashe.org](http://stars.aashe.org)

The assessment is sent twice a year from the Office of Sustainability. For the freshman in the fall and for the seniors in the spring semester.

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

The results will be analyzed once the survey is conducted later this year.

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

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# Incentives for Developing Courses

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern 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?:

Yes

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

This institution has programs to support all faculty course development efforts and some particular incentives for sustainability-related courses. The majority of this comes in the form of support.

The Environmental Studies department will be offering a new climate studies course next fall and is adding a climate studies track for the Environmental Studies Minor.

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

Faculty members are given support to develop new programs. This includes time and resources available to add or create new courses that are related to sustainability.

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

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# Campus as a Living Laboratory

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<b>Score</b>	<b>Responsible Party</b>
3.60 / 4.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

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

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

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

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

	<b>Yes or No</b>
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<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	Yes
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	Yes
<b>Public Engagement</b>	No
<b>Other</b>	No

**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:**

GHG Inventory: This is a comprehensive study of our campus' greenhouse gas emissions. We do this as part of the President's Climate Commitment. The goal of the study is to determine how efficient our campus is in energy use and what areas of our carbon footprint are growing. By conducting the study, Facilities, the Office of Sustainability, and institutional staff learn where they can target their efforts to reduce our campus' carbon footprint.

**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 has been a proposal for a green building plan at CSBSJU. There are 4 goals:

- 1) Construct a green building by using innovative techniques and methods
- 2) Design a building that is adaptable for future renovations or up-cycling for different uses.
- 3) Design a building that is an educational example of the green-building process.
- 4) Create a student-led green building organization with the purpose of educating the main players in the building process about the importance of green building techniques, standards, and strategies.

### **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:**

College of St. Benedict's no longer provides trays at its eating facilities. The goal was to encourage students to only grab as much food as they need. This has resulted in a significant decrease of food waste. Since this, CSB has been making an effort to compost the food that does get thrown away.

### **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:**

Appliance Inventory: This is a survey conducted in the First-Year Residence Halls as well as in some of the office spaces on campus. Currently, our campus plug-load demand is increasing and we want to find out why that is. By conducting an inventory of all the appliances people have in their rooms, we can gain a general idea of why this plug-load is increasing and learn how we can effectively educate on how to decrease total plug-load.

### **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:**

Tree Inventory: This is a complete census of the trees we have on the CSB campus. Trees are identified, have their basal diameter taken, assessed on their general condition and GPSed. This information will be provided to Facilities on campus as well as the Grounds department. This information is useful because Grounds can determine what sort of care each tree needs. Knowing this information can reduce our total fertilizer and water use.

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

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

The college of Saint Benedict has a bus linking system between their campus and Saint John's University. They have invested in a propane powered bus. Propane burns cleaner than diesel reducing carbon emissions. Knowing that our emissions from the LINK affects our carbon footprint and our pledge to achieve carbon neutrality by 2035, the Transportation Department extensively researched options that would lower cost and emissions. During this first year, they will track mileage and maintenance data to gauge how the bus performs. [stars.aashe.org](http://stars.aashe.org)

**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:**

College of St. Benedicts no longer provides trays at its eating facilities. The goal was to encourage students to only grab as much food as they need. This has resulted in a significant decrease of food waste. Since this, CSB has been making an effort to compost the food that does get thrown away.

**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:**

For the past few years there has been an active "water bottle ban" on campus, which means that no bottled water is sold at any of the campus locations. On top of this, hydration stations have been placed around campus containing both free tap water and information as to why drinking tap water is a better alternative than buying plastic water bottles.

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

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

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

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

Sustainable Revolving Loan Fund Projects

At CSB, 75 high-efficiency dryers replaced paper towel dispensers with a payback period of 23 months, and the 60 1000W metal halide luminaires in the field house will be replaced by installing 60 ten-lamp T-5 fluorescent luminaires with a payback of 1.12 years.

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

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

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

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# Research

**Points Claimed** 9.64

**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.

<b>Credit</b>	<b>Points</b>
Academic Research	3.64 / 12.00
Support for Research	4.00 / 4.00
Access to Research	2.00 / 2.00

# Academic Research

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Score	Responsible Party
3.64 / 12.00	<b>Nick Bradley</b> Program Coordinator Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

12

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

240

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

9

### **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:**

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

Derek Larson - Environmental Studies/History

Troy Knight - Environmental Studies

Jean Lavigne - Environmental Studies

Diane Veale-Jones - Environmental Studies

Joe Storlein - Environmental Studies

Steve Schwarz - Management

Richard Wielkiewicz - Psychology

Jeff Anderson - Peace Studies

Bill Lamberts - Biology

Richard Bresnahan - Art/Pottery

Rachel Melis - Art

Steve Stelzner - Psychology

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

We contacted faculty and staff to determine how many of them participate in academic research. The directory and public access to research were also used to determine how many departments there were and if they made their research public.

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

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

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# Support for Research

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Score	Responsible Party
4.00 / 4.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

All Environmental Studies majors are required to conduct research in some aspect of sustainability in order to obtain their degree. The institution also offers summer research opportunities for current students to pursue an interest in sustainability (hand-made, sustainable paper from locally-harvested grasses, for instance).

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

<http://www.csbsju.edu/EnvironmentalStudies/Curriculum/ESCourses/SeniorResearch/PastTheses.htm>

## 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:**

Our institution has a workshop, Blue Stem Workshop, which provides training for faculty seeking to integrate sustainability into existing curriculum or to develop new courses.

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

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

Yes

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

Although CSB does not have a written policy regarding interdisciplinary research and the tenure process, inter- and multi-disciplinary research has always been considered valid and important during the tenure decision-making process. As evidence, our institution's Environmentally Studies department has four faculty members, each who have participated in interdisciplinary research.

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

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**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 provides electric research guide for many disciplines, one being sustainability.

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

<http://libguides.csbsju.edu/es>

## Access to Research

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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### Criteria

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

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

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

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

44

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

44

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

1. Researchers must establish their identity.
2. All wraps, briefcases, portfolios, handbags, envelopes, notebooks, and all items except materials needed for research purposes must be left at the designated area.
3. The stacks are "closed stacks".
  - a. The Archivist will bring the materials requested to the search room.
  - b. Materials are generally not removed from the archives.
  - c. All materials must be returned to the attendant when the researcher leaves the search room.
4. The researchers are responsible for the safeguarding of any materials made available to them; they may be asked to acknowledge in writing the receipt of all materials used.
  - a. Care must be exercised to maintain the established order and arrangement of the papers.
  - b. Notes may be taken with pencil or typewriter or computer; the use of carbon, erasers, or any kind of pen is prohibited.
  - c. Archival materials are not to be leaned on, written on, traced or handled in any way likely to damage them.
  - d. Food, beverages, and smoking are prohibited in the archives.

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

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### **The open access policy:**

[stars.aashe.org](https://stars.aashe.org)

Both internal members of the SJU and CSB community, as well as outside visitors, are encouraged to use the Saint John's University Archives for their research needs.

The use of certain records are restricted by law, by reason of their origin or, for private materials, by the donor. The Archives reserves the right to restrict the use of records that are not processed, materials containing confidential or sensitive information, or records that are of exceptional value or are fragile.

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

<http://www.csbsju.edu/sju-archives/aboutthesjuarchives/sjuarchivesaccesspolicies>

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

Finding aids for the collections and accessions available for study are found on the Finding Aids Table of Contents page. Every effort will be made to assist users in person or via phone, email and mail, but, as all requests for materials require preliminary preparation, please contact the CSB Archives in advance. Researchers using the physical Archives spaces are asked to make an appointment. Contact information as well as the hours the Archives are open is found on the About the Archives page.

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

<http://www.csbsju.edu/sju-archives/aboutthesjuarchives/sjuarchivesaccesspolicies>

# Engagement

## Campus Engagement

**Points Claimed** 18.65

**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.

<b>Credit</b>	<b>Points</b>
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	1.65 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

# Student Educators Program

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Score	Responsible Party
4.00 / 4.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

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

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

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

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

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

Yes

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

1,904

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

Eco-Representatives

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

1,904

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

Eco-Reps are first-year and sophomore Bennies who volunteer in their residence halls to promote awareness about sustainability by distributing information, and coordinating activities. Goals of the program include:

- 1.To foster student creativity through program development that promotes community and communication in social sustainability, efficiency and resource conservation in economic sustainability, and respect and stewardship in ecological sustainability.
- 2.To educate students about their environmental impact, ultimately influencing and changing lifestyles and habits.
- 3.To foster student leadership through event planning and organization, open and peer-to-peer interactions, and through guided personal development.

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

The Eco-Representatives are chosen through an application and interview process.

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

There is a manual for the student educators which is used for training in how to be an effective peer educator and the expectations for EcoReps. Monthly themes are consistent through out the residence halls but how the EcoRep goes about educating on the themes is left up to them. and going through the manual is a huge part of the training.

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

EcoReps are volunteers that are supported with needed supplies through the Office of Sustainability and the Residential Life Department.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Student Orientation

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

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

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

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

100

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

CSB orientation leaders are trained about sustainability initiatives on campus and incorporate this into the days of orientation (hydration stations/water bottle ban, recycling, trayless, etc.) In addition to this, all incoming students view an informational video on how to live sustainably in the residence halls.

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

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

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

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

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

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

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

We have a group of students called the Sustainability Alliance. This is a group of individuals whose mission is to work towards upholding the three pillars of sustainability - economic, social, and environmental. They work to promote awareness and affect change both on our campus and within the greater community in accordance with the three pillars. Activities include letter writing campaigns, participation in leadership training such as PowerShift, support for student initiatives like the student greenhouse, as well as educational forums on pertinent issues (sustainable food being one).

Another group that was recently formed on campus is the Climate Action Club(CAC). The mission of the CAC is to represent the students' voice on initiatives to decrease our footprint on the world, help CSB/SJU to reach their green house gas emission goals, and provide an educational setting to discuss climate change. The CAC is also heavily involved in the recent Observer Status for the United Nations Framework Convention on Climate Change (UNFCCC) and assists the in process of choosing the student delegates.

Both of these groups are student governed.

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

<http://www.csbsju.edu/sald/clubs-and-organization/list-of-clubs-and-organizations>

**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 Common Ground Garden is a community garden that sells shares for its produce during the growing season. Students are employed and volunteer there. They also produce a newsletter, hold educational events (pickling, cheese-making, eating locally on a budget, etc.), offer individual garden plots, and sell to the St. Joseph Farmers' Market and Minnesota Street Market, a local cooperative.

The Full Circle Greenhouse provides the students, staff, faculty of CSB/SJU, and the surrounding community with fresh produce in the winter months, while also allowing students the opportunity to participate in the experience of growing their own food in a sustainable manner. It also serves as an educational center where classes, students and community members learn first-hand the science behind a passive solar winter greenhouse and get exposure to student run sustainability in action.

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

[http://sbm.osb.org/ministries/common\\_ground\\_garden/](http://sbm.osb.org/ministries/common_ground_garden/)

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

Students in Free Enterprise or SIFE is a club that competes on a national level with their innovative programs, many of which are related to sustainability such as offsetting the amount of carbon used to run the club. Through the Donald McNeely Center for Entrepreneurship, students are able to realize their dreams of viable social entrepreneurship businesses. Some examples include a fair trade embroidery cooperative with the indigenous women in the Andes, WeCar, and Clemens Perk, a wholly student operated cafe which practices sustainability by composting coffee grounds, purchasing only fair trade coffee and encouraging students to bring their own mugs.

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

[stars.aashe.org](http://stars.aashe.org)

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

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

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

We have had a variety of speakers present our campus over the academic year including the Sustainable Farming Association director, a showing of YERT and American Meat and World Food Day events.

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

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

An artist by the name of Patrick Dougherty, created a an outdoor sculpture out of saplings harvested from the Saint John's University Arboretum. His work harmonizes with CSB and SJU's emphasis on sustainability - especially with our arboretums, our own making of maple syrup, fine wood work, wood-fired pottery, handmade books and prairie-grass paper.

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

<http://csbsju.edu/stick-art-by-patrick-d>

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

The Outdoor Learning Center (OLC) and Arboretum provide educational experiences for students outdoors. These events include ice skating, cross country skiing, canoeing, hiking, camping, etc. The Arboretum is operated according to sustainable forestry standards. purpose is to educate students and the wider community about our local environment while being sustainable. Both programs follow the Leave No Trace principle.

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

<http://www.csbsju.edu/arboretum/education/studentarbevents/olc.htm>

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

2011-12 was The Year of Sustainability. Highlights of the year included a series of forums and discussions, two book groups, speakers, focus in first year seminar classes on sustainability projects and energy conservation messaging.

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

<http://www.csbsju.edu/Sustainability-Year-Of.htm>

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

The intentional living community (better known as the Eco-Houses) is a program which students can learn sustainable life skills, while actually practicing and using these skills everyday.

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

---

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

The Office of Sustainability offers students an opportunity to work directly with the college in order to promote and enhance sustainability on campus.

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

<http://www.csbsju.edu/sustainability-at-csb>

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

The "Bennie Creed" is pledged by all students at this institution. It involves preserving our environment, being socially responsible and valuing stewardship highly.

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

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

A requirement for students who graduate with a degree in Environmental Studies is to write a thesis. Many students choose to do research on our own campuses, especially with the Arboretum right at Saint John's. Students have done research on invasive buckthorn, the campuses water usage, and solar energy on campus. These are only a few examples of campus related research topics. These students are also required to present these to the student and faculty body on Scholarship & Creativity Day.

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

---

# Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	Daniel Phipps Intern 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

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

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

The sustainability website is hosted by the College's website and includes policies, data, press coverage, student research projects, composting, etc.

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

<http://www.csbsju.edu/Sustainability-at-CSB.html>



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

The Office of Sustainability produces a monthly newsletter which highlights sustainability-related efforts on campus, the updated data on trash, recycling, food waste and printing, and individuals and groups that are recognized for their efforts. This is an electronic newsletter which goes to all faculty, staff and students.

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

<http://www.csbsju.edu/Sustainability-at-CSB/In-the-News.htm>

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

A new club on campus called the Climate Action Club, which focuses on climate change and what action can be taken against it, has a twitter that updates status of climate change news, media, etc., as well as will be covering the UNFCCC conference live.

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

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

The sustainability webpages highlight student research on sustainability.

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

<http://www.csbsju.edu/sustainability-at-csb/academics/student-projects.htm>

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

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

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

Our dining services post signs (and change them out regularly) on food that has been purchased from local and sustainable farming operations, on nutrition and healthy eating, and on the reductions in food waste and its transfer to hogs for food.

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

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

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

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

Our sustainability webpage has a sustainability walking map tour which has descriptions of the grounds, food and dining, monastic woods and our sustainable facilities.

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

<http://www.csbsju.edu/Sustainability-at-CSB.htm>

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

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

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

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

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

Within our residence halls, we provide tips on how to live more sustainably. We have Eco-representatives which are employed to promote sustainable living. We also have a handbook which is called Sustainable Bennie Handbook which includes information on how to become sustainable including a sustainability map.

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

<http://www.csbsju.edu/Documents/CSB%20Sustainability/HandbookFinal.pdf>

**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 week the student newspaper has a “sustainably tip of the week” in order to inform students how to live more sustainably. There are various columns about sustainability events throughout the year as well.

**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.hmml.org/vivarium/csbsju\\_newspapers.htm](http://www.hmml.org/vivarium/csbsju_newspapers.htm)

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

We provide a resource section on our webpages and we have a variety of publications there related to how to live sustainably.

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

<http://www.csbsju.edu/Sustainability-at-CSB/Resources.htm>

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

No

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

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

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

No

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

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

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

No

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

[stars.aashe.org](http://stars.aashe.org)

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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# Outreach Campaign

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Score	Responsible Party
4.00 / 4.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

Yes

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

Campus Conservation Nationals

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

Our campus competes within its self and with other colleges and universities nationwide to see who saves the most energy during the competition weeks.

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

We kept track of the electricity usage during the competition weeks and reduced our electricity usage to 7,333kwh.

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

<http://www.csbsju.edu/sju-sustainability/campus-conservation-nationals.htm>

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

Outdoor Nation

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

Outdoor Nation On Campus Challenge was a challenge the College of St. Benedict participated in, with 9 other Universities involved. The challenge was too see what school's population of students and Faculty could spend the most time outdoors.

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

The College of Saint Benedict and Saint John's University (which were paired as 1 team) won by a long shot. This isn't directly related to sustainability, but it did encourage and motivate students to spend much of their time outside, and as a result, hopefully, becoming more in tune with their environments and more receptive to lifestyle changes in order to eliminate their own environmental impact.

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

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

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# Employee Educators Program

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**Score**

1.65 / 3.00

**Responsible Party**

**Daniel Phipps**  
Intern  
Office of Sustainability

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## Criteria

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

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

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

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

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

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

Yes

**Total number of employees:**

545

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

Staff Fall Workshop

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

300

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

Educators volunteer themselves to conduct programming available to all students and staff throughout the year.



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

Volunteers attend a workshop including presentations by three coordinators from various leaders in sustainability.

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

All honorariums and travel costs for presenters are paid for by the institution, as well as food and beverages being provided at the program.

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

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

Blue Stem Project

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

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

The Blue Stem Project is modeled on the Ponderosa and Piedmont Projects for faculty training in the inclusion of sustainability in course curricula.

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

Professor(s) present on how the curriculum can be improved and incorporate sustainability. Professors attend breakout sessions to address specific areas for changing their courses to better adopt topics of sustainability.

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

This event happens within the university and so the costs are not large. The small costs that do exist are covered by the institution.

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

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

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

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

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

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

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

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# Employee Orientation

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Score	Responsible Party
1.00 / 1.00	<b>Judy Purman</b> Director Office of Sustainability

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## Criteria

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

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

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

100

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

Each new employee is taught about sustainability on campus and encouraged to get involved. This is a standard part of all new employee orientation.

The office of Sustainability also speaks at new employee orientation to talk about what initiatives are happening/have taken place.

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

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# Staff Professional Development

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Score	Responsible Party
2.00 / 2.00	<b>Judy Purman</b> Director Office of Sustainability

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## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Staff members are able/encouraged to attend book groups, speakers and forums that are offered on campus. Through the sustainability students network, staff work together with their student employees to implement sustainability initiatives in offices across campus. Staff may also apply for professional development funds.

The Office of Sustainability serves as a resource for staff.

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

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

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# Public Engagement

**Points Claimed** 11.10

**Points Available** 22.00

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.

<b>Credit</b>	<b>Points</b>
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	0.00 / 5.00
Community Service	4.10 / 5.00
Community Stakeholder Engagement	0.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	0.00 / 2.00
Hospital Network	0.00 / 1.00

# Community Partnerships

<b>Score</b>	<b>Responsible Party</b>
3.00 / 3.00	<b>Daniel Phipps</b> Intern 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
<b>A. Supportive</b>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<b>B. Collaborative</b>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review</li> </ul>

**C.Transformative**

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



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

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

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

---

---" 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:**

We are partners in the new cooperative located in downtown St. Joseph. The cooperative has reduced member fees for students shopping there. Educational programs on nutrition and locally produced food are jointly held and attended. The Office of Sustainability has a non-voting seat on the Board of the cooperative.

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

No

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

---

**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:**

CSB Community Kitchen strives to maintain a rural focus. Other non-profits, churches, assisted living facilities, and food shelves located in St. Joseph, Cold Spring, Melrose, Holdingford, Albany, and Avon, may make excellent partners in our effort to increase access to healthy food and help CSB Community Kitchen provide meals where need is high and other services are not already being offered. If interested in having Community Kitchen partner with your agency for congregate dining or community food rescue, please fill out the forms below.

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

There is a popular study abroad program which is located in South Africa at Nelson Mandela Metropolitan University. Students are required to help out in a nearby impoverished community for 6 - 8 hours a week. One of the options for work is assisting in the community garden to provide local, healthy, and affordable food for the people.

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

<http://www.csbsju.edu/oea/programs/semester-programs/south-africa>

# Inter-Campus Collaboration

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

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

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

Yes

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

In the past couple of years, we have presented on sustainability related issues at UMACS, AASHE, Women as Global Leaders Conference (Abu Dhabi), International Sustainability Conference (Hiroshima, Japan). Topics have included our bottled water ban, developing a sustainability master plan, and sustainability initiatives that are part of our study abroad program in Ecuador.

## **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:**

This institution is part of UMACS: Upper Midwest Association for Campus Sustainability. This organization brings together colleges throughout the area for various conferences, meetings and is used to share resources and information between schools.

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

The Director of Sustainability is in regular contact with other directors and coordinators around the state and region including Macalester College, Carleton College, UM-Morris, UM - Bemidji, UM -Twin Cities and schools in Iowa and Wisconsin.

The College of St. Benedicts along with Saint John's University will be sending 3 professors and 8 students to the United Nations Framework Convention on Climate Change located in Paris France in December of 2015. The University of Minnesota and Macalester college will also be sending students and the three institutions have decided to work together and work together. The schools have been given diplomatic delegations for the conference and hope to make this an annual trend.

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

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# Continuing Education

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**Score**

0.00 / 5.00

**Responsible Party**

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## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

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

# Community Service

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Score	Responsible Party
4.10 / 5.00	<b>Daniel Phipps</b> Intern 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:**

1,600

### **Total number of students :**

1,904

### **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:**

30,000

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

No

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

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

Yes

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

The Service-Learning Program works with the students and faculty of CSB/SJU and organizations in the surrounding community to foster successful service-learning opportunities that are relevant to what is being taught in the classroom.

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

<https://www.csbsju.edu/ELCE/Service-Learning.htm>

# Community Stakeholder Engagement

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**Score**

0.00 / 2.00

**Responsible Party**

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## Criteria

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

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

And

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

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

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

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



# Participation in Public Policy

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

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

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

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

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

Yes

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

This institution has a program in which every year students go to the state captiol to lobby for higher education. Although students are encouraged to lobby for any issue, the majority of the focus is on higher education. The event allows students to actively participate in politics, meet with representatives and network with alums.

Many of our students lobby for sustainability related issues such as clean energy, pipeline and fracking issues.

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

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

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

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## Trademark Licensing

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**Score**

0.00 / 2.00

**Responsible Party**

**Daniel Phipps**

Intern

Office of Sustainability

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### Criteria

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

---

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

# Hospital Network

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**Score**

0.00 / 1.00

**Responsible Party**

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## Criteria

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

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

---

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

# Operations

## Air & Climate

**Points Claimed** 4.70

**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	3.70 / 10.00
Outdoor Air Quality	1.00 / 1.00

# Greenhouse Gas Emissions

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**Score**

3.70 / 10.00

**Responsible Party**

**Nick Bradley**  
Program Coordinator  
Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

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

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

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

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

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

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

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

---

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

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

Yes

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

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

The GHG emissions inventory was conducted using the American College and University Presidents Climate Commitment's (ACUPCC) Clean Air-Cool Planet (CA-CP) calculation tool, version 7.0, supplemented by the World Resources Institute's (WRI) GHG Protocol. The GHG Protocol is the most widely accepted international standard for GHG accounting and is the basis of the CA-CP tool. The inventory of emissions included those arising from electricity consumption, heating and cooling, vehicle fleet operations, business and student travel (by air, rental vehicle and personal vehicle), waste management practices, wastewater treatment and daily commuting to and from the campus.

**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:**

This is a self reporting tool through the American College and University Presidents Climate Commitment and therefore, does not go through an independent verification process.

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	<i>5,379 Metric Tons of CO2 Equivalent</i>	<i>4,803 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>311 Metric Tons of CO2 Equivalent</i>	<i>303 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>8,879 Metric Tons of CO2 Equivalent</i>	<i>8,738 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>38.50 Metric Tons of CO2 Equivalent</i>	<i>38.50 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

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

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**A brief description of the composting and carbon storage program:**



The College of Saint Benedict runs a composting program for residential food waste from residence halls and apartments. They all compost grass clippings, branches, and leaves.

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

---

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

	Performance Year	Baseline Year
Number of residential students	1,999	2,027
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,005	2,029
Full-time equivalent of employees	537	541
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2012	June 30, 2013

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

When first completing the greenhouse gas inventory, we adopted the use of the college's Fiscal Year as a mean to collect data. By using the Fiscal Year, we are able to easily get information on purchases such as electricity.

**Gross floor area of building space, performance year:**

1,292,986 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	41,000 <i>Square Feet</i>
<b>Healthcare space</b>	7,272 <i>Square Feet</i>
<b>Other energy intensive space</b>	152,737 <i>Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	281 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	3,162 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	101 <i>Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	21 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	549 <i>Metric Tons of CO2 Equivalent</i>

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

We take into account Transmission and Distribution losses associated with purchased electricity coming to campus.

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

[CSB GHG Inventory Report 2013-14 Jan 28.docx](#)

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

<http://rs.acupcc.org/search/?abs=&q=College%20of%20Saint%20Benedict>

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

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# Outdoor Air Quality

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Score	Responsible Party
1.00 / 1.00	<b>Nick Bradley</b> Program Coordinator Office of Sustainability

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

---

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

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

Yes

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

The college looks into alternative mobile sources whenever a new purchase is made. Due to this, the college has purchased two propane buses over the past two years.

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

Yes

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

The college is required by the Minnesota Pollution Control Agency to monitor and report its Criteria Air Pollutants because the campus generates some of its own power. The report is conducted on a yearly basis.

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	<i>4.88 Tons</i>
<b>Sulfur oxides (SOx)</b>	<i>1.18 Tons</i>
<b>Carbon monoxide (CO)</b>	<i>3.56 Tons</i>
<b>Particulate matter (PM)</b>	<i>0.14 Tons</i>
<b>Ozone (O3)</b>	<i>0 Tons</i>
<b>Lead (Pb)</b>	<i>0.00 Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	<i>0 Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	<i>0 Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	<i>0.23 Tons</i>

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

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

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# Buildings

**Points Claimed** 5.48

**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.

<b>Credit</b>	<b>Points</b>
Building Operations and Maintenance	1.60 / 4.00
Building Design and Construction	3.00 / 3.00
Indoor Air Quality	0.88 / 1.00

# Building Operations and Maintenance

Score	Responsible Party
1.60 / 4.00	<b>Judy Purman</b> Director 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)	Yes
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No

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

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

Centennial Commons received LEED platinum certification in 2013.

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

1,292,986 *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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	---
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	0 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	52,167 <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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::**



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

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

---

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

1,240,819 *Square Feet*

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

[Sustainable Building Policy and Guidelines Dec 2014.docx](#)

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

Dec. 1, 2010

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

The College of Saint Benedict will strive to implement sustainable building guidelines in the design and construction of new buildings and additions, for building renovations over 5,000 square feet, and for the operation of buildings on campus. Through this approach, CSB will balance short and long-term costs, maintenance, life cycle, and the environmental impacts of the built environment while providing a healthy environment for the CSB community and supporting other elements of the broader institutional mission to instill sustainability principles throughout the community.

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

The institution ensures compliance by having operation and maintenance approved and supervised by the Head of Facilities and overseen by the Board of Trustees Building committee..

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

<http://www.csbsju.edu/Documents/CSB%20Sustainability/Sustainable%20Building%20Policy%20Nov10.pdf>

# Building Design and Construction

Score	Responsible Party
3.00 / 3.00	<b>Kyle Munshower</b> Communications and Marketing Coordinator 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.

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

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

	Yes or No
<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No

<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

Centennial Commons received LEED platinum certification in 2013.

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

*47,764 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::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	<i>0 Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>0 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	<i>47,764 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::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major**

**renovations used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

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

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**Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:**

---

**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 :**

[Sustainable Building Policy and Guidelines Dec 2014.docx](#)

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

Dec. 1, 2014

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

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

The institution ensures compliance by having design and construction plans approved by the Head of Facilities.

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

[stars.aashe.org](http://stars.aashe.org)

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# Indoor Air Quality

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**Score**

0.88 / 1.00

**Responsible Party**

**Kyle Munshower**

Communications and Marketing Coordinator  
Office of Sustainability

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## Criteria

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

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

---

"---" 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:**

828,331 *Square Feet*

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

943,150 *Square Feet*

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

Our institution is covered by a plan that monitors the air quality and regularly monitors the air in the covered buildings. This includes CO2 controls and HVAC air exchange in these buildings. There is also a mechanism for occupants to register complaints.

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

<http://www.csbsju.edu/environmental-health-safety/programs/indoor-air-quality>

# Dining Services

**Points Claimed** 2.93

**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.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	1.40 / 4.00
Low Impact Dining	1.53 / 3.00



# Food and Beverage Purchasing

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Score	Responsible Party
1.40 / 4.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

### Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### Part 2

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

---

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

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

35

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

[No List.docx](#)

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

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

No

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

0

**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:**

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

A very small (under 1%) of the greens in the cafeteria are supplied and grown from the on-campus greenhouse.

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

Our sustainability master plan dictates that we are to increase sustainable food purchased by 2% every year. Culinary services, the Office of Sustainability and Purchasing work collaboratively with the local cooperative to achieve this.

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

We used Real Food Challenge Calculator to assess the quality of our purchases. This is based on if they are local and community based, fair, ecologically sound, and humane.

**Total annual food and beverage expenditures:**

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

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

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

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

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

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

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# Low Impact Dining

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Score	Responsible Party
1.53 / 3.00	Daniel Phipps Intern Office of Sustainability

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## Criteria

### Part 1

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

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

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

Or

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

### Part 2

Institution:

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

And

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

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

---

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

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

22

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

We used the Real Food Calculator to evaluate our food. One month was chosen as the standard. It was separated into eggs, fish, meat, and poultry. Any food that did not fall in this category was not counted in the percentage.

**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”):**

They offer at least one separate meal that is vegan friendly every meal. Also there is salad bar, vegan soup and cooked vegetable Mongolian bar available.

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

---

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

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**Annual dining services expenditures on food:**

1,767,471.40 *US/Canadian \$*

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

333,494 *US/Canadian \$*

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

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# Energy

**Points Claimed** 2.26

**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.

<b>Credit</b>	<b>Points</b>
Building Energy Consumption	2.24 / 6.00
Clean and Renewable Energy	0.02 / 4.00

# Building Energy Consumption

Score	Responsible Party
2.24 / 6.00	<b>Alex Chocholousek</b> Sustainability Coordinator 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 (transportation fuels excluded):

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	128,080 <i>MMBtu</i>	64,582 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	43,161 <i>MMBtu</i>	64,582 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

### Gross floor area of building space::

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

<b>Gross floor area</b>	1,195,387 <i>Gross Square Feet</i>	1,068,079 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	16,088 <i>Square Feet</i>
<b>Healthcare space</b>	6,426 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	8,544
<b>Cooling degree days</b>	759

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2014	June 30, 2015
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

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

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

We have a BAS system which gives us the ability to regulate lighting and temperature in all buildings on campus because every building is metered. This allows us to conserve energy by shutting off lights and lowering the temperature when spaces are not in use.

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

LED lighting is used in the Gorecki and Centennial Commons complex parking lot. We also use LED lighting for the sidewalks and outside of the Commons building of the Centennial Commons complex. In addition to this, all of the lighting in the President's office is LED as is the lighting in a display case and

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

Motion detectors are present in most offices and classrooms across campus. In addition to this, the BAS system allows power plant personnel to turn off lights when areas are not in use.

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

Our FullCircle Greenhouse is completely passive solar design. Utilizing light diffusing panels, thermal mass inside, robust insulation, and proper orientation.

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

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

We will be installing a cogeneration boiler/turbine in the coming year. We have completed a central plant study.

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

Retro commissioning is to be conducted on all campus buildings on a rotating basis.

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

The power plant on campus has the ability to monitor all energy usage. Power Plant personnel have energy use information available 24/7 at 15 minute increments and they can control heat/lights/air conditioning in all buildings via this system.

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

We have standards for our purchasing that require appliances to be energy star certified.

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

Tree plantings are used to improve building energy efficiency by shading east and west facing windows and by blocking wind where appropriate.

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

We are experimenting with VendingMiser.

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

A re-lamping of all the fluorescent bulbs on campus saved over \$50,000 annually. The bulbs were lowered in power 5w.

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

<http://www.csbsju.edu/sustainability-at-csb>

# Clean and Renewable Energy

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Score	Responsible Party
0.02 / 4.00	<b>Alex Chocholousek</b> Sustainability Coordinator Office of Sustainability

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### Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

- Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
- Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
- Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
- Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	657 MMBtu

**Total energy consumption, performance year:**

128,048 MMBtu

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

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

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

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**A brief description of the RECs and/or similar renewable energy products:**

wind RECs purchased for the Centennial Commons building

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

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# Grounds

**Points Claimed** 2.00

**Points Available** 3.00

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	1.00 / 2.00
Biodiversity	<p data-bbox="1425 621 1547 646">1.00 / 1.00</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 835">• Legally protected areas (e.g. IUCN Category I-VI)</li> <li data-bbox="818 856 1547 924">• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)</li> <li data-bbox="818 945 1547 1012">• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)</li> <li data-bbox="818 1033 1547 1100">• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li> </ul> <p data-bbox="824 1148 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 &amp; Conservation Planning or an equivalent resource or study.</p> <p data-bbox="1479 1379 1547 1404">Close</p>

# Landscape Management

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<b>Score</b>	<b>Responsible Party</b>
1.00 / 2.00	<b>Madi Sundlof</b> Program Coordinator Office of Sustainability

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## Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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

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



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

	<b>Area</b>
<b>Total campus area</b>	<i>93 Acres</i>
<b>Footprint of the institution's buildings</b>	<i>29.70 Acres</i>
<b>Area of undeveloped land, excluding any protected areas</b>	<i>33.30 Acres</i>

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

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>30 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>0 Acres</i>

**A copy of the IPM plan:**

---

**The IPM plan :**

The Grounds Department uses Integrated Pest Management (IPM) campus-wide. The director of grounds monitors all pest issues carefully before taking action. Preventive action is taken when possible to ensure pests do not become a problem. An action threshold evaluation protocol to ensure action is only taken when necessary is applied, then, when action is necessary, environmental conditions are taken into consideration when deciding which method to use. Control is only used when necessary and less risky pest controllers are used first. Environmental effects of control use are always taken into consideration.

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

---

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

Over the past eight years, CSB has planted over 600 trees on its campus that are native to the area, many of which are native to Central Minnesota. Native species are used whenever possible when planting new plants on campus.

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

Tree trimmings and prunings are ground, stockpiled and used as mulch. Deliberate, planned grasscycling minimizes the amount of grass that is available for composting.

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

We try to

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

We purchase Mississippi Top Soil from a local business which is produced through composting.

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

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

Snow removal practices include using EcoThaw and other products that minimize environmental effects. Preventive measures are also taken to ensure less product is used after snow fall.

**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.csbsju.edu/sustainability-at-csb/our-campus/grounds>

## Score

1.00 / 1.00

## 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)

**Madi Sundlof**  
Program Coordinator  
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](#)

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## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

---

*"---" 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?:**

No

**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:**

---

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

Yes

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

Yes

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

we hired an environmental engineering firm to work with us to develop a Landscape Master Plan. This was part of the process to do that.

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

Assessed in 2012. No environmentally sensitive areas were identified but we do have many native species.

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

We have installed two ponds on what used to be a farm field that collect stormwater runoff from the area. These are designed to attract water fowl and other animals/amphibians/etc that inhabit ponds.

We have also recently conducted a tree analysis on campus. Namely, we have identified and logged each tree by species in order to better know how we can sustain the biodiversity of trees on campus as well as provide an environment for wildlife on campus and for grounds crew to better be able to decide on how they will meet their environmental related goals.

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

---

# Purchasing

**Points Claimed** 3.07

**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.

<b>Credit</b>	<b>Points</b>
Electronics Purchasing	0.77 / 1.00
Cleaning Products Purchasing	0.00 / 1.00
Office Paper Purchasing	0.55 / 1.00
Inclusive and Local Purchasing	0.25 / 1.00
Life Cycle Cost Analysis	1.00 / 1.00
Guidelines for Business Partners	0.50 / 1.00

# Electronics Purchasing

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Score	Responsible Party
0.77 / 1.00	<b>Daniel Phipps</b> Intern 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.

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

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

Yes

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

---

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

CSB Sustainable Purchasing Policy

The College of Saint Benedict's Sustainability Master Plan responsible consumption directive challenges the community to account for the social, environmental and economic impacts in purchasing and use of products and services. In accordance with this directive, the college will seek products that have reduced human health and environmental impact because of the way they are made, used, transported, stored, packaged, and disposed and that maximize the use of bio-based or recycled materials,. Additionally, where possible, preference will be given to local products and services. Local is defined as businesses and services that operate or produce, process and distribute goods and services from within 250 miles of the College of Saint Benedict.

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

IT Services has been using energy consumption as a factor in its hardware purchasing decisions for many years. Hazardous waste disposal/recycling considerations and conflict minerals are now also added factors.

Our institution uses HP and Apple computers. Two of these workstation lines were rated as “Gold” and were selected as standards for their respective platforms. The same is true for our two standard notebook models.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	0 US/Canadian \$
<b>EPEAT Gold</b>	350,000 US/Canadian \$

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

500,000 US/Canadian \$

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

<http://www.csbsju.edu/IT-Services/IT-Svcs-Overview.htm>

# Cleaning Products Purchasing

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**Score**

0.00 / 1.00

**Responsible Party**

**Daniel Phipps**  
Intern  
Office of Sustainability

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

Cleaning and janitorial products include, at minimum:

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

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

**Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:**

No



**A copy of the green cleaning product purchasing policy, directive, or guidelines:**

---

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

---

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

---

**Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:**

No

**Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:**

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

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**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:**

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

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

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**The website URL where information about the institution’s green cleaning initiatives is available:**

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# Office Paper Purchasing

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Score	Responsible Party
0.55 / 1.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

### Part 1

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

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

### Part 2

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

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

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

Yes

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

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

The majority of paper used on campus is purchased from the same supplier. This paper has 30% recycled content.

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

Paper is purchased through one office and this office purchases paper with recycled content.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	28,648 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	0 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

28,648 *US/Canadian \$*

**The website URL where information about the paper purchasing policy, directive, or guidelines is available:**

[http://www.csbsju.edu/documents/csb%20sustainability/student%20printing%20policy\(0\).pdf](http://www.csbsju.edu/documents/csb%20sustainability/student%20printing%20policy(0).pdf)

# Inclusive and Local Purchasing

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Score	Responsible Party
0.25 / 1.00	Daniel Phipps Intern Office of Sustainability

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## Criteria

### Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

### Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

---

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

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

Yes

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

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

The directive includes the contracting/use of local businesses whenever possible.

**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:**

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**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

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# Life Cycle Cost Analysis

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Score	Responsible Party
1.00 / 1.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

Yes

**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

Yes

**A brief description of the LCCA policy(ies) and practice(s):**

Our SOP is to evaluate all projects, new construction, renovation, upgrades, for life cycle costs based on a 100 years.

**The website URL where information about the institution's LCCA policies and practices is available:**

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# Guidelines for Business Partners

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**Score**

0.50 / 1.00

**Responsible Party**

**Judy Purman**

Director

Office of Sustainability

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## Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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"---" 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):**

CSB Sustainable Purchasing Policy

The College of Saint Benedict's Sustainability Master Plan responsible consumption directive challenges the community to account for the social, environmental and economic impacts in purchasing and use of products and services. In accordance with this directive, the college will seek products that have reduced human health and environmental impact because of the way they are made, used, transported, stored, packaged, and disposed and that maximize the use of bio-based or recycled materials,. Additionally, where possible, preference will be given to local products and services. Local is defined as businesses and services that operate or produce, process and distribute goods and services from within 250 miles of the College of Saint Benedict.

**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:**

Lists of vendors that meet the guidelines are provided to those in a position to purchase.

**The website URL where information about the institution's guidelines for its business partners is available:**

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# Transportation

**Points Claimed** 3.75

**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.

<b>Credit</b>	<b>Points</b>
Campus Fleet	0.05 / 1.00
Student Commute Modal Split	1.60 / 2.00
Employee Commute Modal Split	0.10 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

# Campus Fleet

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Score	Responsible Party
0.05 / 1.00	<b>Nick Bradley</b> Program Coordinator Office of Sustainability

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## Criteria

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

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

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

---

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

## Total number of vehicles in the institution's fleet :

41

## Number of vehicles in the institution's fleet that are::

	Number of Vehicles

<b>Gasoline-electric, non-plug-in hybrid</b>	0
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	2
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

The College of Saint Benedict and Saint John's University are two different campuses but have students that attend classes at each. Therefore, a bus system is utilized to move students between the campuses. Recently, the College of Saint Benedict has added two propane buses to its fleet. Propane is a cleaner burning fuel than diesel and shows the transportation department's commitment to using alternative fuels in an effort to reduce environmental impact.

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

<http://www.csbsju.edu/news/propane-bus-2014>

# Student Commute Modal Split

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<b>Score</b>	<b>Responsible Party</b>
1.60 / 2.00	<b>Nick Bradley</b> Program Coordinator Office of Sustainability

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

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

## Total percentage of students that use more sustainable commuting options:

80

## 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)	20
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	80
Use a motorcycle, scooter or moped	---

## A brief description of the method(s) used to gather data about student commuting:

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## The website URL where information about sustainable transportation for students is available:

[stars.aashe.org](http://stars.aashe.org)

College of Saint Benedict | STARS Report | 140

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# Employee Commute Modal Split

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<b>Score</b>	<b>Responsible Party</b>
0.10 / 2.00	<b>Nick Bradley</b> Program Coordinator Office of Sustainability

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

---

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

## Total percentage of the institution's employees that use more sustainable commuting options:

5

## 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)	95
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	2
Take a campus shuttle or public transportation	1
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

**A brief description of the method(s) used to gather data about employee commuting:**

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**The website URL where information about sustainable transportation for employees is available:**

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# Support for Sustainable Transportation

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Score	Responsible Party
2.00 / 2.00	<b>Nick Bradley</b> Program Coordinator Office of Sustainability

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus



- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

Yes

**A brief description of the facilities for bicycle commuters:**

There are bike racks, shower facilities and lockers in the HCC which is open to all faculty, students and staff.

**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:**

CSB offers bike racks outside of each building on campus. Additionally, the college provides a space for long term bike storage over the winter months.

**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:**

The college follows the Oregon Bicycle/Pedestrian Design Guidelines in order to design the campus in a way that facilitates the use of bikes. This includes making sure that there is ample space to park a bicycle when it is not in use.

**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:**

Our institution has recently added a bike sharing program in which students, using their ids, can check out bikes on campus. The service is free and students can keep them for up to 24 hours. We currently have 35 bikes.

**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:**

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**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):**

Our institution does offer a free campus shuttle to places nearby such as grocery stores and the mall. It operates on the weekends. Other shuttles may be rented for large groups at a discounted price. Our institution also offers a free campus shuttle to and from Saint John's University.

**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:**

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**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

The college participates in the Zimride program. Zimride allows students, faculty, and staff to communicate with one another to organize rides to all different destinations whether it be to and from campus or a ride in the city.

**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:**

CSB has partnered with Enterprises' WeCar Program.

**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:**

---

**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:**

Employees are able to telecommute if they have worked out the arrangement with their supervisors.

**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:**

Working longer days to cut down on the number of days is an option available to employees depending on the nature and requirements of the specific job. Such an arrangement is negotiated between the supervisor and the employee.

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

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

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**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:**

The college participates in the ZimRide program. With this program, it allows for students, faculty, and staff to communicate about when and where people are driving. By doing so, it promotes ride sharing to reduce the impact of commuting.

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

<https://www.zimride.com/csbsju>

# Waste

**Points Claimed** 5.01

**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.

<b>Credit</b>	<b>Points</b>
Waste Minimization	2.47 / 5.00
Waste Diversion	1.21 / 3.00
Construction and Demolition Waste Diversion	0.33 / 1.00
Hazardous Waste Management	1.00 / 1.00

# Waste Minimization

<b>Score</b>	<b>Responsible Party</b>
2.47 / 5.00	<b>Kyle Munshower</b> Communications and Marketing Coordinator 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::

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Materials recycled</b>	105.11 Tons	122 Tons
<b>Materials composted</b>	0.20 Tons	0 Tons
<b>Materials reused, donated or re-sold</b>	0 Tons	0 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	266.53 Tons	316 Tons

**Figures needed to determine "Weighted Campus Users":**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,999	2,027
<b>Number of residential employees</b>	6	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	2,005	2,029
<b>Full-time equivalent of employees</b>	502	541
<b>Full-time equivalent of distance education students</b>	3.50	0

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	June 1, 2004	July 1, 2005

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

---

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

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**A brief description of any institutional procurement policies designed to prevent waste:**

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

CSB has a facility on campus where students and faculty are allowed to drop off excess office supplies. Students and faculty are allowed to take the dropped off office supplies as well.

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

For several years, all offices have been encouraged to put forms, publications, catalogues, directories etc on line. Each year, we print less and less.

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

Only \$25 dollars worth of paper is allowed to be printed per semester for all students, student clubs and organizations, which is equivalent to 500 single-sided pages or 830 double-sided pages.

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

The Stash It Don't Trash It recycling initiative is implemented to help improve the recycling rates of waste generated during spring student move-out at CSB. Stash It Don't Trash It collects usable furniture, appliance, and electronic items are left behind at move out, stores them over the summer, sorts through them, cleans them, makes any possible repairs, and sells the items cheaply back to students during fall move-in, like a thrift-shop or yard sale. The fall sale is called 'The BIG sale'.

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

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

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**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:**

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

Beginning in the Fall of 2011 our Georeki dinning hall became 100% trayless. Since then the dinning hall has seen a 30-40% decrease in food waste.

**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):**

The 'Clemens Perk' coffee shop uses to-go cups made from recycled materials.

**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):**

---

**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:**

Campus coffee shops encourage students to bring their own mugs. When they do so, students receive 10% their purchase. This is currently available at 3 locations on campus.

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

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**The website URL where information about the institution’s waste minimization initiatives is available:**

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# Waste Diversion

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Score	Responsible Party
1.21 / 3.00	<b>Kyle Munshower</b> Communications and Marketing Coordinator Office of Sustainability

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## Criteria

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

---

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

## Materials diverted from the solid waste landfill or incinerator:

198.13 Tons

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

291.62 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:

The College of St. Benedict diverts all food waste to feed pigs through a local pig farmer.

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

None

## A brief description of any pre-consumer food waste composting program employed by the institution:

---

## A brief description of any post-consumer food waste composting program employed by the institution:

Food to Hogs, but not to composting.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	---
<b>Food donations</b>	---
<b>Food for animals</b>	---
<b>Food composting</b>	---
<b>Cooking oil</b>	---
<b>Plant materials composting</b>	---
<b>Animal bedding composting</b>	---
<b>Batteries</b>	---
<b>Light bulbs</b>	---
<b>Toner/ink-jet cartridges</b>	---
<b>White goods (i.e. appliances)</b>	---
<b>Laboratory equipment</b>	---
<b>Furniture</b>	---
<b>Residence hall move-in/move-out waste</b>	---
<b>Scrap metal</b>	---
<b>Pallets</b>	---
<b>Motor oil</b>	---
<b>Tires</b>	---

**Other materials that the institution includes in its waste diversion efforts:**

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# Construction and Demolition Waste Diversion

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Score	Responsible Party
0.33 / 1.00	<b>Judy Purman</b> Director Office of Sustainability

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**Criteria**

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

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

---

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

**Construction and demolition materials recycled, donated, or otherwise recovered:**

*22 Tons*

**Construction and demolition materials landfilled or incinerated :**

*44 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:**

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# Hazardous Waste Management

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Score	Responsible Party
1.00 / 1.00	<b>Kyle Munshower</b> Communications and Marketing Coordinator 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:**

**Minimize Exposures** Take the necessary precautions when working with and storing chemicals. As a means of minimizing the potential for exposure, pursue opportunities for product substitution.

**Do Not Underestimate Risks** Ensure that the risk associated with each chemical is assessed, understood and communicated. It is prudent to assume all chemicals are hazardous and handle them accordingly.

**Use Proper Control Measures** Eliminate the hazard through engineering controls, personal protective equipment, and administrative procedures. Ensure that all staff are properly trained in accordance with regulatory requirements (e.g., Laboratory Standard) so that they can operate safely at their job.

we have a comprehensive Chemical hygiene and hazard communication plan and rules for storage, disposal and use of all chemicals and hazardous materials.

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

CSB follows all applicable laws for purchase, storage, use and disposal of all waste materials.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

n/a

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

We save any left-over solutions and chemicals to use later all the time. It's difficult to quantify any amounts. We have to be sure they are not contaminated. We try not to waste anything.

The Chemistry Department has made an effort to reduce waste and reduce chemical use by designing labs that can be done on what is called "microscale". We have been doing this for many years. Working on a small scales is cost- effective because we can use fewer chemicals, reduce the amount of wastes produced, and improve safety by reducing the quantities of chemicals people are exposed to.

For twenty five years or more, we have participated in the waste disposal program provided by the University of Minnesota. They offer a program to pick up our wastes, and dispose of them in a proper manner that meets state and federal regulations for transportation of wastes and legal disposal of wastes. The Chemistry Department takes very seriously our responsibility to be good stewards of our resources, both our fiscal resources and our environmental resources. We have made an effort to significantly reduce the use of mercury in our department. We teach about chemical exposure risks and waste disposal concerns in all our labs.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

The institution always tries to refurbish materials whenever possible to be used on campus or sold. When this is not an option, it is sold to a licensed e-waste company. Additionally, students have the option to recycle rechargeable batteries.

**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 Facilities Maint. Dept. does recycle the institution's electronics. It is taken to Appliance Recyclers, south of St. Cloud. We do pay for this service. And we also take anything we find in the trash to the same place. All retired computer equipment is re-sold on a lottery system to interested staff for personal use.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is**

[stars.aashe.org](http://stars.aashe.org)

**available:**

<http://www.csbsju.edu/Environmental-Health-Safety/Policies/Haz-Mat.htm>

# Water

**Points Claimed** 3.82

**Points Available** 5.00

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;">1.82 / 2.00</p> <p>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="813 1066 1542 1562"> <thead> <tr> <th data-bbox="813 1066 1057 1203">Physical Risk QUANTITY</th> <th data-bbox="1062 1066 1300 1203">Points Available For Each Part</th> <th data-bbox="1305 1066 1542 1203">Total Available Points For This Credit</th> </tr> </thead> <tbody> <tr> <td data-bbox="813 1209 1057 1257">Low Risk</td> <td data-bbox="1062 1209 1300 1257" style="text-align: center;">■</td> <td data-bbox="1305 1209 1542 1257" style="text-align: center;">2</td> </tr> <tr> <td data-bbox="813 1264 1057 1352">Low to Medium Risk</td> <td data-bbox="1062 1264 1300 1352" style="text-align: center;">1</td> <td data-bbox="1305 1264 1542 1352" style="text-align: center;">3</td> </tr> <tr> <td data-bbox="813 1358 1057 1446">Medium to High Risk</td> <td data-bbox="1062 1358 1300 1446" style="text-align: center;">1■</td> <td data-bbox="1305 1358 1542 1446" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="813 1453 1057 1501">High Risk</td> <td data-bbox="1062 1453 1300 1501" style="text-align: center;">1■</td> <td data-bbox="1305 1453 1542 1501" style="text-align: center;">5</td> </tr> <tr> <td data-bbox="813 1507 1057 1556">Extremely High Risk</td> <td data-bbox="1062 1507 1300 1556" style="text-align: center;">2</td> <td data-bbox="1305 1507 1542 1556" 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																	
Low to Medium Risk	1	3																	
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**

1.82 / 2.00

**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

**Kyle Munshower**  
 Communications and Marketing Coordinator  
 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:**

Low

**Total water use::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Total water use</b>	63,000,000 <i>Gallons</i>	85,000,000 <i>Gallons</i>

**Potable water use::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Potable water use</b>	56,575,000 <i>Gallons</i>	78,575,000 <i>Gallons</i>

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	1,999	1,999
<b>Number of residential employees</b>	6	6
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	2,005	2,005
<b>Full-time equivalent of employees</b>	502	502
<b>Full-time equivalent of distance education students</b>	3.50	3.50

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	1,279,461 <i>Square Feet</i>	1,279,461 <i>Square Feet</i>

**Area of vegetated grounds::**

	Performance Year	Baseline Year
Vegetated grounds	108.60 Acres	108.60 Acres

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

	Start Date	End Date
Performance Year	July 1, 2013	June 1, 2014
Baseline Year	July 1, 2005	June 1, 2005

**A brief description of when and why the water use baseline was adopted:**

---

**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:**

Our institution utilizes rainwater for irrigation purposes on the majority of campus. This rainwater is used instead of water from other sources, like a water tower.

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

The main wells are metered but individual buildings and sprinklers are not.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

all toilets are equipped with low flow fixtures.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

CSB has over 40 'hydration station' water fountains to minimize water waste. Additionally, CSB has a ban on bottled water.

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

Our LEED for Homes Platinum townhome complex - Centennial Commons - is designed with two ponds that capture rain water. The water is used to irrigate the area and the ponds provide natural areas for native species both plant and animal.

Species were planted that require less water due to their ability to naturally survive in this climate. We do not have a need for drought tolerant plants much in this area, but plants are chosen that do not require extra watering than what they naturally receive

**A brief description of any weather-informed irrigation technologies employed by the institution:**

All watering systems have water sensors to adjust to weather and conditions in these areas daily. They can also be adjusted manually when necessary. Overall they reduce the water used on campus.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

---

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

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# Rainwater Management

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Score	Responsible Party
2.00 / 2.00	<b>Kyle Munshower</b> Communications and Marketing Coordinator 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:**

85% of our water storm water goes to an on campus pond. The water is then percolated in the ground and put back into the water table.

**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 institution utilizes rainwater for irrigation purposes on the majority of campus. This rainwater is used instead of water from other sources, like a water tower.

**A brief description of any rainwater harvesting employed by the institution:**

---

**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

---

**A brief description of any living or vegetated roofs on campus:**

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**A brief description of any porous (i.e. permeable) paving employed by the institution:**

Paving is not specifically porous.

**A brief description of any downspout disconnection employed by the institution:**

---

**A brief description of any rain gardens on campus:**

---

**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

85% of our water storm water goes to an on campus pond. The water is then percolated in the ground and put back into the water table.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

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**A brief description of any other rainwater management technologies or strategies employed by the institution:**

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

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# Wastewater Management

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Score	Responsible Party
0.00 / 1.00	<b>Kyle Munshower</b> Communications and Marketing Coordinator 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:**

40,237,000 Gallons

### **Wastewater naturally handled:**

0 Gallons

### **A brief description of the natural wastewater systems used to handle the institution's wastewater:**

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### **The website URL where information about the institution's wastewater management practices is available:**

[http://www.csbsju.edu/sju-physical-plant/shops/wastewater-treatment-plant-\(wwtp\)](http://www.csbsju.edu/sju-physical-plant/shops/wastewater-treatment-plant-(wwtp))



# Planning & Administration

## Coordination, Planning & Governance

**Points Claimed** 8.00

**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.

<b>Credit</b>	<b>Points</b>
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Governance	3.00 / 3.00

# Sustainability Coordination

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Score	Responsible Party
1.00 / 1.00	<b>Daniel Phipps</b> Intern 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 is very active on the campus of the College of Saint Benedict.

Each year there is an energy challenge, which is a 3 week long competition. The goal is to reduce energy consumption for the 3 weeks. Every student participates, and many take the competition very seriously. Throughout this week the office puts on activities through multiple on-campus groups to recognize how much energy we consume and to encourage people to use less.

The energy challenge is one example of many at CSB. Events can range from 5ks and collaborations with other clubs, to putting on concerts revolving around the theme of sustainability.

**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:**

## Sustainability and the College of Saint Benedict

Broadly defined, sustainability means meeting society's present needs without compromising the ability of future generations to meet their own needs. As a Catholic, Benedictine institution, the College of Saint Benedict accepts that all creation is a gift from God; in exchange we are expected to care for creation and provide stewardship for the entire community of life on Earth. Our commitment to this stewardship, by definition, incorporates the principles of sustainability: our actions should be ecologically sound, socially just, and economically viable today and should continue to be so for future generations.

## The Sustainability Council

### Mission

As an institution committed to the Benedictine tradition and the principles of sustainability, we will work to emphasize and embed these concepts into our educational mission, the operation of the physical campus, and our outreach to communities beyond the college.

The Sustainability Council (the Council) will lead our efforts to become more sustainable by providing guidance and recommendations to the President, through the Chief Financial Officer (CFO) and the Director of Sustainability. Specifically, the Council will:

1. Offer guidance on sustainability planning and implementation efforts to those charged with implementation. This will include adherence to the tenants of the American College and University Presidents Climate Commitment.
2. Serve as President Baenninger's and the Cabinet's chief advisory body on issues related to sustainability.
3. Review policy recommendations which promote sustainability, including such areas as the conservation of resources, energy efficiency, waste reduction and recycling, emissions reduction, use of renewable energy sources where practicable, healthy and safe environmental practices, and the sustainable operation of college facilities.
4. Provide leadership in the development, review, and implementation of the college's Sustainability Master Plan.
5. Provide vision and encourage community participation in actively incorporating sustainability into the culture of the college through example, education and leadership.
6. Participate in decision-making related to energy use and consumption, sustainable building construction and renovation, and grant proposal development and fund-raising activities related to sustainability.
7. Serve as the liaison between campus groups dedicated to environmental responsibility and sustainability.

### Council Membership

The Council will be comprised of:

1. Two to four faculty representatives (including the Chair of the Environmental Studies Department)
2. The President's Assistant
3. The Dean of Students (or designee)
4. Two Staff representatives
5. One monastic representative
6. The Chief Financial Officer
7. The Director of Facilities
8. Two students, including one designated by the Senate
9. The Director of Sustainability, Chair
10. Sustainability Fellow, Secretary

Faculty and staff members will be appointed for two year terms. Student will be appointed for one year terms. Terms will begin on July 1st each year and conclude on June 30th of the following year.

The Council may invite guests from the campus community to serve on ad hoc committees or provide expertise to the Council as needed.

Ad hoc committees or sub-committees may be formed at the discretion of the Council. All committees will include a cross section of the campus community, the Director of Sustainability appoints the Chair.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

2014

Sustainability Council Membership

1. Two to four faculty representatives (including the Chair of the Environmental Studies Department)

- a. Bret Benesh, Assistant Professor, Mathematics
- b. Janna Lafontaine, Professor, Sports Administration
- c. Derek Larson, Chair, Environmental Studies
- d. Richard Wielkiewicz, Professor, Psychology

2. The President's Assistant: Kathryn Enke, Chief of Staff and Executive Assistant to the President

3. The Dean of Students (or designee): Mary Beth Thompson, Associate Director of Residential Life

4. Three Staff representatives

- a. Mike Juntunen, Transportation Director (to be confirmed)
- b. Karen Backes, Admissions
- c. Catherine Stoch, Director of Corporate and Foundation Relations

5. One monastic representative: Zimmer, S. Philip, Grounds.

6. The Chief Financial Officer: Sue Palmer, VP of Finance and Administrative Services

7. The Director of Facilities: Brad Sinn, Exec. Director of Facilities & Security

8. Two students, including one designated by the Senate:

- a. Katie Kuehn, Sustainability Rep on the Student Senate
- b. Sarah Evans, Student

9. Community Representative: Jim and Maryann Grave

10. The Director of Sustainability: Judy Purman, Chair

11. Sustainability Fellow: Alex Chocholousek

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

<http://www.csbsju.edu/Sustainability-at-CSB.htm>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

[stars.aashe.org](http://stars.aashe.org)

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

Office of Sustainability

**Mission Statement**

Broadly defined, sustainability means meeting society’s present needs without compromising the ability of future generations to meet their own needs. As a Catholic, Benedictine institution, the College of Saint Benedict accepts that all creation is a gift from God; in exchange we are expected to care for creation and provide stewardship for the entire community of life on Earth. Our commitment to this stewardship, by definition, incorporates the principles of sustainability: our actions should be ecologically sound, socially just, and economically viable today and should continue to be so for future generations.

Because of our commitment to the Benedictine tradition and the principles of sustainability, we will work to emphasize and embed these concepts into our educational mission, the operation of the physical campus, and our outreach to communities beyond the college.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

4

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

<http://www.csbsju.edu/Sustainability-at-CSB.htm>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Judy Purman

**A brief description of each sustainability officer position:**

The Director of Sustainability will oversee the development and implementation of the Sustainability Master Plan to move the campus towards carbon neutrality. This includes education and outreach, tracking through greenhouse gas inventory, STARS and other methods to be determined.

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

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# Sustainability Planning

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Score	Responsible Party
4.00 / 4.00	<b>Judy Purman</b> Director 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:

these initiatives are all outlined in the Sustainability Master Plan.

"---" 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?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	No
<b>Research (or other scholarship)</b>	Yes	No
<b>Campus Engagement</b>	Yes	Yes
<b>Public Engagement</b>	Yes	Yes
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	No
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	No	No
<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	No	No

<b>Investment</b>	Yes	No
<b>Other</b>	No	No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Curriculum plan(s):**

Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Research plan(s):**

Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

Please refer to the Sustainability Master Plan.

The new Climate Action Club will begin reaching out to students at CSB starting next fall, in hopes to create a place for discussion about any climate related issues. The current students currently apart of the club, which was just formed in April, come from many majors, such as political science, physics, environmental studies, biology, global business, and more. The mission of the Climate Action Club is to create not only a campus wide awareness, but campus wide action in reducing our impact on global climate change.

CSB will also be continuing Eco-reps this coming fall.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

Please refer to the Sustainability Master Plan.



The goal of the Climate Action Club goal is to bring students directly into the College of St. Benedict's goal to become carbon neutral by 2035.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Please refer to the Sustainability Master Plan.

The Climate Action Club is student run and overlooked by the Joint Council Board.

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

13 members of the Climate Action Club (6 Bennies), along with 3 professors, will be attending the United Nations Framework Conference on Climate Change next December in Paris, France. The goal is to attend the conference with well planned schedules in order to bring back as much of the experience as we can to the College of St. Benedict in hopes to create open discussion and awareness of climate change action on campus.

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

Measurable objectives involved range from students returning and giving thesis presentations, showing a student made documentary, as well as reporting the conference live to students back at CSB. A couple of the professors attending will also be giving lectures and informational presentations once the conference is over. This will all happen over the course of spring semester 2016.

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Public Engagement plan(s):**

Please refer to the Sustainability Master Plan.

The accountable parties are: the Office of Sustainability, the Environmental Studies Department, Political Science Department, Sociology Department, Peace Studies Department, and the Climate Action Club.

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Please refer to the Sustainability Master Plan and the Carbon Neutrality Plan.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

When SJU became a charter signatory of the ACUPCC agreement in 2007, the university pledged to reduce its carbon emissions by 15 percent by 2015, 50 percent by 2030, and to be carbon neutral by 2035. The 2014 report indicates that SJU is exceeding its goals.

**Accountable parties, offices or departments for the Air and Climate plan(s):**

Please refer to the Sustainability Master Plan and the Carbon Neutrality Plan

### **A brief description of the plan(s) to advance sustainability in Buildings:**

Please refer to the Sustainability Master Plan.

The College of Saint Benedict will strive to implement sustainable building guidelines in the design and construction of new buildings and additions, for building renovations over 5,000 square feet, and for the operation of buildings on campus. Through this approach, CSB will balance short and long-term costs, maintenance, life cycle, and the environmental impacts of the built environment while providing a healthy environment for the CSB community and supporting other elements of the broader institutional mission to instill sustainability principles throughout the community.

### **The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

1. All new construction, major additions, and site develop will be designed to promote the most environmentally and financially responsible construction, maintenance, and operation of the built environment.
  - a. Whenever practical, buildings will be renovated rather than torn down.
  - b. Projects will be designed to minimize the impact on the natural environment on site and, through the selection of materials, off site as well.
  - c. Total life cycle costs will be considered in addition to return on investment in shaping design considerations.
  - d. Designs will incorporate planning for long-term adaptive reuse and end-of-life-cycle recycling/disposal.
2. All new construction, major additions, renovations and site development will at a minimum, meet the criteria outlined in CSB's Sustainable Building Guidelines (in development).
  - a. The goal for each project will be to reach for the highest standard possible.
  - b. Under the American College and University Presidents Climate Commitment, CSB has pledged to build to a minimum of Silver Certification under the United States Green Building Council (USGBC) program. USGBC certification is not required; however the project must demonstrate the ability to earn the necessary points to meet Silver certification standards.
3. Retro commissioning is to be conducted on all campus buildings on a rotating basis.
4. Building materials and supplies will be purchased and designers, engineers, and construction expertise will be hired locally whenever possible.
5. Significant departures from this policy must be approved by the College Sustainability Council and the President.

### **Accountable parties, offices or departments for the Buildings plan(s):**

The Physical Plant at CSB is the responsible party.

### **A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

The CSB dining service has a goal to increase sustainable food by 2% each year.

Please refer to the Sustainability Master Plan.

### **The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

The goal is to increase sustainable food options by 2% per year. The definition of sustainable food is based mainly off of locality of where we get the food from. Local farmers and both local and on-campus greenhouses contribute to this. This is all included in the College of St. Benedict's Sustainability Master Plan.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

The Dining service works in conjunction with the Office of Sustainability.

**A brief description of the plan(s) to advance sustainability in Energy:**

Please refer to the Sustainability Master Plan.

The Office of Sustainability has also recently conducted an appliance inventory in 2 residential buildings and 2 academic buildings. The goal of this was to highlight the energy used from these appliances, informing the students, faculty, and staff of the usage, and to encourage them to strive for a lower total appliance energy use for the years to come.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

The goal of this was to highlight the energy used from these appliances, informing the students, faculty, and staff of the usage, and to encourage them to strive for a lower total appliance energy use for the years to come. This is the precedent for years to come and to gauge our success on eliminating energy use from appliances.

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Energy plan(s):**

The CSB Office of Sustainability is responsible for this.

**A brief description of the plan(s) to advance sustainability in Grounds:**

CSB incorporates sustainability principles into its landscape management practices. These principles guide our enjoyment and use of land for recreation, sports, conservation and habitat. These principles have also helped guide the creation of the CSB Landscape Master Plan. Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

This plan will provide a systematic approach to reducing the amount of turf (and therefore the amount of gasoline powered mowing equipment needed) and water used for irrigation, while increasing the use of native plants in the landscape (some of which have already been planted to increase habitat) and the reuse of water through effective storm water management. Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Grounds plan(s):**

The Facilities and Grounds department has taken full responsibility for this. Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance sustainability in Purchasing:**

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Purchasing plan(s):**

Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance sustainability in Transportation:**

An important part of the College of St. Benedict is its connection with Saint John's University located in the neighboring town. There is a bus link that runs daily to transport students from campus to campus. There are currently two propane powered buses in attempt to reduce the carbon emissions on the atmosphere. The transportation department plans on adding a third propane powered bus, as soon as one of the diesel fueled bus reaches its end. Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

Please refer to the Sustainability Master Plan. Greenhouse gas emissions related to transportation annually.

**Accountable parties, offices or departments for the Transportation plan(s):**

Transportation Department is accountable for this with the assistance from the Office of Sustainability.

**A brief description of the plan(s) to advance sustainability in Waste:**

In 2009 CSB completed a comprehensive waste and recycling assessment. Many of the recommendations made in this document have since been accomplished, but each year a new statement is released. CSB plans on further trying to reduce the environmental impact due to our waste in correspondence with the waste and recycling assessment.

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

One step CSB has made is to increase compost on campus. Each year CSB works to increase the amount of food turned into compost on campus. Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Waste plan(s):**

Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance sustainability in Water:**

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**The measurable objectives, strategies and timeframes included in the Water plan(s):**

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**Accountable parties, offices or departments for the Water plan(s):**

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**A brief description of the plan(s) to advance Diversity and Affordability:**

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance sustainability in Investment:**

Please refer to the Sustainability Master Plan.

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

Please refer to the Sustainability Master Plan.

**Accountable parties, offices or departments for the Investment plan(s):**

Please refer to the Sustainability Master Plan.

**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

Broadly defined, sustainability means meeting society's present needs without compromising the ability of future generations to meet their own needs. As a Catholic, Benedictine institution, the College of Saint Benedict accepts that all creation is a gift; in exchange we are expected to care for creation and provide stewardship for the entire community of life on Earth. Our commitment to this stewardship, by definition, incorporates the principles of sustainability: our actions should be ecologically sound, socially just, and economically viable today and should continue to be so for future generations.

**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:**

included in the College's strategic plan.

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



# Governance

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Score	Responsible Party
3.00 / 3.00	<b>Judy Purman</b> Director Office of Sustainability

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## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*



Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

**Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

Every student at St. Ben's has the opportunity to run for CSB Senate. The Saint Ben's Senate (SBS) serves as the voice of the students of the College of Saint Benedict. The purpose of the SBS is to express views and suggestions to staff, faculty and administrators; to provide students with the best academic, social and cultural experience; to promote students' rights and to aid the College of Saint Benedict in operating more effectively in the interest of students.

**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:**

The CSB Senate takes responsibility to assure the student's voice is heard and accounted for prior to these meetings.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
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<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	Yes
<b>Communications processes and transparency practices</b>	Yes
<b>Prioritization of programs and projects</b>	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

The senate is often consulted by administration about direction of the college. The president came to the senate this year for advice about the Strategic Directions of the college in 2020. This is the document that is the goal of where the college would like to be in 5 years. Senates input is utilized in the goal setting process.

Senators sit on the Sustainability Council and the Master Planning Committee.

The Senate takes part in creating initiatives and programs each year through committee goals. Some initiatives include getting bystander training for clubs and senate, promoting sustainability on campus, instituting the It's On Us campaign, and addressing policies with administration that students disagree with.

The senate also receives a large portion of the student activity that it then allocates to different groups, clubs, and organizations on campus. The senate makes all budgeting and funding decisions.

The senate has had a visibility committee for the past three years with the goal of promoting awareness of senate's actions and to encourage student involvement.

All programs and projects that the senate chooses to undertake are prioritized and delegated to senators to undertake. Some administration projects and programs are brought to the senate for advice and student input.

**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:**

All staff are encouraged to come to senate with any concerns that they want addressed. There are college committees that the staff may serve on but they do not sit on the student senate.

**Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

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**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:**

There is a committee established for each area above. These committees include faculty, staff, administrators and in many cases, students.

**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 encouraged to come to senate with any concerns that they want addressed. There are college committees that the staff may serve on but they do not sit on the student 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:**

The dean of students sits on the senate but does not have a vote or speak during debate. She is simply there to provide advice when necessary.

**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	No
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:**

The dean of students does not make any decisions that are not concurrent with the majority favor. The dean is present to advise the senate on what might be appropriate and good action.

**The website URL where information about the institution's governance structure is available:**

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# Diversity & Affordability

**Points Claimed** 7.66

**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.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	0.25 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	2.41 / 4.00

# Diversity and Equity Coordination

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<b>Score</b>	<b>Responsible Party</b>
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

This institution has an Intercultural Directions Council. Two staff members co chair this committee. The role of this committee is to empower, facilitate, assess and provide data, resources and feedback to the institution's community so as to enhance intercultural competence.

**The full-time equivalent of people employed in the diversity and equity office:**

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**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.csbsju.edu/idc>

**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:**

Training is centered on cultural competence open to all employees is offered annually. There are also scheduled presentations and activities hosted each semester focusing on cultural competence and it is encouraged that students attend.

**The website URL where information about the cultural competence trainings is available:**

<http://www.csbsju.edu/idc>

# Assessing Diversity and Equity

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**Score**

0.25 / 1.00

**Responsible Party**

**Daniel Phipps**  
Intern  
Office of Sustainability

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

According to the Catholic faith tradition which grounds the mission and values of the College of Saint Benedict and Saint John's University, "Social justice can be obtained only in respecting the transcendent dignity of the human person" (Catechism of the Catholic Church, III.3.1). This transcendent dignity rests upon the loving affirmation of God, who created humankind in the divine image and calls all people to eternal happiness and fulfillment.

The Church teaches that respect for human dignity entails a duty of "making oneself a neighbor to others and actively serving them," a ministry to all, including "those who think or act differently from us" (III.3.1). The institutions recognize this urgency, as our Catholic and liberal arts tradition makes clear how often those perceived to be different are denied the respect due to them as human persons and are instead marginalized and taught that they do not matter.

Therefore, we commit ourselves to cultivate an inclusiveness and a respect that neither denies nor exaggerates differences. Recognizing our Catholic and liberal arts tradition of respect for human dignity, the College of Saint Benedict and Saint John's University affirm our mission to teach and foster respect for diversity, to embrace the marginalized and break down the privileges that would exclude those who [stars.aashe.org](http://stars.aashe.org)



are different or disadvantaged. Embracing the transcendent dignity of the human person, we accept our common call to build a community and contribute to a larger social world that reflects and celebrates the splendor of human diversity.

**Has the institution assessed student diversity and educational equity?:**

No

**A brief description of the student diversity and educational equity assessment(s):**

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**Has the institution assessed employee diversity and employment equity?:**

No

**A brief description of the employee diversity and employment equity assessment(s):**

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

No

**A brief description of the governance and public engagement assessment(s):**

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

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# Support for Underrepresented Groups

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Score	Responsible Party
2.00 / 2.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

### *Part 1*

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### *Part 2*

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups:**

This institution has a program called Intercultural Leadership, Education and Development (LEAD). This program provides support for talented first-generation students to expand leadership skills. These scholars represent many cultures, races and ethnicities. The program aims to promote equality, ideas of diversity and civic stewardship. Scholars benefit from financial support, mentoring, workshops and enhanced campus experiences.

This institution also has an Intercultural Center (IC) which aims to advance self-identity, diversity and inclusion within the student body. They collaborate to assist students to success academically and socially, especially American Students of Color. This is done through advocacy, intercultural education and social programming.

This institution also has an Intercultural Directions Council which promotes the ability to engage, learn from and work with people whose cultural identity is different from one's own.

Finally, this college also supports PRiSM (People Representing the Sexual Minority). The goal is to create a community safe for everyone, regardless of sexual orientation, race, ethnic origin, gender, religion, creed, disability, or socio-economic status. These activists support those of the sexual minority through events and meetings, educating others in the campus community and advocating for the [stars.aashe.org](http://stars.aashe.org)

rights of all people.

**The website URL where more information about the support programs for underrepresented groups is available:**

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**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

The College of Saint Benedict and Saint John's University prohibit any and all discrimination and harassment on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service in regard to the administration of educational programs, admission of students, employment action, athletics or other sponsored activities.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

<http://www.csbsju.edu/joint-student-development/title-ix>

**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

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Score	Responsible Party
1.00 / 1.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

## **Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

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

This institution encourages diverse faculty by supporting under-represented groups. This includes mentoring and support programs and other programs to help those potential faculty succeed.

## **The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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**Score**

2.41 / 4.00

**Responsible Party**

**Daniel Phipps**  
Intern  
Office of Sustainability

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## Criteria

### *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### *Part 2*

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
  - B. The graduation/success rate for low-income students
  - C. The percentage of student financial need met, on average
  - D. The percentage of students graduating with no interest-bearing student loan debt
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

This institution has significant financial aid available to those students who need assistance paying for college. This aid also includes study abroad programs and other service trips available to students.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

This institution support various staff training programs to help them serve students from low-income backgrounds better.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

We support students for college through the first-generation program which helps prepare students for college and supports them throughout the year.

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

Various scholarships are available specifically for low-income students through the financial aid office.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

The first-generation programs also assists parents of low-income students. During orientation there are also sessions for parents about what to expect of new students. A newsletter is also sent to parents to give them more information about the institution and what students are experiencing.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

This institution actively recruits students from low-income backgrounds to ensure campus diversity. Within the admissions department, there is a position directly assigned to recruit low-income and first-generation students. We also run an active Upward Bound program targeted at students from low income families.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

Within the admissions department, there is a position directly assigned to recruit low-income and first-generation students.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

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**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

we provide financial aid counseling and guidance to the limited number of non-traditional students enrolled in a manner consistent with support provided to traditional-age 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:**

There are no child care facilities on campus, but if necessary a request for financial support for children can be considered upon request.

**A brief description of other policies and programs to support non-traditional students:**

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**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

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	25
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	89
The percentage of students graduating with no interest-bearing student loan debt	27

**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:**

25

**The website URL where information about the institution's affordability and access programs is available:**

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# Health, Wellbeing & Work

**Points Claimed** 3.10

**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.

<b>Credit</b>	<b>Points</b>
Employee Compensation	1.39 / 3.00
Assessing Employee Satisfaction	0.24 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.47 / 2.00

# Employee Compensation

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Score	Responsible Party
1.39 / 3.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

**Number of employees:**

545

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

506

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

No

**Number of employees of contractors working on campus:**

0

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

---

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

Our institution has done an in-depth assessment that aligns with Best Practice standards for all institution employees. This includes paying prevailing wages, especially in comparison to other institutions in the area. The faculty is also assessed in relation to other institutions with the same standing as ours. Contractors are held to similar standards, although not used very often by the college. This is a continuous assessment outlined in the employee handbook to ensure all employees are paid fairly.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

506

**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

Our institution has done an in-depth assessment that aligns with Best Practice standards for all institution employees. This includes paying prevailing wages, especially in comparison to other institutions in the area. The faculty is also assessed in relation to other institutions with the same standing as ours. This is a continuous assessment outlined in the employee handbook to ensure all employees are paid fairly.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

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**The local legal minimum hourly wage for regular employees:**

8 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:**

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# Assessing Employee Satisfaction

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Score	Responsible Party
0.24 / 1.00	Daniel Phipps Intern Office of Sustainability

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

*"---" 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:**

24

## **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

We administered an IRB-approved online climate survey to all faculty and staff in April 2014.

## **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

Since data interpretation began, it has been used for presentations to the CSB/SJU community, and has informed the work of the Intercultural Directions Council which reports both institutions' presidents.

## **The year the employee satisfaction and engagement evaluation was last administered:**

2,014

**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

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# Wellness Program

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<b>Score</b>	<b>Responsible Party</b>
1.00 / 1.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	<b>Yes or No</b>
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

This institution has a Health-at-Work program which provides employees with a variety of services including counseling, referrals, speakers on well-being and healthy living, as well as zumba, pilates, and aerobic exercise classes.

A wide variety of approaches to wellness exist for students -- from counseling services and peer programs to medical referral services and health information and resources -- inside and outside the classroom, students experience a holistic approach to promoting health in body, mind and spirit.

**The website URL where information about the institution's wellness program(s) is available:**

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# Workplace Health and Safety

<b>Score</b>	<b>Responsible Party</b>
0.47 / 2.00	<b>Daniel Phipps</b> Intern 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
<b>Number of reportable workplace injuries and occupational disease cases</b>	14	0
<b>Full-time equivalent of employees</b>	532	532

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

	Start Date	End Date

<b>Performance Year</b>	Jan. 1, 2014	Dec. 31, 2014
<b>Baseline Year</b>	Jan. 1, 2014	Dec. 31, 2014

**A brief description of when and why the workplace health and safety baseline was adopted:**

As Benedictine institutions of higher education, we see ourselves as responsible for good stewardship of the natural environment and seek to take a leadership role in exercising this responsibility, affirming our commitment to use educational activities to promote health, safety and environmental awareness, global thinking and collaboration on the local level.

**A brief description of the institution’s workplace health and safety initiatives:**

As a service department, the Environmental Health and Safety (EH&S) will strive to assist the College of Saint Benedict and Saint John's University operations:

- to conduct affairs in a manner that safeguards the environmental health and safety of students, faculty, staff and communities
- reduce and control the use of toxic substances and the generation of wastes, and promote strategies to reuse and recycle those wastes that cannot be avoided
- prevent the spread of disease or illness through unsanitary conditions
- conserve natural resources and support their sustainable use, purchase renewable, reusable, recyclable and recycled materials when feasible
- comply with applicable environmental health and safety laws and regulations.

**The website URL where information about the institution’s workplace health and safety initiatives is available:**

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# Investment

**Points Claimed** 0.00

**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.

<b>Credit</b>	<b>Points</b>
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

# Committee on Investor Responsibility

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Score

0.00 / 2.00

Responsible Party

Daniel Phipps  
Intern  
Office of Sustainability

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## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

No

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

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**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

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**Examples of CIR actions during the previous three years:**

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

[stars.aashe.org](https://stars.aashe.org)

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# Sustainable Investment

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Score

Responsible Party

0.00 / 4.00

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

# Investment Disclosure

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**Score**

0.00 / 1.00

**Responsible Party**

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## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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



# 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.

<b>Credit</b>	<b>Points</b>
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

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Score	Responsible Party
1.00 / 1.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Greenhouse Sessions

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

The Greenhouse Sessions is a new project the CSB Office of Sustainability has begun. The goal of this project is to address sustainability in the community through the medium of music. What the Greenhouse Sessions are a series of music videos being shot in all of the greenhouses on CSB and SJU campuses. They include local and student musicians who perform a song and then talk about what sustainability means to them, and why it is important.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

What we hope to see is an increase in the discussion of sustainability in the CSBSJU community. We believe that music is something many people can relate to and so it is a good way to engage our community about pressing issues around sustainability.

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

[Greenhouse Sessions Letter.docx](#)

**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
<b>Curriculum</b>	No
<b>Research</b>	No
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services</b>	Yes
<b>Energy</b>	No

<b>Grounds</b>	No
<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

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## Innovation 2

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Score	Responsible Party
1.00 / 1.00	<b>Daniel Phipps</b> Intern Office of Sustainability

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### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Stash it, Don't Trash it

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

The Office of Sustainability staff designates collection sites around the campus. Students are encouraged to drop off their unwanted items there rather than throwing them into the dumpster. The office staff works with student volunteers to collect the donated furniture and appliances, and they move it to a storage trailer where it is stored over the summer. A follow-up event, called the "Big Sale," is planned for when students return to campus in the fall. At the Big Sale, students have the opportunity to purchase items which were donated in the previous spring. Part of the proceeds from the event are given to a local charity. The remaining profit returns to the Office of Sustainability's budget to help pay for future events. The goal is to keep furniture within the school system, rather than having students buy and throw away new furniture each year.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

We can see how much money we make each fall in order to see how many people are actually leaving furniture at designated location instead of throwing them away. We also count the number of items collected in the spring. This spring will be only the second time this event has happened and over the next years we will be able to compare the amount made and furniture collected to see where we need to improve.

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

[Stash it Trash it Letter.docx](#)

**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	Yes
Public Engagement	No
Air & Climate	No
Buildings	No

<b>Dining Services</b>	No
<b>Energy</b>	No
<b>Grounds</b>	No
<b>Purchasing</b>	Yes
<b>Transportation</b>	---
<b>Waste</b>	Yes
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

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## Innovation 3

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Score	Responsible Party
1.00 / 1.00	<b>Judy Purman</b> Director Office of Sustainability

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### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Week of Sustainability

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

2014 was the first year our office held the first ever Week of Sustainability at CSB. We offered a combination of different events to help promote and encourage students, faculty, and the community in working towards a more sustainable lifestyle working with a wide variety of academic, club, departmental and administrative groups/organizations across campus.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

attendance and participation

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

[Innovation Sustainability Week Letter June 2015.docx](#)

**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	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	Yes
Dining Services	Yes
Energy	No
Grounds	No

<b>Purchasing</b>	No
<b>Transportation</b>	No
<b>Waste</b>	No
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No

**Other topic(s) that the innovation relates to that are not listed above:**

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

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## Innovation 4

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Score	Responsible Party
1.00 / 1.00	<b>Judy Purman</b> Director Office of Sustainability

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### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Community Kitchen

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

Mission:

Community Kitchen seeks to integrate the campus and community to increase access to high quality and nutritious food through a multifaceted, innovative approach to alleviating food insecurity with an emphasis on rural Stearns county. Our meal-delivery program utilizes surplus food on campus and in the community as a catalyst for education, collaboration, and community action.

Vision:

Community Kitchen envisions a mutually beneficial campus-community partnership that educates and empowers us to transform the current food system and mindset into one which comprehensively supports and nourishes our community.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

number of meals served = 1158

number of pounds of rescued food = 1482

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

[Innovation Community Kitchen Letter June 2015.docx](#)

**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	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---

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

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://www.csbsju.edu/elce/csb-community-kitchen>