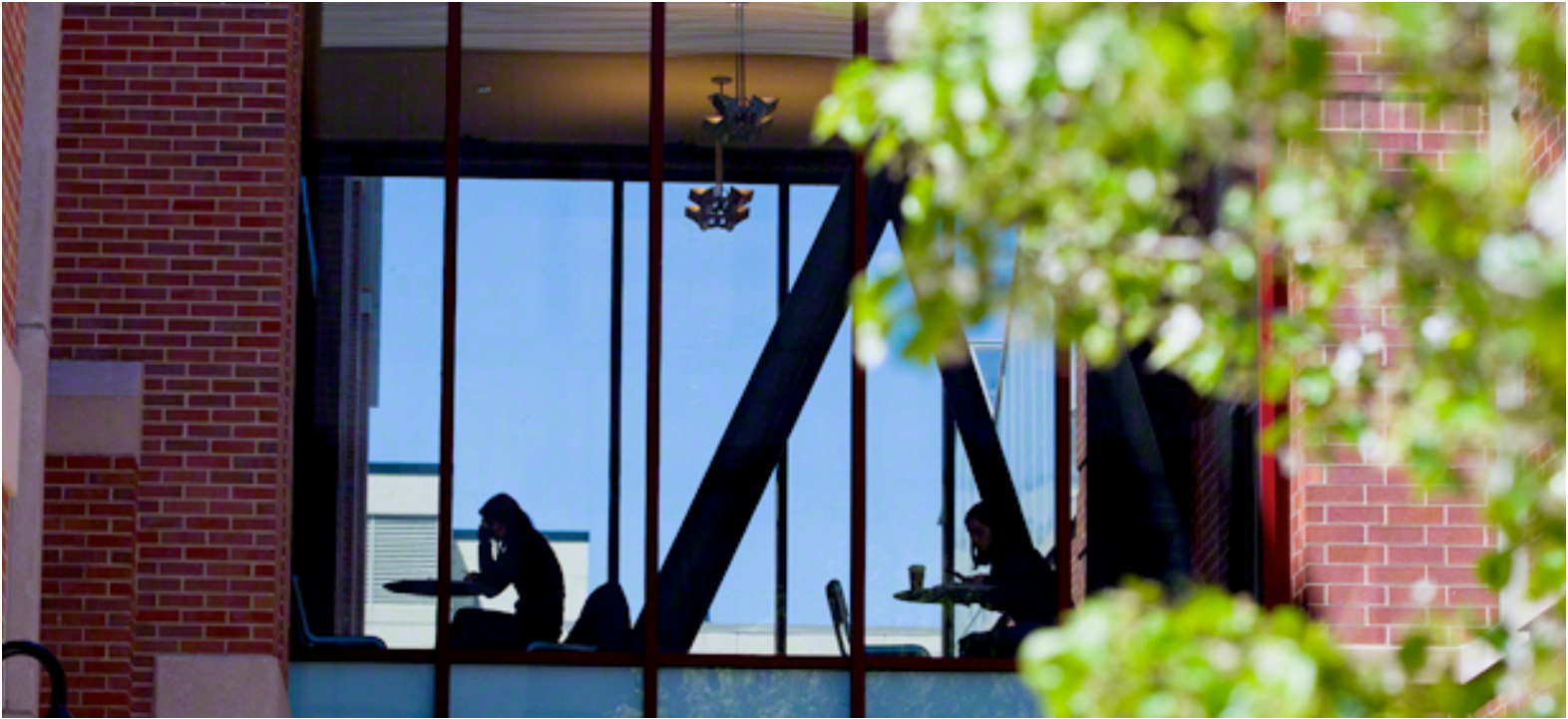


DEPAUL UNIVERSITY
A SUSTAINABLE URBAN
LEARNING COMMUNITY



WHAT SUSTAINS US?

AN INSTITUTIONAL SUSTAINABILITY PLAN FOR DEPAUL UNIVERSITY

REPORT NO. 5
PREPARED BY THE SUSTAINABILITY INITIATIVES TASK FORCE
NOVEMBER 6, 2011



DEPAUL UNIVERSITY

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EXECUTIVE SUMMARY

“What Sustains Us – An Institutional Sustainability Plan for DePaul University” is the fifth in a series of reports prepared by the Sustainability Initiatives Task Force (SITF)¹. It summarizes the official charge to the SITF given by the President of DePaul University, Fr. Dennis Holtschneider, reports on the results of a comprehensive sustainability audit conducted by five SITF Working Groups – Curriculum, Operations, Administration and Planning, Research, and Engagement - and builds on SITF Report #4 (*Sustainability at DePaul University: Recommendations to the Strategic Planning Task Force*) which describes the Working Groups’ recommendations and attendant actionable goals for making environmental, social and economic sustainability clearly articulated strategic priorities of the next University Strategic Plan.

¹ See Appendix I for the full list of SITF reports.

INTRODUCTION

St. Vincent's vocation and therefore the Vincentian age emerged in January 1617 when Madame de Gondi turned to Vincent de Paul and asked "What must be done?" Often referred to as *the Vincentian Question*, it has shaped the Vincentian mission ever since.² At various times and in various contexts over the last 350 years, the Vincentian family has faithfully been witness to the profound vision of its founders, Vincent de Paul and Louise de Marillac. Each effective response over the last few centuries, however, presupposed an accurate response to a prior question: "what is going on?" Reading and responding to the signs of the times, in other words, is what makes the Vincentian mission relevant for us today. In his times, Vincent's vision allowed him to see the hidden poverty and suffering that so many refused to acknowledge. In response to the poverty he witnessed, Vincent created sustainable and institutionalized solutions to address it.

Today's signs are even more ominous than the ones facing Vincent 350 years ago. Many recent commentators have noted that the world is now at a tipping point: every living system is declining and the rate of decline is accelerating as a growing human population, which recently passed seven billion people, continues to become more urban and more resource intensive. If the present trajectory continues unabated, many have argued, we will need 3 to 5 planets to sustain it. In short, we must leave behind an age of "domination and exploitation" and enter a new, rapidly developing age of sustainability.³

Reading the signs of the times and effectively answering the Vincentian question demands that we re-think our common calling to higher education. As Albert Einstein cautioned, "we can't solve problems by using the same kind of thinking we used when we created them." In light of the challenges we face as human beings on a planet that is increasingly *hot, flat, and crowded*, we must revisit what it means to be an institution of higher education. Students exposed from a young age to concerns about social issues and the environment are looking for educational opportunities that will enable them to pursue meaningful careers to address them. As a leading educational institution in Chicago, and as the nation's largest Catholic university, DePaul has the opportunity to further implement its mission to educate members of all sectors of society in environmental, socially and economically

² Rev. Edward R. Udovic, C.M., Ph.D., "Our good will and honest efforts." Vincentian perspectives on Poverty Reduction efforts in *What Would Vincent Do? Vincentian Higher Education And Poverty Reduction*, a special edition of *Vincentian Heritage*, vol 28 number 2, 2008.

³ See, for example, Al Gore, *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It*. New York: Melcher Media, 2006; Thomas Berry, *The Great Work: Our Way Into The Future*. New York: Bell Tower 1999

sustainable practices for our changing times. Living up to the motto it adopted in 1954, *viam sapientiae monstrabo tibi*, DePaul can truly be the way to wisdom that so many are seeking.

SUSTAINABILITY AS MISSION-BASED PRAGMATISM

As we move further into an era of increasing environmental and social consequences associated with an ever expanding human global footprint, we see the challenge of building a *sustainable learning community* as an opportunity to show the way of wisdom that comes from our Catholic, Vincentian, and Urban mission. In response to the signs of the times, the sustainable learning community inculcates habits of mind and practice that help realize the common good through an ecologically viable community. Furthermore, it establishes patterns of collective life that sustain the whole person, the whole human family, and the non-human world now and into the future. Inculcating such habits of mind and establishing such patterns of collective life requires recognition that the economy exists within a finite ecology and, therefore, must honor ecological limits while also ensuring the well-being of its members.⁴

The sustainable learning community requires a shared vision of integral human development that is achieved through dialogue and is marked by justice, the common good, and stewardship. This shared vision demands a heightened moral awareness and sense of social responsibility because the “bracketing out” of ethical questions is part of the bias that has created many of our current problems. Our Vincentian charism requires a “bracketing in” of moral concern. In the age of sustainability, any effective and systemic approach to serve the poor necessarily includes a heightened moral sensitivity to the global impact of resource consumption and environmental degradation.

⁴ Stuart Hart, *Capitalism at the Cross Roads: The Unlimited Business Opportunities in Solving the World's Most Difficult Problems*. New Jersey: Wharton School Publishing, 2007.

BACKGROUND

FRAMING THE KEY QUESTION

The SITF defines sustainability as “the interdependence of environmental, human and economic systems so that people around the globe may enjoy a healthy and fulfilling quality of life now and into the future”. Over the last two years since it was established at the Presidential level, the Sustainability Initiatives Task Force has affirmed that sustainability is woven deeply into the fabric of the institution and, as such, it provides an exciting opportunity to further develop and enhance DePaul’s Vincentian, Catholic, urban mission to existing and new audiences.

During one of four university-wide “Sustainability Initiatives at DePaul” roundtable discussions organized by the SITF in Spring 2011, one group of participants asked a key question that continues to shape our thinking about sustainability at DePaul:

In what ways does the focus on sustainability function to build DePaul’s capacity to be an agent of social transformation?”

The question rightly places DePaul’s mission to be an agent of social transformation as an essential endeavor we pursue as a Catholic, Vincentian, urban university. Judging from more than a year’s worth of conversations, auditing, and planning, the SITF believes that sustainability is a way to further develop and enhance the mission capacity of students, faculty, staff, alumni, and community partners. Not only does it align with the Vincentian family’s articulation that poverty reduction is a process requiring systemic change, it also gives specific application to DePaul’s new marketing campaign: “Greater Perspectives.” In addition, the questions that the challenges of sustainability raise create new opportunities to engage the great wisdom of the Catholic intellectual tradition, particularly its orientation to build sustainable communities.

EVOLUTION OF THE SUSTAINABILITY MOVEMENT AT DEPAUL AND CREATION OF THE SITF

Reflecting the organic, entrepreneurial spirit of the DePaul community, an ad hoc group of faculty, staff, and students convened three meetings in summer and fall of 2009 to learn more about what DePaul was doing and planned to do with regard to sustainability. In November 2009, the ad hoc group drafted a white paper entitled, “What Must Be Done: DePaul as Sustainable Learning Community” (SITF Report #1), that articulated the deep connection between our current sustainability challenges and the Vincentian mission. Many of the themes in this white paper continue to resonate with members of the DePaul community.

Subsequent to this report, the SITF was formally charged by Fr. Holtschneider to coordinate and report on initiatives to develop and recommend an **Institutional Sustainability Plan (ISP)**. Knowing it did not have the expertise to conduct such a wide-ranging audit or to make recommendations that reflect the interests of the DePaul community, the SITF established a network of Working Groups, consisting of faculty, staff and students, with the capacity to fulfill its charge.

THE SITF WORKING GROUPS

Not long after the SITF received its charge in April of 2010, it established five working groups following the organizing framework of “C.O.R.E”⁵:

- Curriculum
- Operations
 - Administration – a subgroup of Operations
- Research

⁵ For a more detailed explanation of the C.O.R.E. framework, see Kelly, Tom, *Building a Sustainable Learning Community at the University of New Hampshire*, http://www.vink.helsinki.fi/files/Theoria_building.html, p. 4

- Engagement

Each Working Group was responsible for conducting the wide-ranging Sustainability Tracking, Assessment, and Rating System™ (STARS®) audit developed by the Association for the Advancement of Sustainability in Higher Education (AASHE; www.aashe.org). The STARS® "...is a transparent, self-reporting tool for colleges and universities to measure their sustainability progress" (www.aashe.org). Developed by AASHE with broad participation from the higher education community, STARS® is designed to do the following:

- 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.

The STARS® audit required that the SITF engage members from across the university and established a solid baseline for current campus-wide sustainability activities.

TOWARD A WORKING DEFINITION OF SUSTAINABILITY FOR DEPAUL

Acknowledging that sustainability is a contested term and often lacks a definition that everyone can agree to, the SITF created a guidance document (SITF Report #2) that compiled a survey of definitions, principles, and key sustainability activities at many other institutions. In November 2010 the SITF, in coordination with Dr. Rachel Lovell, Senior Research Methodologist in the Liberal Arts and Social Sciences (LAS) Social Science Research Center (SSRC), conducted a survey on sustainability in the curriculum and in faculty research. The survey instrument was initially designed by AASHE as a component of the STARS® audit 'toolbox'. Dr. Lovell and her staff worked with faculty members of the SITF to revise the AASHE survey. This revision process began in May 2010 and was finalized in October 2010. In November 2010 the survey was sent to all 1,936 full- and part-time faculty in the University. A significant revision to the original AASHE survey was the inclusion of the SITF's working definition of sustainability:

The SITF defines sustainability as a force that moves beyond environmental initiatives. It recognizes the interdependence of environmental, human and economic systems so that people around the globe may enjoy a healthy and fulfilling quality of life now and into the future. It views sustainability as a way of thinking and acting that respects the Earth's ecological limits.

Following are some results of the survey:

The survey was sent to 1,936 FT and PT faculty in all schools and colleges.

- 426 faculty, representing all schools and colleges, responded to the survey for a 22% response rate.
- 42% of tenured and tenure-track faculty responded to the survey. Tenured and tenure-track faculty comprise approximately 35% of the University population by HR paygroup.

The results of this survey, as well as four University-wide round table discussions convened in Spring 2010 by the SITF, (SITF Report #3 – *A Report on the Curriculum Research and Roundtable Discussions on Sustainability Initiatives at DePaul*) confirmed much of what the SITF had heard in previous conversations, reinforcing the belief that sustainability is *much more than environmental* conservation or greening projects. In fact, the other two pillars of sustainability – social justice and economic viability – also emerged as prominent elements (**Figure 1**). This was not surprising because of the strong commitment many in the community have towards DePaul's distinctive mission.

The Sustainability Framework

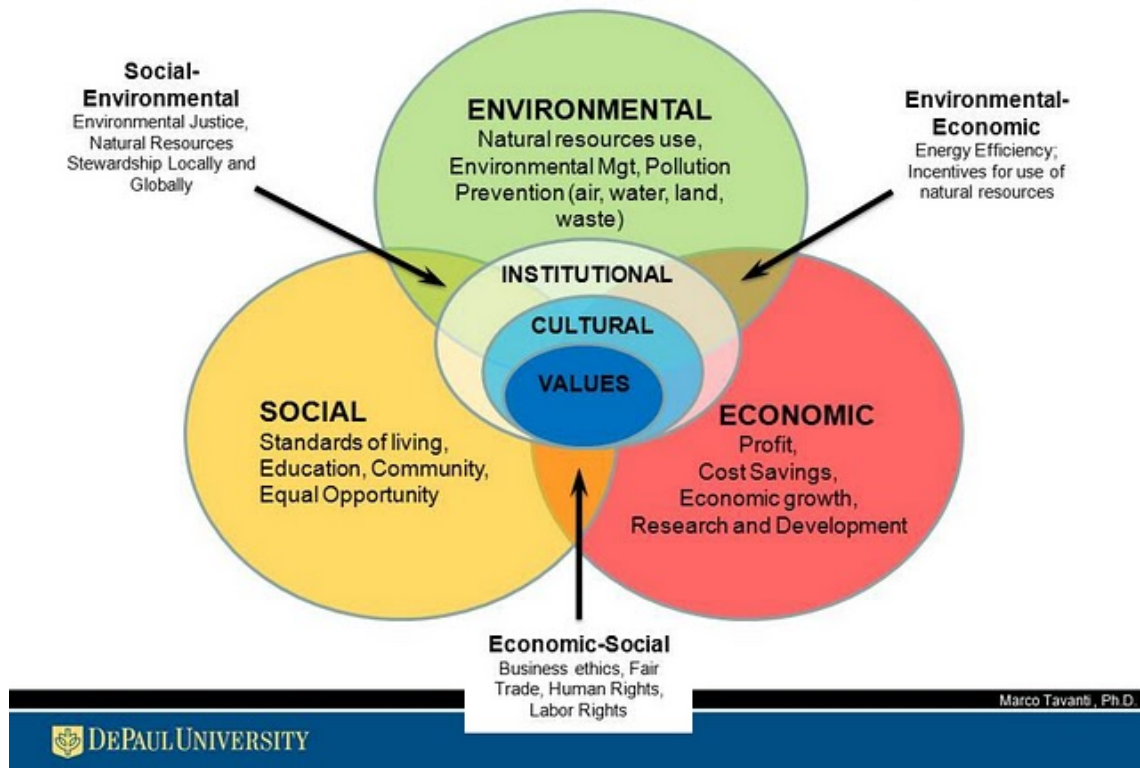


Figure 1

Figure 1 illustrates the three pillars of sustainability, which are common elements in the sustainability literature in one form or another. As a concept, sustainability integrates three overlapping spheres of attention: an environmental sphere that recognizes that all human activity operates within finite ecologies, a social sphere that recognizes the need for a common good that allows for the flourishing of all, particularly the poor, and an economic sphere that recognizes that human flourishing depends on a vibrant economic activity. All three spheres must shape personal values, cultural norms, and institutional goals if the human population is to adequately address the challenges of the 21st century.

A holistic definition of sustainability requires we see the world as a system—a system that connects space, time, resources, economies, peoples, organizations, institutions and values. In general, the concepts and practices of sustainability are centered on the concerns and efforts to maintain and enhance environmental, social and economic resources in order to meet the needs of current and future generations.

The United Nations Commission on Sustainable Development (CSD) refers to sustainability as the mutual reinforcing of economic development, social development, and environmental protection integrated by the institutional frame. The UN Permanent Forum

on Indigenous People (UNPFII) has emphasized the importance of cultural diversity and spiritual values as fundamental dimensions to the understanding and achievement of sustainability.

DePaul is a signatory of the UN Global Compact - a strategic policy initiative for businesses that are committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labor, environment and anti-corruption. Further, DePaul is a signatory of the UN Principles of Responsible Management Education, which states as their first of six principles:

- **Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

WHAT THE SITF LEARNED – THE OPPORTUNITY FOR DEPAUL UNIVERSITY

Since our efforts began in 2009, the SITF has researched, analyzed, and carefully considered how sustainability might further enhance DePaul's capacity to be an agent of social transformation. Unlike the sustainability efforts at many other institutions, we have not focused exclusively on environmental initiatives exclusively. The SITF believes that DePaul made significant progress with respect to campus operations; however, because the ISP also places equal emphasis upon the social and economic elements of sustainability there are many other dimensions of the C.O.R.E. framework that would benefit from additional resources to address the common refrain of "working in silos." To go beyond greening efforts in our ISP will reinforce DePaul's Catholic, Urban, Vincentian mission and position the university as a leader in developing a wide-ranging sustainable learning community.

DePaul is in a unique position to leverage a broad-reaching, more integrated approach to sustainability that focuses on curriculum development, learning outcomes, faculty research, community engagement, and DePaul community behavior as essential expressions of our mission. The discourse about sustainability is unique in many ways, providing a number of exciting new opportunities:

- to better integrate courses from multiple disciplines and departments in a sustainability-across-the curriculum initiative,
- to connect student learning with interdisciplinary faculty research projects and co-curricular or trans-curricular work focused on all aspects of sustainability (social, environmental, economic),

- to appropriate and/or develop learning outcomes and sustainability skill sets that many employers find attractive as the sustainability field continues to grow,
- to connect with local, regional, national, and international networks that share similar interests in environmental, social and economic sustainability,
- to enhance understanding of and engagement with the business operations of the university in a way that is mutually beneficial by reducing costs, conserving resources, fostering fair business practices and addressing unsustainable behaviors,
- to associate all of these efforts and endeavors with the primary aims of DePaul's Catholic, Vincentian, and urban mission

NEXT STEPS – A PROPOSED PHASE II

The work of the SITF was the result of an organic, entrepreneurial spirit that faculty, staff, and students share when it comes to sustainability. As with any popular endeavor, however, there is a risk of losing this network once the SITF fulfills its limited charge unless it is institutionalized in some lasting way. We have found that the high level of activity and engagement is not likely to endure without appropriate coordination or incentives.

The specific tasks of President Holtschneider's original charge to the SITF are complete with the submission of this ISP; however, the SITF would like to continue its work over the next year in a second phase (Phase II) that would focus specifically on activities most likely to further institutionalize sustainability at DePaul:

- Establish, enhance, and normalize the activities of a DePaul Sustainability Network (DSN) comprised of faculty, staff, students, and alumni led by a part-time or full-time sustainability coordinator. The DSN would effect a transition from coordinating, reporting, and recommending to coordinating, implementing, and institutionalizing,
- Sponsor lectures, speakers, and other public events to further cultivate a commitment to sustainability as a necessary articulation of DePaul's mission in the 21st century,
- Incentivize active leadership in the DSN to implement recommendations presented in this ISP that do not require approval or resources beyond what is already in place. Appropriate incentives to encourage leadership may include additional compensation, course release time, funding for undergraduate and graduate intern support, and continued recognition that active participation in the DSN counts as university-level service for faculty and staff,

What Sustains Us?

- Develop DSN leadership capacity by funding select DSN members to attend or present at sustainability workshops, conferences, or symposia related to sustainability in higher education,
- Evaluate models from peer institutions for institutionalizing sustainability, culminating in a recommendation at the end of the year that is informed by the University Strategic Plan and is appropriate for DePaul.

The SITF requests a one- year extension of its status as a Presidential-level committee to explore ways to develop a sustainable learning community, and to enhance and promote DePaul's efforts, as the nation's largest Catholic university, to become more environmentally, socially and economically sustainable.

CHARGE TO THE SUSTAINABILITY INITIATIVES TASK FORCE

Rev. Dennis H. Holtschneider, C.M.

April 5, 2010

PURPOSE

Wishing to further its mission and values through a coordinated and collaborative focus on sustainability, the University hereby establishes the Sustainability Initiatives Task Force (SITF).

CHARGE

The SITF will coordinate and report on initiatives to develop and recommend a sustainability master plan, using the organizing framework of “C.O.R.E.” - curriculum (C), operations (O), research (R) and community engagement. As members of the Association for the Advancement of Sustainability in Higher Education (AASHE), the SITF may use the *Sustainability Tracking, Assessment & Rating System (STARS®)* to audit and gauge the progress of sustainability related activities, or other tools as they prove helpful.

ORGANIZATIONAL STRUCTURE

The Sustainability Initiatives Task Force (SITF) will (1) coordinate the planning, promotion, and communication of sustainability efforts at DePaul University, and (2) collaborate with the C.O.R.E.-aligned Working Groups to gather data necessary to develop a University Sustainability Master Plan.

WORKING GROUPS

C.O.R.E.-aligned Working Groups were responsible for collecting data related to various components of the STARS® audit. Upon completion of the data collection, the Working Groups made strategic recommendations for the Institutional Sustainability Plan based upon their identification of gaps and weaknesses in our current sustainability practices.

The **Curriculum Working Group**, chaired by Dr. Euan Hague (LAS-GEO) and Dr. Evelyn Lulis (CDM), collected data on sustainability-focused and sustainability-related courses, the number of sustainability undergraduate and graduate courses offered in each department in each college and school, among other types of data. They made recommendations regarding improving the representation of sustainability in DePaul's curriculum.

The **Operations Working Group**, chaired by Bob Janis (VP-Facilities Operations), collected data on various aspects of building operations and maintenance, climate (i.e. greenhouse gas inventory), dining services, energy, grounds, transportation, waste, water, and purchasing. They made recommendations regarding improving sustainability in DePaul's operations and facilities.

The **Administration and Planning Working Group**, chaired by Gary Miller, was established as a subgroup of the Operations Working Group to perform the STARS® audit and develop recommendations pertaining to Human Resources, Procurement, Diversity, and Investments. It should be noted that although the audit of diversity practices was performed, recommendations were not submitted to the SITF because they were submitted to the Diversity Expert Team under the leadership of Elizabeth Ortiz.

The **Research Working Group**, chaired by Dr. Mark Potosnak (CSH-ENV), collected data on the policy, promotion, coordination, and advocacy of sustainability research. They made recommendations regarding how to improve sustainability research among DePaul's scholarly community.

The **Engagement Working Group**, chaired by Siobhan O'Donoghue (Student Affairs-University Ministry), collected data on Chicago-area community engagement, professional education and outreach, and participation in various sustainability networks, including community sustainability partnerships, intercampus collaboration on sustainability, AASHE participation and the U.N. Global Compact. They made recommendations regarding how to improve DePaul's efforts towards sustainability outreach and engagement with the community.

Each Working Group had two primary responsibilities:

(1) To collect data related to various components of the STARS® audit template (<http://stars.aashe.org/pages/about/>). STARS® "...is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS® was developed by AASHE with broad participation from the higher education community.

(2) To make strategic recommendations based upon gaps and weaknesses in DePaul's current sustainability practices, as identified from the results of the STARS® audit.

RESULTS OF THE STARS® AUDIT

SUMMARY OVERVIEW

The SITF and its Working Groups used the C.O.R.E. framework to assess the type and nature of sustainable practices at DePaul. However, the AASHE STARS® audit tool is not aligned exactly with the C.O.R.E. framework. The STARS® audit tool essentially incorporates C.O.R.E into three areas, each consisting of a series of “credits”:

- **Education and Research (ER)** – data on the credits were compiled and analyzed by the SITF Curriculum and Research Working Groups. The overall ER summary is shown in **Table 1**. A breakdown summary of individual components (e.g. curriculum, co-curricular education, etc) is shown in **Tables 2-4**.
- **Operations (OP)** – data on the credits were compiled and analyzed by the SITF Operations Working Group. The overall OP summary is shown in **Table 5**. A breakdown summary of individual components (e.g. buildings, climate, dining services, etc) is shown in **Tables 6-14**.
- **Planning, Administration and Engagement (PAE)** – data on the credits were compile and analyzed by the SITF Administration and Planning Working Group (a subgroup of the SITF Operations Working Group) and the SITF Engagement Working Group. The overall PAE summary is shown in **Table 15**. A breakdown summary of individual components (e.g. coordination and planning, human resources, investment, public engagement, etc) is shown in **Tables 16-20**.

Based on the data compiled by the C.O.R.E. Working Groups for the STARS® audit, the total number of STARS® points earned for ER, OP and PAE is 45.55, which qualifies DePaul University for an overall silver rating.

EDUCATION AND RESEARCH (ER)

Table 1: Overall Summary

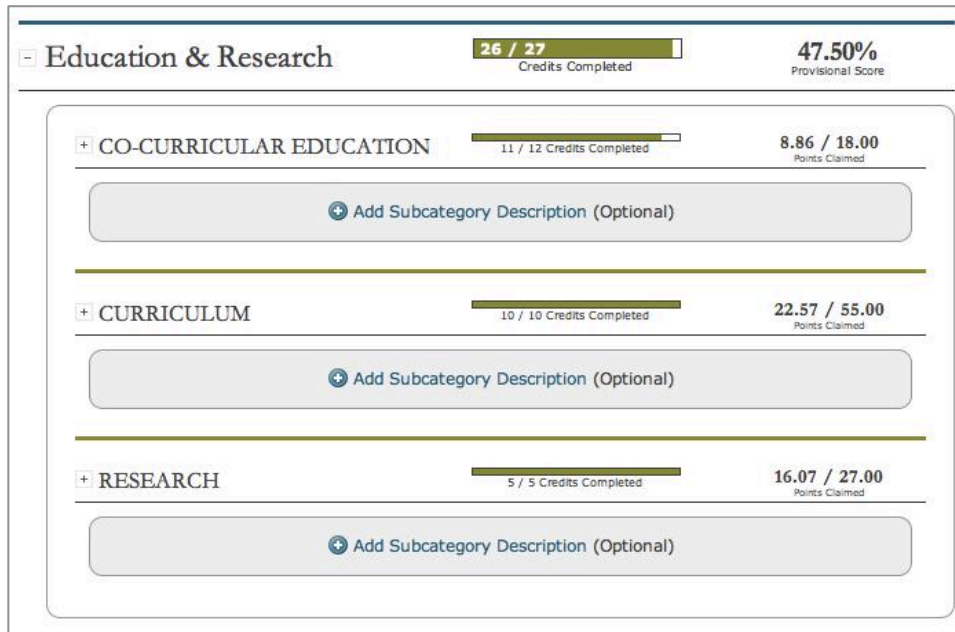


Table 2: Co-Curricular Education Breakdown

CO-CURRICULAR EDUCATION		
11 / 12 Credits Completed		8.86 / 18.00 Points Claimed
Add Subcategory Description (Optional)		
Credit	Status	Points
ER-1: Student Sustainability Educators Program	✓ Pursuing	1.11 / 5.00
ER-2: Student Sustainability Outreach Campaign	✓ Pursuing	5.00 / 5.00
ER-3: Sustainability in New Student Orientation	✓ Pursuing	2.00 / 2.00
ER-4: Sustainability Outreach and Publications	✎ In Progress	0.00 / 4.00
ER-T2-1: Student Group	✓ Pursuing	0.25 / 0.25
ER-T2-2: Organic Garden	✗ Not Pursuing	0.00 / 0.25
ER-T2-3: Model Room in a Residence Hall	✗ Not Pursuing	0.00 / 0.25
ER-T2-4: Themed Housing	✗ Not Pursuing	0.00 / 0.25
ER-T2-5: Sustainable Enterprise	✗ Not Pursuing	0.00 / 0.25
ER-T2-6: Sustainability Events	✓ Pursuing	0.25 / 0.25
ER-T2-7: Outdoors Program	✓ Pursuing	0.25 / 0.25
ER-T2-8: Themed Semester or Year	✗ Not Pursuing	0.00 / 0.25

Table 3: Curriculum Breakdown

CURRICULUM		
10 / 10 Credits Completed		22.57 / 55.00 Points Claimed
<input type="button" value="Add Subcategory Description (Optional)"/>		
Credit	Status	Points
ER-5: Sustainability Course Identification	✓ Pursuing	3.00 / 3.00
ER-6: Sustainability-Focused Courses	✓ Pursuing	3.76 / 10.00
ER-7: Sustainability-Related Courses	✓ Pursuing	1.41 / 10.00
ER-8: Sustainability Courses by Department	✓ Pursuing	1.98 / 7.00
ER-9: Sustainability Learning Outcomes	✓ Pursuing	2.42 / 10.00
ER-10: Undergraduate Program in Sustainability	✓ Pursuing	4.00 / 4.00
ER-11: Graduate Program in Sustainability	✓ Pursuing	4.00 / 4.00
ER-12: Sustainability Immersive Experience	✓ Pursuing	2.00 / 2.00
ER-13: Sustainability Literacy Assessment	✗ Not Pursuing	0.00 / 2.00
ER-14: Incentives for Developing Sustainability Courses	✗ Not Pursuing	0.00 / 3.00

Table 4: Research Breakdown

RESEARCH		
5 / 5 Credits Completed		16.07 / 27.00 Points Claimed
<input type="button" value="Add Subcategory Description (Optional)"/>		
Credit	Status	Points
ER-15: Sustainability Research Identification	✓ Pursuing	3.00 / 3.00
ER-16: Faculty Involved in Sustainability Research	✓ Pursuing	9.29 / 10.00
ER-17: Departments Involved in Sustainability Research	✓ Pursuing	3.78 / 6.00
ER-18: Sustainability Research Incentives	✓ Pursuing	0.00 / 6.00
ER-19: Interdisciplinary Research in Tenure and Promotion	✓ Pursuing	0.00 / 2.00

NARRATIVE ANALYSIS OF EDUCATION AND RESEARCH (ER) AUDIT DATA

This narrative overview was prepared by the SITF Curriculum and Research Working Groups. The overall STARS® rating for ER was 47.50, which on its own qualifies for a STARS® silver classification.

ANALYSIS OF CURRICULUM DATA

(Curriculum Working Group)

The Curriculum Working Group's STARS audit showed that DePaul earned 22.6 points out of a total of 55 for Curriculum. As Curriculum makes up the majority of available audit points, it is worth reviewing the strong and weak points of the audit.

Several strengths have been identified based on the analysis STARS® data. Based on an assessment of Learning Outcomes, DePaul already has both undergraduate programs in sustainability (Public Policy Studies (LAS); Honors (LAS); Environmental Science and Studies (CSH)) and graduate programs in sustainability (International Public Service (LAS); MBA in Sustainable Management (COM, CSH, COC)). . At the time of writing, other undergraduate degree programs (e.g. Geography (LAS), which teaches 18 "sustainability-focused" and "sustainability-related" courses) are revising their Learning Outcomes to meet the AASHE/STARS criteria. Other proposals are being developed by faculty for developing new sustainability-themed graduate degree programs. The fact that we already have programs offering an education in sustainability is an institutional strength. The role of the Steans Center, Study Abroad and the University Internship Program means that a "sustainability immersive experience" is widely available to students at DePaul who seek out this opportunity – a significant strength. Together these credits combine to 10 points, almost half of the total curriculum points claimed in the STARS® audit.

The area with the weakest performance was in the small number of Departments and Programs that exhibited sustainability learning outcomes (n=27) and the low number of "sustainability-related" and "sustainability-focused" courses. These three credits account for 37 of the 55 curriculum points available, but DePaul could only claim 9.3pts (just 17% of the total possible points). One reason for this weakness is the lack of incentives available to faculty to develop sustainability-focused and sustainability-related courses. No provisions exist at the Quality of Instruction Council (QIC) for developing specific courses within this area, nor are incentives available in the Dean's Offices of DePaul's 10 colleges and schools.

A related point is that around 25% of degrees in 2009-2010 were awarded to students whose major fields were in Departments and Programs that exhibited sustainability learning outcomes.

Based on our analysis of the STARS® audit data, the Curriculum Working Group has identified areas for improvement. In addition to recommending that QIC and Dean's Offices allocate funds (and release time) for faculty to support development of sustainability courses, it is hoped by members of the Curriculum Working Group that departments and programs will recognize the work of the SITF and seek advice about how to develop sustainability courses and learning outcomes, integrating the three principles of sustainability (economic, environmental, equality) into existing curricula. The Working Group notes that DePaul's mission means that many Departments/Programs and courses already teach one or two aspects of sustainability (e.g. economic sustainability, environmental sustainability, social sustainability), and we encourage faculty to explore adding the second or third component to existing course offerings. Further, although the development of the <http://sustainability.depaul.edu> website and the work of the SITF have raised the profile of sustainability on campus, students may still be unaware of where to turn for a sustainability-focused/sustainability-related degree programs. The Curriculum Working Group hopes that the STARS® audit will go some way towards familiarizing students with sustainability offerings at DePaul, but these need greater exposure. One such possibility would be to change the way programs are presented at Visit Days, for example hosting a special visit day for admitted students with interests in sustainability issues, inviting the faculty of relevant departments to attend. Another option would be to declare a "theme year" at DePaul in which sustainability-focused/sustainability-related are scheduled and promoted across campus. Another option would be to encourage the First Year Program (e.g. Explore Chicago, Discover Chicago, Focal Point Seminar) to "theme" its offerings one academic year so that all students in a cohort have the opportunity to take a sustainability-focused/sustainability-related course, with the hope that many may then choose to pursue more.

ANALYSIS OF RESEARCH DATA

(Research Working Group)

The Research Working Group's STARS audit showed that DePaul earned 16.1 points out of a total of 27 points for Research. The process of conducting the STARS® audit allowed us to identify the strengths and weaknesses of sustainability-related research at DePaul. The first part of the first Research credit (**Table 4**, ER-15) is based on the University having a definition of 'sustainability research' that has been agreed upon by faculty from three different departments. The Research Working Group took up this challenge, and we created a unique definition that reflects DePaul's mission and values (Appendix 2). Far exceeding the standard of three faculty members from different departments, we had eleven faculty members from seven different colleges (LAS, CSH, COM, TTS, SOE, SNL, CDM). By creating this definition, we earned one STARS® point, but more importantly we created a vision of sustainability research at DePaul that recognizes our diverse and multidisciplinary character and focuses on our commitment to providing for social well being.

The survey of all FT and PT faculty conducted in the fall of 2010 identified many sustainability efforts by individuals. Out of 241 respondents, nearly one-quarter self identified as participating in research related to sustainability. This high percentage allowed us to earn 9.29 out of an available 10 points on ER-16 (**Table 4**). Clearly, DePaul's foremost strength in sustainability research is the collective effort of its faculty. In the open response section to the faculty survey, faculty listed a variety of scholarly works: conference proceedings, peer-reviewed publications and efforts involving community outreach. We are excited that this bottom-up support is recognized by the STARS® audit process. Also, a relatively high percentage of departments were identified as having faculty members performing sustainability research.

Although the strength of our faculty was recognized in the audit results, the fact that additional institutional support is necessary was also highlighted as a weakness. In the survey, many faculty members mentioned how they were able to use existing university programs to support their sustainability research. In particular, the University Research Council, the Quality of Instruction Council, and the Vincentian Endowment Fund appeared multiple times in the responses. Opportunities for student involvement were also conveyed (e.g., study abroad). While points associated with credit ER-18 (**Table 4**) are earned for university opportunities to promote sustainability research, we did not feel that existing programs met the definition of this credit; hence, we received zero points. Our concern is that there is no existing opportunity that is specific to sustainability. While we are encouraged that the faculty on the committees awarding these grants has seen the value of sustainability research, we emphasize the need for the university to make specific programs available to faculty and students interested in exploring facets of sustainability research. ER-19 (**Table 4**) is awarded to institutions that give “positive recognition to interdisciplinary, trans-disciplinary, and multidisciplinary research during faculty promotion and tenure decisions.” We considered existing statements in the university handbook that referenced interdisciplinary research. While the acknowledgement of such scholarship is recognized, there is no “positive recognition” that would allow DePaul to earn points on ER-19; hence, we again received zero points.

DePaul has a large number of faculty that identify themselves as performing research related to sustainability, and this is a tremendous asset that was identified through the STARS® audit process. As an initial step to promote these efforts, we created a sustainability research website that lists our definition of sustainability research, the departments with faculty members performing research and individual faculty members that listed their sustainability efforts in the comments section of the survey. While we are appreciative of the current university structures for promoting faculty research efforts, the audit results clearly show that we need to create opportunities that are specific to sustainability initiatives.

OPERATIONS (OP)

Table 5: Overall STARS® Summary

Operations		71 / 71 Credits Completed	42.33% Provisional Score
+ BUILDINGS	3 / 3 Credits Completed	4.39 / 13.00 Points Claimed	
+ Add Subcategory Description (Optional)			
+ CLIMATE	4 / 4 Credits Completed	3.99 / 16.50 Points Claimed	
+ Add Subcategory Description (Optional)			
+ DINING SERVICES	11 / 11 Credits Completed	2.94 / 8.50 Points Claimed	
+ Add Subcategory Description (Optional)			
+ ENERGY	8 / 8 Credits Completed	1.47 / 16.50 Points Claimed	
+ Add Subcategory Description (Optional)			
+ GROUNDS	6 / 6 Credits Completed	2.75 / 3.25 Points Claimed	
+ Add Subcategory Description (Optional)			

Table 5: Overall STARS® Summary

+ PURCHASING		3.36 / 7.50 Points Claimed
+ Add Subcategory Description (Optional)		
+ TRANSPORTATION		8.38 / 12.00 Points Claimed
+ Add Subcategory Description (Optional)		
+ WASTE		5.30 / 12.50 Points Claimed
+ Add Subcategory Description (Optional)		
+ WATER		9.75 / 10.25 Points Claimed
+ Add Subcategory Description (Optional)		

Table 6: Buildings Breakdown

- BUILDINGS		4.39 / 13.00 Points Claimed
+ Add Subcategory Description (Optional)		
Credit	Status	Points
OP-1: Building Operations and Maintenance	✓ Pursuing	0.89 / 7.00
OP-2: Building Design and Construction	✓ Pursuing	3.00 / 4.00
OP-3: Indoor Air Quality	✓ Pursuing	0.50 / 2.00

Table 7: Climate Breakdown

CLIMATE		
4 / 4 Credits Completed		3.99 / 16.50 <small>Points Claimed</small>
<input type="button" value="Add Subcategory Description (Optional)"/>		
Credit	Status	Points
OP-4: Greenhouse Gas Emissions Inventory	✓ Pursuing	2.00 / 2.00
OP-5: Greenhouse Gas Emissions Reduction	✓ Pursuing	1.74 / 14.00
OP-T2-1: Air Travel Emissions	✗ Not Pursuing	0.00 / 0.25
OP-T2-2: Local Offsets Program	✓ Pursuing	0.25 / 0.25

Table 8: Dining Services Breakdown

DINING SERVICES		
11 / 11 Credits Completed		2.94 / 8.50 <small>Points Claimed</small>
<input type="button" value="Add Subcategory Description (Optional)"/>		
Credit	Status	Points
OP-6: Food and Beverage Purchasing	✓ Pursuing	1.44 / 6.00
OP-T2-3: Trayless Dining	✓ Pursuing	0.25 / 0.25
OP-T2-4: Vegan Dining	✓ Pursuing	0.25 / 0.25
OP-T2-5: Trans-Fats	✓ Pursuing	0.25 / 0.25
OP-T2-6: Guidelines for Franchisees	✗ Not Pursuing	0.00 / 0.25
OP-T2-7: Pre-Consumer Food Waste Composting	✗ Not Pursuing	0.00 / 0.25
OP-T2-8: PostConsumer Food Waste Composting	✗ Not Pursuing	0.00 / 0.25
OP-T2-9: Food Donation	✓ Pursuing	0.25 / 0.25
OP-T2-10: Recycled Content Napkins	✓ Pursuing	0.25 / 0.25
OP-T2-11: Reusable Mug Discounts	✓ Pursuing	0.25 / 0.25
OP-T2-12: Reusable To-Go Containers	✗ Not Pursuing	0.00 / 0.25

Table 9: Energy Breakdown

ENERGY		
8 / 8 Credits Completed		1.47 / 16.50 Points Claimed
<input type="button" value="Add Subcategory Description (Optional)"/>		
Credit	Status	Points
OP-7: Building Energy Consumption	✓ Pursuing	0.21 / 8.00
OP-8: Clean and Renewable Energy	✓ Pursuing	0.01 / 7.00
OP-T2-13: Timers for Temperature Control	✓ Pursuing	0.25 / 0.25
OP-T2-14: Lighting Sensors	✓ Pursuing	0.25 / 0.25
OP-T2-15: LED Lighting	✓ Pursuing	0.25 / 0.25
OP-T2-16: Vending Machine Sensors	✗ Not Pursuing	0.00 / 0.25
OP-T2-17: Energy Management System	✓ Pursuing	0.25 / 0.25
OP-T2-18: Energy Metering	✓ Pursuing	0.25 / 0.25

Table 10: Grounds Breakdown

GROUNDS		
6 / 6 Credits Completed		2.75 / 3.25 Points Claimed
<input type="button" value="Add Subcategory Description (Optional)"/>		
Credit	Status	Points
OP-9: Integrated Pest Management	✓ Pursuing	2.00 / 2.00
OP-T2-19: Native Plants	✓ Pursuing	0.25 / 0.25
OP-T2-20: Wildlife Habitat	✗ Not Pursuing	0.00 / 0.25
OP-T2-21: Tree Campus USA	✗ Not Pursuing	0.00 / 0.25
OP-T2-22: Snow and Ice Removal	✓ Pursuing	0.25 / 0.25
OP-T2-23: Compost	✓ Pursuing	0.25 / 0.25

Table 11: Purchasing Breakdown

PURCHASING		
6 / 6 Credits Completed		3.36 / 7.50 Points Claimed
+ Add Subcategory Description (Optional)		
Credit	Status	Points
OP-10: Computer Purchasing	✓ Pursuing	2.00 / 2.00
OP-11: Cleaning Products Purchasing	✓ Pursuing	0.86 / 2.00
OP-12: Office Paper Purchasing	✓ Pursuing	0.00 / 2.00
OP-13: Vendor Code of Conduct	✗ Not Pursuing	0.00 / 1.00
OP-T2-24: Historically Underutilized Businesses	✓ Pursuing	0.25 / 0.25
OP-T2-25: Local Businesses	✓ Pursuing	0.25 / 0.25

Table 12: Transportation Breakdown

TRANSPORTATION		
15 / 15 Credits Completed		8.38 / 12.00 Points Claimed
+ Add Subcategory Description (Optional)		
Credit	Status	Points
OP-14: Campus Fleet	✓ Pursuing	0.67 / 2.00
OP-15: Student Commute Modal Split	✓ Pursuing	3.80 / 4.00
OP-16: Employee Commute Modal Split	✓ Pursuing	2.91 / 3.00
OP-T2-26: Bicycle Sharing	✗ Not Pursuing	0.00 / 0.25
OP-T2-27: Facilities for Bicyclists	✗ Not Pursuing	0.00 / 0.25
OP-T2-28: Bicycle Plan	✗ Not Pursuing	0.00 / 0.25
OP-T2-29: Mass Transit	✓ Pursuing	0.25 / 0.25
OP-T2-30: Condensed Work Week	✓ Pursuing	0.25 / 0.25
OP-T2-31: Telecommuting	✗ Not Pursuing	0.00 / 0.25
OP-T2-32: Carpool/Vanpool Matching	✗ Not Pursuing	0.00 / 0.25
OP-T2-33: Cash-out of Parking	✗ Not Pursuing	0.00 / 0.25
OP-T2-34: Carpool Discount	✗ Not Pursuing	0.00 / 0.25
OP-T2-35: Local Housing	✗ Not Pursuing	0.00 / 0.25
OP-T2-36: Prohibiting Idling	✓ Pursuing	0.25 / 0.25
OP-T2-37: Car Sharing	✓ Pursuing	0.25 / 0.25

Table 13: Waste Breakdown

[-] WASTE 11 / 11 Credits Completed 5.30 / 12.50 Points Claimed		
+ Add Subcategory Description (Optional)		
Credit	Status	Points
OP-17: Waste Reduction	✓ Pursuing	0.55 / 5.00
OP-18: Waste Diversion	✓ Pursuing	1.20 / 3.00
OP-19: Construction and Demolition Waste Diversion	✓ Pursuing	0.80 / 1.00
OP-20: Electronic Waste Recycling Program	✓ Pursuing	0.50 / 1.00
OP-21: Hazardous Waste Management	✓ Pursuing	1.00 / 1.00
OP-T2-38: Materials Exchange	✓ Pursuing	0.25 / 0.25
OP-T2-39: Limiting Printing	✓ Pursuing	0.25 / 0.25
OP-T2-40: Materials Online	✓ Pursuing	0.25 / 0.25
OP-T2-41: Chemical Reuse Inventory	✗ Not Pursuing	0.00 / 0.25
OP-T2-42: Move-In Waste Reduction	✓ Pursuing	0.25 / 0.25
OP-T2-43: Move-Out Waste Reduction	✓ Pursuing	0.25 / 0.25

Table 14: Water Breakdown

[-] WATER 7 / 7 Credits Completed 9.75 / 10.25 Points Claimed		
+ Add Subcategory Description (Optional)		
Credit	Status	Points
OP-22: Water Consumption	✓ Pursuing	7.00 / 7.00
OP-23: Stormwater Management	✓ Pursuing	2.00 / 2.00
OP-T2-44: Waterless Urinals	✗ Not Pursuing	0.00 / 0.25
OP-T2-45: Building Water Metering	✓ Pursuing	0.25 / 0.25
OP-T2-46: Non-Potable Water Usage	✓ Pursuing	0.25 / 0.25
OP-T2-47: Xeriscaping	✓ Pursuing	0.25 / 0.25
OP-T2-48: Weather-Informed Irrigation	✗ Not Pursuing	0.00 / 0.25

NARRATIVE ANALYSIS OF THE OPERATIONS (OP) AUDIT DATA

The overall STARS® rating for OP was 42.3, which on its own qualifies for a STARS® silver classification. The process of conducting the STARS® audit allowed the Operations Working Group to identify the strengths and weaknesses in operations practices. While the University garnered varying levels of points in most Tier 1 and Tier 2 STARS® categories, the University's best overall scoring was achieved in the areas of Grounds, Transportation (due mainly to DePaul's participation in the CTA's U-Pass program), and Water. Though DePaul scored very well in each of these categories, the intent is to improve our performance, particularly in Transportation and Water conservation, as there are a number of things that we can do additionally without incurring significant cost or effort.

The components of the OP STARS® audit that scored rather low were in the components of Climate (**Table 7**), Energy (**Table 9**), Dining Services (**Table 8**) and Waste (**Table 13**). While the University has done many positive things already related to Energy and Climate, the University can improve its position on Energy by continuing with its LEED building design program and completing retro-commissioning projects. Climate improvements can be achieved in the same manner plus increasing the University's position in procuring Renewable Energy Certificates (RECs). A key component of Dining Services is the purchase of locally grown products, which DePaul can strive to improve by working more closely with its campus dining partner. Where the University is lacking in the Waste category is tied to an overall reduction needed in the amount of general daily waste product generated on campus. A significant effort will be required to secure better participation of all members of the University community on recycling and simply working to generate less throw-away products altogether. This particular element will be one of the most challenging in which to achieve improvement; however, it is doable with the right amount of simple effort.

PLANNING, ADMINISTRATION AND ENGAGEMENT (PAE)

Table 15: Overall Summary

<input type="checkbox"/> Planning, Administration & Engagement	34 / 37 Credits Completed	46.77% Provisional Score																														
<table border="1"> <tr> <td data-bbox="326 562 781 604"> <input type="checkbox"/> COORDINATION AND PLANNING </td> <td data-bbox="781 562 1024 604"> 3 / 5 Credits Completed </td> <td data-bbox="1133 562 1256 604"> 6.00 / 18.00 Points Claimed </td> </tr> <tr> <td colspan="3" data-bbox="342 625 1289 695"> <input type="button" value="+ Add Subcategory Description (Optional)"/> </td> </tr> <tr> <td data-bbox="326 758 781 800"> <input type="checkbox"/> DIVERSITY AND AFFORDABILITY </td> <td data-bbox="781 758 1024 800"> 8 / 8 Credits Completed </td> <td data-bbox="1133 758 1256 800"> 13.50 / 13.75 Points Claimed </td> </tr> <tr> <td colspan="3" data-bbox="342 821 1289 890"> <input type="button" value="+ Add Subcategory Description (Optional)"/> </td> </tr> <tr> <td data-bbox="326 953 618 995"> <input type="checkbox"/> HUMAN RESOURCES </td> <td data-bbox="781 953 1024 995"> 8 / 8 Credits Completed </td> <td data-bbox="1133 953 1256 995"> 11.19 / 19.75 Points Claimed </td> </tr> <tr> <td colspan="3" data-bbox="342 1016 1289 1085"> <input type="button" value="+ Add Subcategory Description (Optional)"/> </td> </tr> <tr> <td data-bbox="326 1148 529 1190"> <input type="checkbox"/> INVESTMENT </td> <td data-bbox="781 1148 1024 1190"> 6 / 6 Credits Completed </td> <td data-bbox="1133 1148 1256 1190"> 0.00 / 16.75 Points Claimed </td> </tr> <tr> <td colspan="3" data-bbox="342 1211 1289 1281"> <input type="button" value="+ Add Subcategory Description (Optional)"/> </td> </tr> <tr> <td data-bbox="326 1344 651 1386"> <input type="checkbox"/> PUBLIC ENGAGEMENT </td> <td data-bbox="781 1344 1024 1386"> 9 / 10 Credits Completed </td> <td data-bbox="1133 1344 1256 1386"> 16.08 / 31.75 Points Claimed </td> </tr> <tr> <td colspan="3" data-bbox="342 1407 1289 1476"> <input type="button" value="+ Add Subcategory Description (Optional)"/> </td> </tr> </table>			<input type="checkbox"/> COORDINATION AND PLANNING	3 / 5 Credits Completed	6.00 / 18.00 Points Claimed	<input type="button" value="+ Add Subcategory Description (Optional)"/>			<input type="checkbox"/> DIVERSITY AND AFFORDABILITY	8 / 8 Credits Completed	13.50 / 13.75 Points Claimed	<input type="button" value="+ Add Subcategory Description (Optional)"/>			<input type="checkbox"/> HUMAN RESOURCES	8 / 8 Credits Completed	11.19 / 19.75 Points Claimed	<input type="button" value="+ Add Subcategory Description (Optional)"/>			<input type="checkbox"/> INVESTMENT	6 / 6 Credits Completed	0.00 / 16.75 Points Claimed	<input type="button" value="+ Add Subcategory Description (Optional)"/>			<input type="checkbox"/> PUBLIC ENGAGEMENT	9 / 10 Credits Completed	16.08 / 31.75 Points Claimed	<input type="button" value="+ Add Subcategory Description (Optional)"/>		
<input type="checkbox"/> COORDINATION AND PLANNING	3 / 5 Credits Completed	6.00 / 18.00 Points Claimed																														
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<input type="checkbox"/> INVESTMENT	6 / 6 Credits Completed	0.00 / 16.75 Points Claimed																														
<input type="button" value="+ Add Subcategory Description (Optional)"/>																																
<input type="checkbox"/> PUBLIC ENGAGEMENT	9 / 10 Credits Completed	16.08 / 31.75 Points Claimed																														
<input type="button" value="+ Add Subcategory Description (Optional)"/>																																

Table 16: Coordination and Planning Breakdown

- COORDINATION AND PLANNING 3 / 5 Credits Completed		6.00 / 18.00 <small>Points Claimed</small>
➕ Add Subcategory Description (Optional)		
Credit	Status	Points
PAE-1: Sustainability Coordination	✓ Pursuing	3.00 / 3.00
PAE-2: Strategic Plan	✗ Not Pursuing	0.00 / 6.00
PAE-3: Physical Campus Plan		0.00 / 4.00
PAE-4: Sustainability Plan	✓ Pursuing	3.00 / 3.00
PAE-5: Climate Action Plan		0.00 / 2.00

Table 17: Diversity and Affordability Breakdown

- DIVERSITY AND AFFORDABILITY 8 / 8 Credits Completed		13.50 / 13.75 <small>Points Claimed</small>
➕ Add Subcategory Description (Optional)		
Credit	Status	Points
PAE-6: Diversity and Equity Coordination	✓ Pursuing	2.00 / 2.00
PAE-7: Measuring Campus Diversity Culture	✓ Pursuing	2.00 / 2.00
PAE-8: Support Programs for Underrepresented Groups	✓ Pursuing	2.00 / 2.00
PAE-9: Support Programs for Future Faculty	✓ Pursuing	4.00 / 4.00
PAE-10: Affordability and Access Programs	✓ Pursuing	3.00 / 3.00
PAE-T2-1: Gender Neutral Housing	✗ Not Pursuing	0.00 / 0.25
PAE-T2-2: Employee Training Opportunities	✓ Pursuing	0.25 / 0.25
PAE-T2-3: Student Training Opportunities	✓ Pursuing	0.25 / 0.25

Table 18: Human Resources Breakdown

[-] HUMAN RESOURCES 8 / 8 Credits Completed 11.19 / 19.75 Points Claimed		
+ Add Subcategory Description (Optional)		
Credit	Status	Points
PAE-11: Sustainable Compensation	✓ Pursuing	6.44 / 8.00
PAE-12: Employee Satisfaction Evaluation	✓ Pursuing	2.00 / 2.00
PAE-13: Staff Professional Development in Sustainability	✓ Pursuing	2.00 / 2.00
PAE-14: Sustainability in New Employee Orientation	✓ Pursuing	0.00 / 2.00
PAE-15: Employee Sustainability Educators Program	✗ Not Pursuing	0.00 / 5.00
PAE-T2-4: Childcare	✓ Pursuing	0.25 / 0.25
PAE-T2-5: Employee Wellness Program	✓ Pursuing	0.25 / 0.25
PAE-T2-6: Socially Responsible Retirement Plan	✓ Pursuing	0.25 / 0.25

Table 19: Investment Breakdown

[-] INVESTMENT 6 / 6 Credits Completed 0.00 / 16.75 Points Claimed		
+ Add Subcategory Description (Optional)		
Credit	Status	Points
PAE-16: Committee on Socially Responsible Investment	✗ Not Pursuing	0.00 / 2.00
PAE-17: Shareholder Advocacy	✗ Not Pursuing	0.00 / 5.00
PAE-18: Positive Sustainability Investments	✗ Not Pursuing	0.00 / 9.00
PAE-T2-7: Student-Managed SRI Fund	✗ Not Pursuing	0.00 / 0.25
PAE-T2-8: Socially Responsible Investment Policy	✗ Not Pursuing	0.00 / 0.25
PAE-T2-9: Investment Disclosure	✗ Not Pursuing	0.00 / 0.25

Table 20: Public Engagement Breakdown

PUBLIC ENGAGEMENT		
9 / 10 Credits Completed		16.08 / 31.75 Points Claimed
<input type="button" value="Add Subcategory Description (Optional)"/>		
Credit	Status	Points
PAE-19: Community Sustainability Partnerships	✓ Pursuing	2.00 / 2.00
PAE-20: Inter-Campus Collaboration on Sustainability	✓ Pursuing	2.00 / 2.00
PAE-21: Sustainability in Continuing Education	✓ Pursuing	4.43 / 7.00
PAE-22: Community Service Participation	✓ Pursuing	1.77 / 6.00
PAE-23: Community Service Hours	✓ Pursuing	1.38 / 6.00
PAE-24: Sustainability Policy Advocacy		0.00 / 4.00
PAE-25: Trademark Licensing	✓ Pursuing	4.00 / 4.00
PAE-T2-10: Graduation Pledge	✓ Pursuing	0.25 / 0.25
PAE-T2-11: Community Service on Transcripts	✓ Pursuing	0.25 / 0.25
PAE-T2-12: Farmers' Market	✗ Not Pursuing	0.00 / 0.25

NARRATIVE ANALYSIS OF THE PLANNING, ADMINISTRATION AND ENGAGEMENT (PAE) AUDIT DATA

The overall STARS® rating for PAE was 46.77, which on its own qualifies for a STARS® silver classification.

Analysis of Administration and Planning Data

The SITF Administration and Planning Working Group, a subgroup of the Operations Working Group, conducted the STARS® audit and developed recommendations pertaining to the components of Human Resources (**Table 18**), Procurement (**Table 11**), Diversity (**Table 17**), and Investments (**Table 19**). Overall, the functions reviewed by the Working Group had strong audit results except for Investment. Investment component scores (PAE-16, PAE-17, PAE-17, Tier 2 components) were low because none of the sustainability factors in the audit exist for the University's endowment fund.

The Human Resources component (**Table 18**) received strong audit scores in most functions. Employee Satisfaction Evaluation (PAE-12), Staff Professional Development in Sustainability (PAE-13), Childcare Support (PAE-T2-4) and Employee Wellness (PAE-T2-5) all received very high marks because of the programs already in place at the university. Compensation (PAE-11), although scoring reasonably well, missed some points because of the lack of a formal compensation program for part-time staff and adjunct faculty. No points were received for Sustainability in New Employee Orientation (PAE-14) and Employee Sustainability Educators Program (PAE-15) simply because the required functions are not in place. Regarding Purchasing (**Table 11**), the University scored well with regard to Computer Purchasing (OP-10), but fell short with regard to the Vendor Code of Conduct (OP-13) because there is not one currently in place. The University scored well in all areas of Diversity and Affordability (**Table 17**), including Diversity and Equity Coordination (PAE-6), Measuring Campus Diversity Culture (PAE-7), Support Programs (PAE-8), and Affordability and Access Programs (PAE-10). In fact, the only measure in which the university fell short was in Gender Neutral Student Housing (PAE-T2-1).

Analysis of Engagement Data

The SITF Engagement Working Group was able to identify an array of programs and initiatives which speak to key STARS® audit components. Six programs meet the criteria for the Student Sustainability Outreach Campaign credit (**Table 2, ER-2**). These programs are The STARS Mentors' Program, the Men of Color Initiative, Residential Education ECO Marketing, the Winter Leadership Conference and the Leadership Kick-Off and the Voter Registration Campaign.

With regard to New Student Orientation (**Table 2, ER-3**), through the Office of New Student and Family Engagement, DePaul has developed a variety of means to incorporate sustainability into orientation. These include purchasing uniforms for orientation staff which

are made out of recyclable material and organic cotton, as well as using orientation folders that are as eco-friendly as possible. Additionally, students are given a USB to store University materials in order to reduce the number of paper products for each orientation session. Over 4,000 incoming and transfer students are exposed to such sustainability initiatives. Another component of the New Student Orientation is a small group discussion which focuses on sustainability and its relationship to the Vincentian Mission. Unfortunately, transfer students currently do not have the opportunity to engage in this discussion.

In terms of Sustainability Outreach and Publications (**Table 2**, ER-4), data for this credit are still being amalgamated. However, what is clear from the current process is that DePaul's focus on sustainability is increasingly being displayed on campus in a variety of ways, including:

- A central website: <http://sustainability.depaul.edu>
- Key food service area signage and/or brochures that include information about sustainable food systems.
- Displays -building signage that highlights green building features

In terms of credit ER-4, a noticeable gap that currently exists is that the university does not have a sustainability newsletter or mailing list to disseminate university efforts on a regular basis.

With respect to Tier 2 Credit under Sustainability Outreach and Publications (**Table 2**, ER-4), DePaul's Student Government Association's Environmental Concerns Committee (ECC) is a primary vehicle to outreach to the student population on issues of sustainability through regular meetings, events and campaigns. Additionally, DePaul's Campus Recreation is making a concerted effort to engage the DePaul community in outdoor activities, such as kayaking, biking and other wilderness programs following the Leave No Trace principles. A gap which was identified under the Tier 2 credits (**Table 2**) was that there is currently no Themed Housing (ER-T2-4) community focused on sustainability at DePaul, although this recommendation has been made for the next University Strategic Plan.

With regard to Sustainability and Community Partnerships (**Table 20**, PAE-19), DePaul's existing community engagement spans an incredible breadth and depth. It should be noted in this regard that the data gathered for this STARS® audit was limited to the work of the Division of Student Affairs, the Steans Center, the Egan Urban Center, Campus Recreation, and specific areas in the College of Law. Due to these limitations, the information provided for PAE-19 fails to capture the entire breadth of relationships which DePaul shares within the local community. In future audits, it will be important to gather information about DePaul's wide-ranging partnerships in one centralized location.

Finally, in the course of gathering data for the STARS® audit, another gap which was identified was the lack of a consistent process across the University to inventory, evaluate, assess and coordinate data regarding sustainability. Of particular concern is the fact that

current data gathering methods cannot determine if the number of student participants involve any duplicate numbers. A potential solution may be to obtain student identification numbers in the future through the swipe card system. However, concerns regarding privacy laws will need to be addressed first before this could be attempted.

VISION AND PLAN FOR SUSTAINABILITY AT DEPAUL UNIVERSITY

Summary of Key Recommendations and Attendant Objectives Proposed by the SITF Working Groups

Judging from the significant data collected for the STARS® audit, it is clear that DePaul has been engaged in the three pillars of sustainability for some time, as they are closely aligned with its mission. However, the SITF also believes that sustainability can become an essential articulation of DePaul's Catholic, Vincentian, urban mission in the 21st century – one that can continue to be cultivated in the future. With a more coordinated focus on enhancing sustainability activity throughout its C.O.R.E., DePaul can take a leadership role in the higher education landscape as well.

Below are the overarching recommendations to enhance DePaul's sustainability profile that were identified by the five Working Groups.

CURRICULUM WORKING GROUP

Key Recommendation: The University should expand and develop sustainability related and sustainability focused curricula.

- | | |
|--------------------|---|
| <i>Objective A</i> | Increase the overall number of courses the university offers that are sustainability-related and sustainability-focused |
| <i>Objective B</i> | Expand and broaden sustainability focused learning outcomes |
| <i>Objective C</i> | Develop new programs examining sustainability |

Objective D Conduct a Sustainability Literacy Assessment of the student body

OPERATIONS WORKING GROUP

Key Recommendation: The University should continue working to reduce its greenhouse gas emissions and build a more sustainable food service system.

Objective A Continue and expand commitment to climate improvement and energy consumption

Objective B Create a more sustainable campus dining operation by purchasing local organic, fair trade and sustainably harvested food items

Objective C Waste reduction

Objective D Improve water conservation and stormwater management

Objective E Improve transportation practices

ADMINISTRATION AND PLANNING WORKING GROUP

Key Recommendation: The University should devote more resources to train faculty and staff in sustainable practices, especially in purchasing and procurement.

- Objective A* Create University-wide training program for staff, faculty and students that communicates University sustainability policies
- Objective B* Create a Sustainable Purchasing Program
- Objective C* Create a sustainability fund to enhance department-level sustainability initiatives
- Objective D* Coordinate faculty, staff and student surveys at DePaul and implement quality control measures.

RESEARCH WORKING GROUP

Key Recommendation: The University should create infrastructure, staffing, and resources necessary to expand, develop, and create opportunities for collaborative, sustainability focused research

- Objective A* Create and coordinate opportunities for interdisciplinary and collaborative research focused on sustainability.

What Sustains Us?

- Objective B* Support inter- or multi-disciplinary sustainability research projects
- Objective C* Recognize and reward inter- or multi-disciplinary sustainability research in tenure and promotion
- Objective D* Streamline organizational structures focused on sustainability
- Objective E* Track and coordinate sustainable community engagement efforts across the university

ENGAGEMENT WORKING GROUP

Key Recommendation: The University should create opportunities for enhanced co-curricular engagement focused on sustainability, particularly that which focuses on service with the poor and marginalized. In addition, the University should develop and expand existing activities focused on community food systems.

- Objective A* Establish a cross-curricular living-learning community focused on sustainability
- Objective B* Engage all DePaul students in service and reflective learning with the poor and marginalized
- Objective C* Develop collaborative, comprehensive college preparatory initiatives for students of color attending underserved Chicago middle schools
- Objective D* Expand and enhance existing community food systems initiatives
- Objective E* Track and coordinate sustainable community engagement efforts across the university

DETAILED DESCRIPTION OF KEY RECOMMENDATIONS: OBJECTIVES, RATIONALE, TIMEFRAME FOR IMPLEMENTATION AND ASSESSMENT PLAN

CURRICULUM WORKING GROUP

Key Recommendation: DePaul should expand and develop sustainability-related and sustainability-focused curricula

Objective A: The University should increase the overall number of courses that are sustainability-related and sustainability-focused

This objective could be accomplished by the three actions described below:

- Although a “sustainability across the curriculum” effort was considered by the Working Group, it was deemed too burdensome to courses that already have limited time to meet current learning goals. As a result, a more voluntary approach is being suggested. Courses identified by a university-wide survey of all FT and PT faculty conducted in December 2010 as being sustainability-focused/related are listed on the sustainability web site: <http://mission.depaul.edu/Programs/Sustainability/Documents/Sustainability%20Courses%202010.pdf> Faculty should be encouraged to review this list and adapt their courses to add to this list of offerings.
- The Philosophical Inquiry and Self Society and the Modern World learning domains could accomplish this objective by incorporating learning goals that reflect all three components of sustainability (environmental, economic, social equality) into their learning goals/outcomes. Although we would like to see the learning goals for all courses in these domains include a sustainability component, at the least the PI ethics and SSMW impact courses should include them.
- Deans of all colleges should offer incentives for course development in the area of sustainability.

Rationale for Objective: In the survey of all FT and PT faculty, faculty stated that out of 3407.5 courses they taught in the past three years, 128 were “sustainability-focused” and 144 as “sustainability-related.”

Timeframe for Implementation: All willing faculty could start incorporating sustainability components into their courses immediately. The PI and SSMW learning domains could address the issue and have the necessary objectives met within a year. The offering of incentives could be met within the first year of implementation of the Plan.

Assessment Plan. This objective can be assessed when the next STARS® audit is completed by the same process used for this audit; faculty survey and audit of credits.

Objective B: The University should encourage those academic units that have learning outcomes with one or two of the three sustainability pillars (i.e. environmental, economic, social equality) to adopt learning outcomes and make curricular changes to incorporate the other pillars of sustainability. Current academic units that do not have any sustainability learning outcomes could add one pertaining to any single aspect, as is appropriate for that subject area.

The Working Group’s data collection and analysis reveal that many undergraduate majors and graduate programs have learning outcomes that contain at least one component of sustainability. Some of these programs could be augmented to include all three components.

Rationale for Objective: Out of 161 programs examined, DePaul had 3 undergraduate and 1 graduate program that contained sustainability learning goals/outcomes in all three aspects of sustainability.

Timeframe for Implementation: These objectives could be completed by Spring 2013.

Assessment Plan: This objective can be assessed when the next STARS® audit is completed by the same process used for this audit; learning outcome review and audit of credits.

Objective C: The University should develop new programs examining sustainability. The Working Group should continue its efforts to identify potential new programs/concentrations for appropriate colleges/programs. A job search/survey/focus group should be conducted to meet Committee on Programs and Curriculum guidelines for starting new programs, as the employment picture needs to be considered. We should look into the push for “green jobs” for some of this data. Comparable programs at other area and equivalent peer institutions should be assessed before a new graduate-level or other program is created at DePaul.

Rationale for Objective: The development of new programs will demonstrate DePaul's commitment to sustainability.

Timeframe for Implementation: Reviews of existing sustainability programs at peer institutions could be completed in 2011, and new program(s) designed for initial review by relevant curriculum committees in 2012.

Assessment Plan: The STARS® audit or the enrollment of students in new programs would indicate achievement of this proposal.

Objective D: The University should conduct a Sustainability Literacy Assessment of the student body for STARS® Credit 13 by conducting a university wide survey of the student body.

Per the STARS® manual, the “sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.” A survey of the student body would need to be repeated as a follow-up assessment using the same survey in two years.

Rationale for Objective: At the moment the University has no method for assessing student awareness of sustainability issues. A survey would provide a basis for future actions.

Timeframe for Implementation: The first survey could be completed in 2011-12 and a follow-up survey in 2013-14.

Assessment Plan: A review of survey results would provide an assessment of the tool.

OPERATIONS WORKING GROUP

Key Recommendation: The University should continue working to reduce its greenhouse gas emissions and build a more sustainable food service system.

Objective A: The University should continue and expand its commitment to climate improvement and reduction of its energy consumption

The University should continue and expand its commitment to design all new buildings to be LEED certified, to incorporate sustainable features into future renovation projects, engage in additional retro-commissioning related projects and increase the percentage of Renewable Energy Certificates (REC's) secured as part of its overall utilities procurement program. Achieving effective results in all of these categories, and many others, will help to reduce greenhouse gases and mitigate the effects of global climate change.

Rationale for Objective: Efforts associated with greenhouse gas reduction and mitigating global climate change are some of the most important things that DePaul can be engaged in when it comes to its sustainable commitment. Efforts to date have yielded great success, with continued and expanded effort cementing DePaul's position as a true global partner while reducing its operating costs.

Timeframe for Implementation: All elements associated with this recommendation are on-going, with specific time frames tied to affecting future campus development plans.

Objective B: The University should create a more sustainable campus dining operation

DePaul and its food service partner will continue their commitment to building a more sustainable food service system through prioritizing the purchase of local organic, fair trade and sustainably harvested food items while keeping cost increases at a minimal and acceptable level.

Rationale for Objective: Modern food production affects the air we breathe and water we drink. Sustainable food operations can reduce pollution and waste, as well as supporting local economies and environmentally friendly farming operations. The support of local

business operations and promotion of healthy living practices is tied to DePaul's overall mission.

Timeframe for Implementation: Significant additional progress in this category of sustainability is expected in the next two to three years.

Assessment Plan: Forward progress will be assessed in an on-going manner and measured by the following: a) percentage increase in food product procured from local growers and other sustainable providers; b) tracked progress in further development of second tier sustainable concepts- such as employing more reusable and recyclable containers; c) tracked reduction in red meat sales to reduce greenhouse gases associated with meat producing livestock; and d) tracked percentage decrease in bottled water sales resulting from installation of additional refill stations.

Objective C: The University should continue reducing solid waste

The University should expand its waste reduction efforts by improving its general waste stream recycling efforts, increasing the diversion of construction and demolition debris, establishing better methods for recycling electronic equipment, and increasing the purchase of products that contain recycled materials.

Rationale for Objective: Recycling and reducing waste saves energy and helps to mitigate the need to extract virgin materials such as trees and metals. DePaul performs well when it comes to recycling, but there is significant room for improvement respecting all aspects of waste reduction, including recycling. Improving current practices will also result in certain cost savings.

Timeframe for Implementation: It is proposed that significant improvement in the waste diversion rate occur over the next three to five years.

Assessment Plan: The goal is to realize an increase in the general waste stream diversion rate of 5% per year over the current average diversion range of 35% to 40%. Diversion rates are calculated and tracked by various outsource vendors, who also participate in on-campus programs geared to improving waste reduction. Results will be tracked month to month with an annual progress assessment report issued.

Objective D: The University should continue improving water conservation and stormwater management

The University should more aggressively pursue water conservation by implementing additional measures to reduce fresh water consumption and manage stormwater run-off. Such measures could include installation of new water saving plumbing fixtures and native drought resistant landscaping, reducing irrigation schedules even further and installing storm water traps at new construction sites that can be tapped and pumped for irrigation and other uses.

Rationale for Objective: Conserving water saves energy and reduces greenhouse gas production. Effective storm water management improves the health of local water ecosystems. While the University has made significant strides over the years with both, additional progress is required in order to help preserve fresh water for those with limited access across the globe. Water conservation also results in cost savings to the institution.

Timeframe for Implementation: The Working Group proposes a 10% to 20% decrease in fresh water used on campus in the next five years. New stormwater traps would be installed at new construction sites based on the campus development schedule.

Assessment Plan: The reduction of fresh water use will be tracked on a quarterly basis with the receipt of water usage bills, and then compared against the prior year's consumption. If no notable progress is noted over time, the University will increase conservation measures accordingly.

Objective E: The University should continue improving its commitment to sustainability through improved transportation practices

It is proposed that the University improve its commitment to sustainable multi-modal transportation by employing new or expanded practices respecting the procurement of more fuel efficient vehicles for Public Safety, maintenance operations and other departments who procure and use fleet vehicles, growing its campus bike plan by adding more secure bike parking and changing/locker facilities, expanding the current car sharing program on campus and considering the expansion of the "U Pass" program to graduate students and others.

Rationale for Objective: Many forms and types of transportation provide a major source of congestion and emission of greenhouse gases, along with being environmentally damaging

during fossil fuel extraction. In addition to providing healthier, more sustainable approaches to its transportation requirements, which will ultimately help the environment, the University may also recognize certain cost savings as well over time.

Timeframe for Implementation: It is proposed that DePaul replace all current fleet vehicles with energy efficient vehicles in the next three to five years, and that it also improve its current bike plan and U-Pass offerings in the same time frame if possible.

Assessment Plan: The purchase of vehicles and the tracking and comparison of fuel consumption and cost data will be on-going based on the transition timing to more energy efficient fleet vehicles. If U-Pass is expanded the University can track annual usage in the system on a quarterly basis to help determine public transit use versus use of personal vehicles to help justify the continuation of the program.

ADMINISTRATION AND PLANNING WORKING GROUP

Key Recommendation: The University should devote more resources to train faculty and staff in sustainable practices, especially in purchasing and procurement.

Objective A: The University should create a University-wide training program for staff, faculty and students that communicates University sustainability policies

The University should promote the creation of an institution-wide training program for staff, faculty and students that communicates the University's sustainability policies, best practices and behavioral expectations aligned to DePaul's values, mission and strategic direction.

Rationale for Objective: Sustainability awareness and training and development should be directed at all employees and should begin with an orientation to the institution's sustainability expectations, programs, practices and habits. Successful awareness-building and training in sustainability should grow from strong foundational knowledge and be responsive to multiple constituencies and structures within the organization.

Timeframe for Implementation: From 2011 to 2013 the Working Group will: (i) identify University resources (expertise, funds, content) that currently exist, (ii) identify resource needs (funds, expertise, content, project management), (iii) conduct a needs assessment of staff, faculty and student needs, (iv) consider online training and awareness strategy tied to

current orientation programs for faculty, staff and students, (v) establish training action plan for short and long-term that distinguishes formal training from informational programs, outreach and activities, centralizes registration, enrollment, evaluation and reporting paired with flexible delivery systems, utilizes a Green Team education toolkit for multiple stakeholders, and leverages train-the-trainer models.

Assessment Plan: Milestones for assessing implementation progress include the completion of the needs assessment resulting in a multi-stakeholder action plan, the design and development of communication and training tools, training, resources, technology, the development of evaluation framework and methodology, and the phased implementation of the program and evaluation.

Objective B: The University should create a sustainable purchasing program

The University's Procurement Services should establish a "Sustainable Purchasing Program" (SPP) that incorporates environmentally sustainable purchasing, recognition and support of vendor sustainability initiatives, responsible disposal of university supplies and equipment and promoting financial sustainability through university contracts and departmental purchasing. The SPP will guide the University's purchasing decisions and strategy as well as develop a culture that embeds sustainable purchasing by educating the university community on best practices relating to their day-to-day and long-term buying practices.

Rationale for Objective: Although Procurement Services and other departments promote a variety of sustainability initiatives, a formal Sustainable Purchasing Program would better facilitate purchasing decisions that support DePaul's mission and values. An SPP would provide departments with the guidance and resources needed to leverage university resources in a manner that is both environmentally and financially sustainable. Such a program would also support a cultural change within the university that promotes these values. Having a "Sustainable" Purchasing Program as opposed to an "Environmentally Preferred" or "Green" purchasing program further reflects DePaul's multi-faceted view of sustainability.

Timeframe for Implementation: We anticipate DePaul's SPP will be developed and initiated in less than two years.

Assessment Plan: This recommendation will be implemented in five phases: (1) the conceptual design of the Sustainable Purchasing Program, (2) inventory of current sustainability initiatives and metrics along with research and development of potential new initiatives and metrics, (3) final draft of the SPP document, (4) development of the SPP marketing and implementation plan, and (5) initial marketing and implementation of the SPP and related initiatives. Once the SPP is implemented, marketing and education on

program goals and initiatives as well as data collection and reporting will continue on an ongoing basis.

Objective C: The University should create a sustainability fund to enhance department-level sustainability initiatives

The University's Procurement Services and other relevant departments should explore the creation of an application-based Sustainability Fund to facilitate department-level sustainability initiatives through purchases and/or projects that support DePaul's sustainability initiatives.

Rationale for Objective: Some larger-scale departmental purchases or projects that align with the university's sustainability initiatives may be initially cost-prohibitive due to higher upfront costs or lack of budgeted funds to cover a new initiative. Funding for sustainability initiatives may allow departments to undertake purchases and/or projects that will benefit the university overall by using fewer resources or having less environmental impact in the long-run. This may be based on the model of the Vincentian Endowment Fund.

Timeframe for Implementation: The timeframe to implement this recommendation depends on the outcome of the initial exploration, but we anticipate that a Sustainability Fund could feasibly be put into place in less than three years.

Assessment Plan: The first phase of this recommendation must be an interdepartmental exploration of the scope of the Sustainability Fund. What is our goal? What is the scope of the fund? Do we have executive support? What is the source of the funding? What types of purchases and projects would be eligible (specific criteria)? Would resources be available for faculty and staff development and/or research? What about facilities projects? What would the application process look like?

Objective D: The University should identify major internal survey categories of faculty, staff, and students; coordinate survey administration, combine similar surveys, and implement university-wide survey quality control

The University should create an administrative function that can serve as consultants, quality control and overseers of surveys at DePaul.

Rationale for Objective: Surveys of faculty and staff attitudes and degrees of employee engagement and satisfaction with various aspects of their employment situations are currently performed by multiple departments at the University. Coordination of these surveys could ensure that all aspects of employment are surveyed and analyzed in a systematic fashion and would ensure that faculty and staff are not inundated by survey requests. Comprehensive limited surveys (in major survey categories) or a bi-annual single survey would also increase the likelihood of participation. Results from such comprehensive surveys could be integrated in a more systematic fashion to inform and direct university initiatives related to sustainability and Vision 2018, as well as individual department initiatives. Similar considerations would hold for large-scale student surveys (IRMA, Student Affairs and IS-CRM).

RESEARCH WORKING GROUP

Key Recommendation: The University should create infrastructure, staffing, and resources necessary to expand, develop, and create opportunities for collaborative, sustainability focused research

Objective A: The University should create and coordinate opportunities for interdisciplinary and collaborative research focused on sustainability.

We propose that DePaul University sponsor and coordinate events (including necessary personnel reorganization) designed to fertilize grounds for interdisciplinary and collaborative research for sustainability. These activities will be conducted in close consultation with the Steans Center for Community-Based Service Learning.

Rationale for Objective: DePaul's diverse research workforce and well-established link with community have not been fully leveraged to conduct collaborative sustainability research. Sustainability research can be conducted most effectively by sharing knowledge across disciplines in the university, and bridging knowledge to action outside of the university. This necessitates collaborative spaces through which stakeholders can come together, define common objectives (i.e., what research is worthwhile and most needed), and transform ourselves towards sustainability. The collaboration with the Steans Center will both serve as an organizational model for the efforts and provide access to opportunities in local, under-served communities.

Timeframe for Implementation: within five years

Assessment Plan: Following are assessment benchmarks:

- Year 0: Conduct sustainability research survey (what research related to sustainability has been done?) with respondents' agreement on publicizing their research with revealed identity. This is to gauge DePaul's research capacity to be considered for future planning in promoting sustainability research. The survey will also be sent to existing centers and institutes.
- Year 1: Compile the list of sustainability research, and publish the list at a DePaul-hosted website. This is to facilitate information sharing among faculty interested, to raise the profile of sustainability at DePaul to the outside, and to reach out potential stakeholders outside DePaul.
- Year 1-2: Organize workshop among interested stakeholders (including faculty, students, non-profit organization, and corporation). This is mainly for capacity building in the DePaul community to promote shared understanding of sustainability.
- Year 3-4: Organize the first University sustainability research conference. Participants will present research related to sustainability in this venue. This will allow us to identify research nodes at DePaul, to formulate an integrated research agenda, and to engender idea cutting across (both disciplinary and nondisciplinary) boundaries. This shall be established as a regularly-scheduled (e.g., annual) event upon assessment.
- Year 5: Create a University sustainability research network. This includes creating research working subgroups under our proposed Office of Sustainability, as identified from previous events, and appointing sustainability professors at research nodes to lead efforts. These subgroups will convene meetings among affiliated members on a regular basis, and conduct further collaborative research including writing internal and external grants. This is necessary to make collaborative sustainability research effort itself more sustainable.

Objective B: The University should support inter- or multi-disciplinary sustainability research projects

The University Office of Faculty Development currently administers the University Research Council (URC), Public Service Council (PSC), and the Quality of Instruction Council (QIC) Grant programs. This recommendation is to have the SITF work with the Office of Faculty Development to form a specific program or center to promote sustainability and interdisciplinary research. Ultimately, the Office of Faculty Development would create a new division focused towards sustainability research that would have a budget dedicated to collaborative sustainability research. These are projects that are inter- or multi-disciplinary, or links university to community, or links scientists to policy makers and practitioners. The goal of these grants would be seed money that would foster larger projects that are externally funded. This seed money would be granted with the acknowledgement that interdisciplinary research is inherently more risky and could

potentially have a lower success rate for winning external funding compared to single-investigator seed grants.

Rationale for Objective: Sustainability affects many parts of our society, from the natural sciences, to the social sciences, to economics, to the arts, which means that sustainability research should be a collaborative endeavor that brings together the many disciplines of a single sustainability project. Working collaboratively, a team can work together to unravel complex topics that affect many research areas. At DePaul, the Steans Center is an excellent model that already conducts interdisciplinary research in sustainability. Specific sustainability centers that are successful at other universities include:

- University of Oregon's Sustainability Office's sustainability database (<http://sustainability.uoregon.edu/research>)
- Arizona State University's Global Institute for Sustainability (<http://sustainability.asu.edu/index.php>)
- Columbia University's The Earth Institute (<http://www.earth.columbia.edu/>)

Timeframe for Implementation: Additional funding for collaborative, sustainable research programs could begin as a pilot in as short a timeframe as a year, since it would have to go through the SRAC process. Full implementation of a collaborative, sustainable research program or center is an achievable goal in four years.

Assessment Plan: A yearly report will note the number of research grants awarded as well as the results of those projects (publications and other scholarly works).

Objective C: The University should recognize and reward inter- or multi-disciplinary sustainability research in tenure and promotion

The University should modify its tenure and promotion guidelines to recognize contributions in sustainability research. First, there is an emphasis on first-author publications to the exclusion of multiply-authored work. Although academicians must establish themselves independently, the simple binary standard of first authorship hinders junior faculty from making research contributions in interdisciplinary areas such as sustainability. Second, given DePaul's prominence as a service-learning university and its Vincentian mission, scholarship focused on under-served communities in the Chicago area should receive considerable weight in the tenure process.

Rationale for Objective: Sustainability research requires an intrinsically interdisciplinary effort, one that builds on concrete connectivities among individuals and groups. The work of such people lays the foundation for establishing, building and maintaining materially, socially, economically, culturally and spiritually sustainable communities.

Timeframe for Implementation: Two years for the process of forming faculty consensus and modifying the Faculty Handbook.

Assessment Plan: The Sustainability Tracking, Assessment and Rating System (STARS®) contains a credit that “recognizes institutions that acknowledge interdisciplinary, trans-disciplinary, and multi-disciplinary research during faculty promotion and tenure decisions.” Earning this credit will demonstrate that DePaul has made sufficient progress on this objective. Currently, the University receives no credit for this item.

Objective D: The University should streamline organizational structures focused on sustainability

DePaul should streamline its organizational structure geared toward sustainability, including institutes involved in sustainability research. This will be accomplished incrementally through networking among concerned institutes in a guided but voluntary fashion. Appointing coordinators can facilitate this process.

Rationale for Objective: This effort will allow DePaul (1) to help connect research institutes in regard to sustainability; (2) to identify collaborative research as part of cluster-to-cluster effort rather than individual-to-individual effort; and (3) to enable effective resource allocation.

Timeframe for Completion

- September 2013: Appoint sustainability research coordinators (SRC)
- December 2013: SRC compile status report
- January 2014 - December 2016: SRC organize meetings among institutes
- January 2017: finalize plan for reorganizing institutes

Assessment Plan: STARS® contains a credit that states “Institution has ongoing program to encourage faculty in multiple disciplines or program to conduct research in sustainability” Earning this credit will demonstrate that the University has made sufficient progress on this objective. Currently, the University receives no credit for this item.

ENGAGEMENT WORKING GROUP

Key Recommendation: The University should create opportunities for enhanced co-curricular engagement focused on sustainability, particularly that which focuses on service with the poor and marginalized. In addition, develop and expand existing activities focused on community food systems.

Objective A: The University will establish a cross-curricular living-learning community focused on sustainability

The University should develop an integrated cross-curricular Living-Learning Community (LLC) experience for first-year students related to sustainability. This initiative would create a residential space (ranging in size from one floor in a particular residence hall to one entire residence hall) focused upon environmental, economic, and social sustainability. Students would live together on the same floor or in the same building, take a reserved Chicago Quarter class and focal point seminar, in addition to maintaining an e-portfolio for integrated learning focused on topics of sustainability. Additionally, other Liberal Studies program requirements, common to all students, could be utilized for enhanced co-curricular educational opportunities, such as a WRD course with a specific focus on sustainability, whether through all electronic assignments or writings and reflections related to topics of sustainability.

Rationale for Objective: Currently, the University offers no LLC experience to students in any topic area, (with the exception of the Vincent and Louise House) but offers a Theme Community option to students, where they can opt to live with other students interested in specific topic areas on the same floor. Anecdotally, there are students seeking this co-curricular experience who perceive the institution as “behind the times” in lacking this choice. However, the multidimensional nature of sustainability and commitment of our students to sustainable lifestyles makes this topic prime for piloting this type of experience at DePaul. This option would also allow any faculty member to teach a course specifically geared to this topic, with a reserved section for students in the Living-Learning Community. This would also provide an excellent testing opportunity for a degree, minor, or other certification in sustainability on a smaller scale. Finally, the residential component provides us with the opportunity to reach across the aisle and engage with both academic coursework and out-of-class student experiences. This scaffolded experience builds upon those requirements and needs of all students, so as not to exclude any interested student, maintaining our commitment to an enhanced education for all students.

Timeframe for Implementation: This project, when provided with focused attention and support, could be implemented as soon as Autumn 2013. Funding resources are minimal, only academic resources would need to be made available.

2011 – 2012 Academic Year

- Gather major stakeholders (including, but not limited to):
 - Residential Education
 - Housing Services
 - First-Year Programs
 - New Student and Family Engagement
 - Department of Environmental Science and Studies
 - Department of English
 - Office of Admissions

Fall Quarter 2011

- Begin marketing LLC to incoming Fall 2013 students in general terms
- Locate and confirm Chicago Quarter, Focal Point, and WRD courses for incoming students
- Determine structure, initiatives, and funding required
- Learning outcomes, program philosophy
- Major projects/programs to complete with or by students
- What cannot be covered with current Residential Education resources?
- What new initiatives need funding?
- Potential additional staffing structures
- Coordination and implementation of program

Winter Quarter 2013:

- Mailing and communications with incoming students with specific details
- Open application process for students
- Select staff responsible for implementation (Residence Director, Resident Advisor(s), Facilities Residence Director, major collaborators)

Spring Quarter 2013:

- Close applications, select participants
- Develop implementation plan for all major partners
- Create calendar for upcoming year with milestones and assessment points

Assessment Plan: Existence of Living-Learning Community, sustainability of program, review of implementation, student assessment and evaluation, collaborator assessment and evaluation.

Objective B: The University will engage All DePaul Students in Service and Reflective Learning with the Poor and Marginalized

In keeping with our Vincentian heritage, and as a hallmark of Vincentian education at DePaul, the University should develop a program to introduce all students to the Vincentian tradition of service with the poor and marginalized. This introduction and engagement will be part of enhancing learning, student retention, and sustaining long-term, meaningful relationships with community partner sites; beginning with those in the Vincentian family. Furthermore, it will seek to develop a pool of alumni who show concern for the poor throughout their adult and professional lives.

Rationale for Objective: As Fr. Dennis has publicly stated “It’s the poor who make you a Vincentian” and “the Vincentian mission must always be deeply rooted in the lives of the poor.” In the tradition of St. Vincent, we are proposing that during their tenure at DePaul, every DePaul student will have at least one significant encounter with serving people experiencing poverty, and engage in reflection upon this experience through a Vincentian lens. Such a lens would simultaneously expose students to the idea of advocating for the poor and working for systemic change. Upon graduation, alumni would thus have an understanding of how they can insert themselves into the Vincentian story and play a key part in keeping the rich Vincentian legacy alive.

We know that sustaining the Vincentian legacy signifies that “[w]e don’t learn the Vincentian Spirit from a book. We can only get it working with the poor...The best learning happens when it’s grounded in real life and real questions.” (6) Moreover, a DePaul articulation of sustainability advances student retention and success. To that end, service

6 Dennis H. Holtschneider, C.M. Edward R. Udovic, C.M., *The Vincentian Higher Education Apostolate in the United States*.

engagement is positively associated with student retention and the likelihood of completing a degree. (7)

Timeframe for Implementation: This project would initially focus on undergraduate student engagement with service, rolling out to the graduate student experience. The inventory, proposal, implementation, and assessment process will take six years.

Assessment Plan: The plan to implement this recommendation will encompass the following major milestones:

- An inventory of service engagement among students and alumni
- Proposals from DePaul colleges, schools, and divisions that:
 - Address the gaps in student engagement with service
 - Celebrate and support a developed pool of alumni engaged with service
 - Prioritize and coordinate collaborations that institutionalize commitment to Vincentian and Daughter of Charity partners locally and globally
- Final review and approval
- Implementation of accepted proposals, with coordinated institutional support of reflective learning, community partner engagement, and assessment.

Objective C: The University will develop collaborative, comprehensive college preparatory initiatives for students of color attending underserved Chicago middle schools

The University should develop a collaborative, comprehensive college preparatory initiative for students of color attending underserved Chicago middle schools. More specifically, the University should:

- Establish a cluster-model within these schools for smaller cohorts of students to begin taking college-preparatory summer coursework at DePaul.
- Establish a summer curriculum for these clusters to engage with during every summer between their 6th grade and 11th grade years.

7 For example, see Astin, A.W., & Sax, L.J. (1998) "How undergraduates are affected by service participation". *Journal of College Student Development*, 39(3) and Vogelgesang, L.J., Ikeda, E.K., Gilmartin, S.K., and Keup, J.R. (2002). "Service-learning and the first-year experience: Learning from research".

- Develop a tuition-waver program for cluster-students that successfully participate in all summer programs and matriculate to DePaul.
- Secure resources, both internal and external, to develop, implement and maintain the college preparatory initiative.

Rationale for Objective: This type of program sits at the nexus of social justice and economic sustainability. DePaul's mission calls for both Chicago community engagement as well as strong co-curricular programming. This type of program would allow us to build capacity in higher-risk middle school students to eventually matriculate to DePaul. Furthermore, this sustainability initiative would allow students to not only access college, but complete it. From an institutional perspective, this type of capacity building allows DePaul to retain higher-risk students and this retention is a revenue builder.

Timeframe for Implementation: This project would take two years to prepare for implementation. In "Year One" middle schools would have to be identified that are willing to partner on the cluster-model and curriculum (both academic content-based as well as life-skills based) planning would have to be done for "Summer One." Realistically, this process would span across an academic year, thereby making this a two year timeframe for program launch.

Assessment Plan: Possible metric: both the matriculation rate for students from clusters into DePaul and then their eventual 4 or 6 year graduation rates, benchmarked against matriculation and graduation rates of other, non-cluster, CPS students.

Objective D: The University will expand and enhance existing community food systems initiatives

University sustainable food projects are expanding rapidly across higher education institutions (8) . As part of a strategic planning process, in 2009 the Steans Center developed a Community Food Systems Initiative to expand sustainable food projects at DePaul. Building on previous community-based research and service learning projects focused on enhancing food security in neighborhoods lacking sufficient access to fresh produce ("food deserts"), the center is currently planning further support of local food systems' development in numerous communities. These are community-led initiatives to produce and distribute food locally (i.e., in the neighborhood) as a means to increase fresh

8 Bartlett, Peggy 2011, "Campus Sustainable Food Projects: Critique and Engagement," *American Anthropologist* 113(1):101-115

food access while reducing carbon emissions through lessening the distance by which food travels from production to consumption.

We propose the following initiatives:

- Formalize the DePaul Community Food Systems Working Group (closely aligned with the Operations Working Group recommendation). DePaul's urban agriculture working group will begin meeting quarterly to discuss ongoing projects related to community food security across the university. Additional partners will be welcomed to the group from across the university. The working group will explore a number of initiatives including gardening on-campus and the development of a farmers market ("Vincent's Market") that provides a vehicle by which urban farmers from underserved communities can market their produce.
- Drawing on an ongoing research project on community gardens throughout Chicago conducting by Dr. Barbara Willard and Dr. Howard Rosing, DePaul will systematically channel educational resource (e.g., service learning, community-based research, pro bono faculty staff, and student projects) toward local food production in underserved communities.
- Explore development of a Local Food Systems Development Certificate program similar to the Community Engagement Certificate program hosted by the Egan Urban Center. Explore development of a minor in Sustainable Food Studies at DePaul with links to service learning and community-based research projects.

Rationale for Objective: The recommendation closely aligns with DePaul's Vincentian mission by seeking to increase access to fresh produce and reduce hunger and under-nutrition in Chicago. Service learning, community-based research, co-curricular service and pro bono projects linked to community food systems development expose DePaul students, faculty and staff to an important local and global issue; in particular, the initiative presents ways for DePaul students to consider how they can offer their skills and knowledge to reducing poverty and food insecurity. Currently, university-community sustainable food projects exist in various parts of the university. The Working Group will spur coordination and collaboration in an effort to enhance the positive impact on communities that lack access to healthy foods. In addition, there are currently no continuing education programs on local food systems development in Chicago. As with the Certificate in Community Engagement at the university's Egan Urban Center, DePaul could offer a unique program that directly supports efforts to link local food production to environmental stewardship. Currently, Illinois imports 95% of the food consumed. New state legislation (Illinois Food, Farms and Jobs Act of 2009; www.foodfarmsjobs.org/) seeks to significantly increase the amount of food consumed in Illinois. By creating the certificate program, DePaul could take the lead as a higher education institution educating the public on the relationship between local food production, urban food access, and environmental sustainability.

Timeframe for Implementation: The next working group meeting will take place during the Summer 2011, during which time a more formal structure will be proposed for regular meetings; a mission or vision statement, and potential initiatives and projects will also be

outlined. Subsequently, a Fall 2011 meeting will take place under the new working group status and discussions will take place on goals and objectives for 2011-2012 and beyond. The conversion of research data collected by Willard and Rosing on community gardening into service learning projects has been ongoing and will continue into AY 11-12. Initial discussions about the potential for certificate program have already taken place with local food systems experts affiliated with the Steans Center and Egan Urban Center. These discussions will continue during Summer 2011 and conversations will begin with DePaul's Continuing and Professional Education program. The certificate program will also be a key agenda item during upcoming meetings of the proposed working group. Presuming support for the program at DePaul, a plan and corresponding timeline will be put in place during Fall 2011 with potential implementation taking place during Spring or Summer 2012. Discussions about developing an interdisciplinary minor in Sustainable Food Studies will take place among the working group during AY 11-12.

Assessment Plan: An evaluation rubric used for evaluating Steans Center and Egan Urban Center programs will be utilized to track progress of the working group development during its first year of existence. The tool will be used after year one to reflect on achievements and determine future goals and objectives and a long-term planning process. The Steans Center will use existing evaluation tools to assess service learning and community based research projects embedded in courses. An evaluation rubric will be developed to assess all faculty research and DePaul pro bono projects on community food security. Evaluation data will be used to ensure high quality service to the community partner as well as to determine ways of improving and expanding upon resources in support of community food security. The Egan Urban Center will develop an evaluation tool for assessing the impact of the certificate program on participants and the communities where the latter seek to implement food systems projects. Evaluation data will be used to improve the quality of the certificate curriculum and to ensure the DePaul can channel other resources (e.g., service learning projects) to serve the interests of certificate participants.

Objective E: The University will track and coordinate sustainable community engagement efforts across the university

Brief Description: Through a centralized Office of Sustainability (or some variant of this Office), faculty and staff will track, promote, develop, and assess sustainable community engagement.

Rationale for Inclusion: One of the primary challenges of broad-based, community engagement efforts is that DePaul faculty and staff do not often know of existing partnerships already established with a community partner. Without a mechanism to enhance coordination, it is likely that DePaul faculty and staff will continue to overlap and duplicate efforts. This can be burdensome on and confusing to community partners. This

objective is closely aligned with the objectives of the Research Working Group. The Office of Sustainability would work closely with the Steans Center for Community-Based Service Learning, University Ministry, and other partners who have long standing relationships with community partners.

Timeframe for Implementation: The Office of Sustainability could be established as early as AY 2011-2012, but more likely by AY 2012-2013.

Assessment Plan:

- AY 2011-2012: establish an advisory board of faculty and staff representatives, draft a mission statement and 5 year plan for development.
- AY 2012-2013: hire a faculty director and appropriate staff, possibly graduate students who are studying sustainability to carry out the 5 year plan for development; public launch of the Office of Sustainability and its mission and goals; collect and compile data on community engagement activities across the university.
- AY 2013-2014: building on community engagement data from the previous year, the Office will focus on expanding or creating new *ad intra* partnerships that have a long-term strategy for community engagement.

CONCLUSIONS

It is clear that sustainability is a growing theme in many organizations. The dramatic growth of membership in the Association for the Advancement of Sustainability in Higher Education (AASHE) membership over the past few years indicates a strong commitment to principles of sustainability by the higher education community. The Association for Catholic Colleges and University's recent publication "Sustainability and Catholic Higher Education: A Toolkit for Mission Integration" indicates that sustainability is a prominent theme in Catholic higher education. Incoming students and their prospective employers are also paying attention to sustainability as a necessary competence for a college graduate. All of these indicators suggest that sustainability is more than a passing trend – it is becoming a strategic goal for many institutions and a significant high level component of university strategic plans (cf. Santa Clara University's strategic plan: <http://www.scu.edu/strategicplan/2011/index.cfm>.)

DePaul is uniquely positioned to respond to these trends and to take a leadership role in sustainability because of its Catholic, Vincentian, urban mission. Students, faculty, and staff who are deeply committed to DePaul's mission have the capacity to integrate sustainability – and its underlying moral concerns – in the C.O.R.E. of DePaul's activities. From curriculum to operations to faculty research to community engagement, DePaul is in a position to become the model of a faith-based, urban university focused on addressing the most pressing challenges facing poor and marginalized communities.

At this point it is worth revisiting our framing question - "In what ways does the focus on sustainability function to build DePaul's capacity to be an agent of social transformation?" DePaul can be an agent of transformation throughout its C.O.R.E.– in the way it uses energy, purchases goods in a globalized economy, facilitates the broader perspectives necessary for the 21st century through its curricula, encourages research that addresses pressing social problems, inspires meaningful and lasting community engagement, and the way it builds a diverse community animated by a common model of service and social justice. Achieving this will require a robust, centrally-organized institutional structure capable of allowing the DePaul Sustainability Network to infuse sustainability across C.O.R.E. and to assist in disseminating the "good news" about sustainability at DePaul.

APPENDIX I

LIST OF SITF REPORTS

Report #1: *What Must Be Done? DePaul as Sustainable Learning Community. A White Paper on Sustainability at DePaul University.*

Report #2: *A Guidance Document for Developing a University Sustainability Master Plan at DePaul University.*

Report #3: *A Report on the Curriculum Research and Roundtable Discussions on Sustainability Initiatives at DePaul University.*

Report #4: *Sustainability at DePaul University: Recommendations to the Strategic Planning Task Force.*

Report #5: *What Sustains Us? An Institutional Sustainability Plan for DePaul University.*

APPENDIX 2

THE RESEARCH WORKING GROUP'S DEFINITION OF 'SUSTAINABILITY RESEARCH'

Defining sustainability requires an intrinsically interdisciplinary effort, one that builds on concrete connectivities among individuals and groups. The work of such people lays the foundation for establishing, building and maintaining materially, ecologically, socially, economically, culturally and spiritually sustainable communities. Research that supports the sustainability of a community depends on creating and maintaining systems that promote environmental resilience, social equity and broad-based citizen participation. In an era of increasingly scarce resources, sustainability has to be concerned with long-term economic development, which means integrating private and social economic returns. This is research that builds concrete bridges between people, their communities and the ecosystems they depend upon. The communities that together make up DePaul seek to be sustainable in the context of an urban university that plays a key role in the life of Chicago—a global city engaged in the process of becoming an international model of sustainability. These efforts take place in the midst of ongoing tensions between prosperity/poverty, diversity/segregation, and ecosystems/development in a globally connected environment. The project of defining and living out a vision of sustainability is thus one that DePaul engages as a diverse and interdisciplinary group of scholars and learners. It is in this collaborative effort that all the disciplines taught at DePaul come together to become the foundation for building and maintaining sustainability in multiple forms—work that serves to define us as one contiguous community.

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