Elon University

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Private non-profit

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	Yes	Yes
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

Submission Note:

Elon University does not have a medical school or hospital. At this time other energy intensive spaces have not been identified.
The endowment size figure is from the 2014 Financial & Audit Report.

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

Endowment size:

188,687,623 *US/Canadian $*

Total campus area:

615 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Small town

Gross floor area of building space:

2,590,046 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

28,140 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

1,153,465 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	---
Coal	32
Geothermal	---
Hydro	1.98
Natural gas	18.01
Nuclear	48
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	0.01

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

Other is renewables and includes solar and biomass.

The electricity information was provided by Duke Energy, the university's electric provider. It represents 2013 energy generated by fuel type for the fleet. The % natural gas includes a very small amount of oil.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	26
Fuel oil	---

Geothermal	---
Natural gas	74
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

6

Number of academic departments (or the equivalent):

34

Full-time equivalent enrollment:

6,179

Full-time equivalent of employees:

1,330

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

5,599

Total number of graduate students:

706

Number of degree-seeking students:

6,305

Number of non-credit students:

0

Number of employees:

1,466

Number of residential students:

3,238

Number of residential employees:

19

Number of in-patient hospital beds:

0

Academics

Curriculum

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

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,029	226
Number of sustainability courses offered	12	0
Number of courses offered that include sustainability	43	2

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

18

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

34

Number of years covered by the data:

One

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

AC 1 Elon University Sustainability_Include Sustainability Courses 13-14.pdf

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

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

http://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml

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

The 13-14 Academic Catalog, Summer 2013 schedule, Winter Term 2014 schedule and graduate programs were reviewed for courses that fit the definition of sustainability course and course that includes sustainability. Any questions were directed toward the department chair/program coordinator or the instructor for review. The identified courses were cross-referenced with the 13-14 undergraduate and graduate course schedules. The numbers used in the STARS Report represent the courses offered in the 13-14 academic year. The list available at the website provided also includes courses that were in the 13-14 (or 14-15) Academic Catalog or program information but not offered in the 13-14 academic year.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Jeffrey Coker
Director; Associate Professor
Elon Core Curriculum; Biology

Criteria

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

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

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

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

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

Submission Note:

The number of graduates is based on the 2013 - 2014 academic year.
Core Curriculum website -
http://www.elon.edu/e-web/academics/core_curriculum/default.xhtml

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

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

1,195

Total number of graduates from degree programs:

1,448

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

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

There is a required first year seminar for all undergraduates as part of the Core Curriculum. COR 110, The Global Experience, has 6 themes including "the relationship of humans to the natural world."

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

COR 110 Themes (with learning outcomes that are most directly related to sustainability):

• The impact of globalization in an increasingly connected, technological, and rapidly changing world

• The influence of power and resistance in historical and contemporary interactions

• The relationship between humans and the natural world
(Learning Outcome: The student can discuss with scientific accuracy the impacts of human activities on fundamental ecological processes and services.)

• Diversity and its relationship to intercultural competency

• The analysis and evaluation of personal and social responsibility
(Learning Outcome: The student can articulate and evaluate the societal and planetary consequences of his/her individual choices.)

• The processes, limitations, and implications of ethical reasoning

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

Undergraduate Program

Responsible Party

Brant Touchette
Professor
Environmental Studies (Chair) and Biology

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

The name of the sustainability-focused, undergraduate degree program (1st program):
B.A. Environmental Studies

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

Degrees in Environmental Studies incorporate concepts from environmental science, environmental policy and law, economics, environmental ethics, environmental writing, and environmental assessment. Curricula build upon a foundation of ecological principles from biology and environmental science. After completing their foundational coursework, students earning the B.A. degree choose advanced courses in one of three optional concentrations: 1) sustainability; 2) global environmental issues; 3) environmental arts and communication. B.A. students may choose to complete a second major or minor in another discipline that complements their career aspirations.

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

http://www.elon.edu/e-web/academics/elon_college/environmental_studies/major.xhtml

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

B.S. Environmental Studies

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

Degrees in Environmental Studies incorporate concepts from environmental science, environmental policy and law, economics, environmental ethics, environmental writing, and environmental assessment. Curricula build upon a foundation of ecological principles from biology and environmental science. Students working toward the B.S. degree choose additional advanced courses in the following areas: 1) environmental values and communication, 2) science and analysis, and 3) policy, planning and management.

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

http://www.elon.edu/e-web/academics/elon_college/environmental_studies/major.xhtml

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

B.S. Environmental and Ecological Science

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

Degrees in Environmental Studies incorporate concepts from environmental science, environmental policy and law, economics, environmental ethics, environmental writing, and environmental assessment. Curricula build upon a foundation of ecological principles from biology and environmental science. The Environmental and Ecological Science degree is geared toward students interested in a B.S. degree that leads to a career or graduate study in environmental science, wildlife biology, conservation biology, ecosystem restoration, natural resource management, and ecology.

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

http://www.elon.edu/e-web/academics/elon_college/environmental_studies/major.xhtml

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

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

Yes

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

environmental and sustainability studies

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

The environmental and sustainability studies minor requires courses from the following categories: environmental/ecological sciences; political/economic/social systems; environmental values; environmental analysis and communications. Two elective classes are also

required.

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

http://www.elon.edu/e-web/academics/elon_college/environmental_studies/minor.xhtml

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

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

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

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

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

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

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

Graduate Program

Criteria

Institution offers at least one:

> • Sustainability-focused program (major, degree program, or equivalent) for graduate students
>
> And/or
>
> • Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

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

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

Institution offers fewer than 25 distinct graduate programs.

Graduate Program

Immersive Experience

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

  And/or

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

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

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

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

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

Yes

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

The Periclean Scholars Program is a 3 year program for selected students. Led by their faculty mentor, each cohort of Periclean Scholars takes classes together and determines global problems that they wish to study and address. They study and address these problems from a sustainability perspective and have to make a difference by designing a project to address the problem. Projects typically involve significant fundraising with students traveling abroad to implement their project. An example is the Periclean Scholars Class of 2013 whose project involved establishing the Hogares Sanos program in Burlington, NC that is now a project of the Class of 2016.

http://www.elon.edu/e-web/academics/special_programs/project_pericles/scholars.xhtml

Other examples of immersive experiences that focus on sustainability are semester and summer study abroad programs including Australia: University of the Sunshine Coast; Australia: Curtin University; Australia: Tropical Rainforest Studies (SFS); Bhutan: Eastern Himalayan Forests & Rural Livelihoods (SFS); Costa Rica: Sustainable Development Studies; Denmark: DIS (Danish Institute for Study Abroad); Kenya & Tanzania (SFS); Panama: Tropical Island Biodiversity and Conservation Studies; New Zealand, Dunedin: University of Otago (Arcadia); Scotland, St. Andrews: University of St. Andrews; Semester at Sea; South Africa, Kruger National Park: African Ecology & Conservation (OTS); South Africa-Stellenbosch: Sustainability & Community (CIEE) and Turks and Caicos: Marine Protected Areas (SFS).

Examples of short-term study abroad courses with a sustainability focus, include Costa Rica: Language, Culture, and Ecotourism, Australia: Ecotourism in Australia, Adventure Based Eco-Tourism in New Zealand, Costa Rica Jungle: Community, Conservation, Service, Peru: Field Biology and Peru: Sustainable Development: Microfinance and Agriculture - Winter (Embedded).

http://www.elon.edu/e-web/academics/international_studies/studyabroad/programs.xhtml

The University also offers a 5-day summer orientation program framed around sustainability. The program, Thrive, is open to about 20 self-selected incoming first-year students. Each day, students explore campus and community resources and examine how some of our basic needs like food, water and more equitable communities are met while living at Elon. Activities may include discussions, a hike at a nearby nature preserve, a service learning project or tour of a water treatment facility. Thrive helps students become familiar with their new home and provides tools for choosing to live more sustainably.

http://www.elon.edu/e-web/students/new-student-transition-program/fse.xhtml

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

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Sustainability Literacy Assessment

Incentives for Developing Courses

Responsible Party

Michele Kleckner
Senior Lecturer; Sustainability Faculty Fellow
Computing Sciences

Criteria

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

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

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

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

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

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

Faculty may apply to be a part of the Sustainability Faculty Scholars Program. Faculty members identify a course that he/she would like to modify to include a sustainability component. Selected faculty members are provided with relevant sustainability resources and pedagogies. Faculty members modify selected courses accordingly and teach the course the next semester it is offered. The program has included participants from various disciplines including art, biology, business administration, business law, chemistry, communications, computing sciences, economics, education, engineering, English, exercise science, geography, health and human performance, history, leisure and sports management, mathematics, physics, sociology and statistics.

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

Faculty selected for the program receive a $1,000 stipend paid during the summer. Faculty members also receive training resources to help incorporate sustainability topics into the course.

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

http://www.elon.edu/e-web/academics/teaching/susScholars.xhtml

Campus as a Living Laboratory

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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

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

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

A student conducted a small exploratory research study into the barriers of following a vegetarian and vegan diet on campus. The results were shared with key administrators and provided student insight on a topic of growing interest. Some of the barriers have been addressed; while additional review and study is needed for others.

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

A student used energy modeling based on an actual campus building to compare energy savings for multiple factors. Her work provides data on some of the most effective construction and design components for decreasing energy use and thus informs design and construction elements of new buildings.

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

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

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

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

A student intern assessed student attitudes toward composting in a residential setting and one dining location. She designed and implemented a pilot program for students to manage compost collection in their residence hall and will complete documents outlining the steps of managing compost collection. This will help future students gain access to compost collection in their residence hall.

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

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning &

Governance and the positive outcomes associated with the work:

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

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

In fall 2014 the Office of Student Health and Wellness served as an internship site for an undergraduate student in Human Services. The student worked full time for eight weeks and engaged in benchmarking research around mental health delivery systems on college campuses. She also served as the principal planner around Healthy Monday events on sleep, stress, hand washing hygiene, flu prevention and holiday nutrition. As a result of her work, the University plans to incorporate an on-line metal health assessment and a peer counselor program on campus.

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

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

35

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

333

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

17

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

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

AC 9 Elon University Sustainability Research Faculty 13-14.pdf

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

Art and Art History; Environmental Studies - Samantha DiRosa
Chemistry - Karl Sienerth
Biology - David Vandermast
Biology - Dave Gammon
Biology - Linda Niedziela
Biology; Core Curriculum - Jeffrey Coker
Communications - Barbara Miller
Communications - Brooke Barnett †
Communications - Derek Lackaff †
Communications - Brian Walsh
Economics - Cassandra (Casey) DiRienzo ‡
Economics - Jayoti (Tina) Das ‡
Economics - Steven DeLoach
Economics - Thomas Tiemann
English - Cassie Kircher
Environmental Studies - Amanda Chunco
Environmental Studies; Biology - Brant Touchette
Environmental Studies; Biology - Janet MacFall
Environmental Studies - Robert Charest
Environmental Studies - Steve Moore
Finance - Neeraj Gupta ‡
History and Geography - Heidi Frontani
History and Geography - Honglin Xiao
History and Geography; Environmental Studies - Ryan Kirk
Management - Christina Benson
Management - Susan Manring
Management - Carri Tolmie
Philosophy - Anthony Weston
Philosophy - Martin Fowler
Psychology - Maureen Vandermaas-Peeler
Religious Studies - Toddie Peters
Religious Studies - Geoffrey Claussen
School of Law - Faith Rivers James
Sociology and Anthropology - Rissa Trachman
Sociology and Anthropology - Aaron Peeks

† Indicates a faculty member who regularly teaches in the Interactive Media program.
‡ Indicates a faculty member who regularly teaches in the MBA program.

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

Provost Reports (which include scholarly and creative activity of faculty), the Summer Undergraduate Research Experiences (SURE) programs and the Spring Undergraduate Research Forum (SURF) programs were reviewed for research activity that fits the definition of sustainability research. Any questions were addressed with the faculty member.
Tenure, Tenure Track and Continuing Track faculty were included as researchers

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

The website URL where information about sustainability research is available:

http://www.elon.edu/e-web/bft/sustainability/ac-courses.xhtml

Support for Research

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The Sustainability Research Scholars program offers grants to students researching sustainability topics. The research must contribute in meaningful ways to sustainability at Elon and the knowledge base of a given discipline. Students from all disciplines engaged in independent, faculty-mentored undergraduate sustainability research may apply. Each year of the program, a maximum of three grants of $1,000 each are awarded to students to perform research related to sustainability at Elon University.

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

http://www.elon.edu/e-web/bft/sustainability/ac-susResScholars.xhtml

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

No

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

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

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

Yes

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

The criteria for the evaluation of teaching faculty are divided into two levels of priority. All criteria are considered in evaluating faculty. Teaching is given top priority. The second level of priority is contributions to the life of the university and professional activity, each of which is considered necessary and of equal value. In the faculty handbook, the list of indicators for professional activity includes "interdisciplinary study" as an indication of scholarly or artistic activity.

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

http://www.elon.edu/docs/e-web/academics/facultyhandbook/2013-2014/Done_A015_2013_Sect_2_Chap_8
_Evaluation_of_Teaching_Faculty_%28Summer%20Change%2007%29.pdf

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

Yes

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

There is a sustainability research guide.

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

http://elon.libguides.com/sustainability?hs=a

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Jessica Bilecki
Education and Outreach Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Number of degree-seeking students enrolled at the institution:
6,305

Name of the student educators program (1st program):
Eco-Reps

Number of students served (i.e. directly targeted) by the program (1st program):
3,238

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

The Eco-Reps program is a peer education program dedicated to raising awareness of sustainability issues and encouraging environmentally, socially and economically responsible behavior. Eco-Reps educate their peers about environmental issues, such as population growth and waste generation, through Sustainable Living lessons as requested by faculty and staff for appropriate classes and related programs and activities in coordination with Residence Life staff. Eco-Reps also assist in the development and execution of various environmental sustainability awareness activities on campus. Outreach activities have included sustainability themed bulletin boards in the residence halls, Lights Out Bingo, Landfill on the Lawn and promotion of energy and waste reduction competitions.

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

There is an application and interview process in the spring for the following school year's Eco-Reps. To apply, students must submit a completed application form and resume. One Eco-Rep is selected for each residential neighborhood (including expanded housing) of which there are eight.

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

At the beginning of the fall semester the Eco-Reps have 2 days of training led by the Education and Outreach Coordinator in the Office of Sustainability. There are two components to the Eco-Reps program: providing Sustainable Living lessons to first-year classes (upon request) and serving as a sustainability resource (via outreach and programming) for a residential neighborhood. The following topics are covered in the training: Elon's sustainability initiatives, an introduction to the Sustainable Living lesson they will be giving to first-year classes (additional practice sessions are scheduled after the initial training weekend), peer education and their role as a peer educator, consumerism, handling challenging situations (including role-playing), methods and strategies for providing outreach in their residential neighborhoods and approaches to behavior change. To conclude training Eco-Reps also participate in a low-ropes challenge course which facilitates bonding among the group and is also educational.

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

The Eco-Reps program is managed by the Education and Outreach Coordinator in the Office of Sustainability along with a Student Coordinator (who is a paid intern in the Office of Sustainability). The Eco-Reps are paid for up to 4 hours/week at $9.00/hr. Each Eco-Rep has a $150/year budget for use on programming in his/her neighborhood.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Katie Burr
Director
New Student and Transition Programs

Criteria

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

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

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

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

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

86

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

Undergraduate Students:
Before arriving on campus, new students receive information about Elon's car share program and sustainable packing tips. The Office of Sustainability provides a session on sustainability to all Orientation Leaders (OLs). The OLs then share this information with new students in their small group sessions with them during Orientation weekend. The two picnics held during Orientation weekend are no-landfill events with compostable or recyclable products provided. Students and families are responsible for appropriately sorting their items into the provided bins, which are monitored by student volunteers. Inclusivity is a broad theme during Orientation, and new students participate in a session called Live the Maroon Life on identity, diversity and social responsibility. In fall 2014, new students were invited to participate in Stop Hunger Now, a service project addressing hunger.
Sustainability is not prominent in graduate student orientation.

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

Student Life

Criteria

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

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

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

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

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

	Yes or No

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

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

Elon has a number of student groups that work on sustainability issues. See the website URL provided.
One of these, the Elon University Sierra Club, is dedicated to sustainable causes and service in the name of sustainability. The Sierra Club's mission is to:
Explore, enjoy and protect the wild places of the earth.
Practice and promote the responsible use of the earth's ecosystems and resources.
Educate and enlist humanity to protect and restore the quality of the natural and human environment.
Use all lawful means to carry out these objectives.

Elon's Sierra Club is run by a student leadership team and is open to the entire student body. The Club programs actively and collaborates with other like-minded organizations on campus

A second group is the Kappa Alpha Omicron Environmental Professional Society. This organization is student run and is focused on student involvement in local environmental service projects, educational speakers, and peer-to-peer engagement.

The website URL where information about student groups is available:

http://www.elon.edu/e-web/bft/sustainability/sp-studGroups.xhtml

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

The Elon Community Garden was initiated by an environmental ethics course to foster education, spirituality, service, community discussion and sustainability and was fully established by a student as part of a senior thesis project. It is a place for Elon students, faculty, staff, children and community to come together. It is now used as a laboratory for courses and volunteer location for any interested student. Organic practices are utilized in the garden, and gardening tasks are coordinated by student managers.
In 2012, the Elon Community Garden was designated a certified wildlife habitat by the National Wildlife Federation.

http://www.elon.edu/e-net/Article/62382

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

http://www.elon.edu/e-web/org/communitygarden/

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

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

A brief description of the sustainable investment or finance initiatives:

There is a student organization specifically designed for students to be able to invest. The Elon Microfinance Initiative (EMI) works locally and internationally to promote sustainable giving by providing support to small business owners. On a local scale, we provide creative work and networking assistance to small business owners, while our international impact is made through loans to developing countries and businesses via

Kiva.org

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

https://elonmicrofinance.wordpress.com/about/

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

Elon holds a number of events throughout the year related to sustainability including speakers, panel sessions, film screenings, exhibits and themed meals among others. Earth Week takes place each year and is a week-long Earth Day celebration with a number of different events, including a primary speaker.

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

http://www.elon.edu/e-web/bft/sustainability/ne.xhtml

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

The Art & Art History department (and others) host cultural arts events related to sustainability for the entire campus. These often take place during CELEBRATE week in the spring.

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

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

Elon Outdoors allows students several opportunities to experience nature each semester. Program offerings include canoeing, climbing, kayaking, backpacking, indoor climbing, white water rafting and sailing. Camping equipment is available for weekend rental for those wishing to explore the vast array of outdoor pursuits available throughout the region. The Elon Outdoors Resource Room is a great place to obtain information about outdoor adventure.
Elon Outdoors follows leave no trace practices on all experiences and plans to be a carbon neutral program through carbon offsets and tree planting programs in the future.

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

http://www.elon.edu/e-web/students/campus_recreation/Outdoor/

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

Consistent with the Elon University mission of nurturing a rich intellectual community, the Elon Common Reading Program (ECRP) challenges students, faculty and staff to examine themselves and the local and global worlds they inhabit through reading. The readings and related discussions aim not only to encourage critical reflection about important issues but also to invite personal consideration of how our individual actions affect these issues.

The ECRP will:

-Offer diverse perspectives and commentary on key issues affecting our lives;

-Provide forums to question and discuss these perspectives in depth;

-Encourage integration of these ideas and perspectives in other aspects of the Elon experience;

-Foster critical thinking by offering multiple opportunities to examine and reflect upon the reading throughout the year.

The fall 2014 common reading was sustainability-related, and the fall 2015 common reading is as well.

The website URL where information about the theme is available:

http://www.elon.edu/e-web/academics/special_programs/common_reading/default.xhtml

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

Elon has an Energy Star residence hall room program during the fall and spring semester. These rooms are equipped with Energy Star appliances, including a microfridge, TV and DVD player. They also include desk lamps with compact fluorescent light bulbs (CFLs). The Energy Star rooms are shown on Admissions campus tours but not open for students during regular hours. There is a competitive application process for students who want to have their room be an Energy Star room.

Elon also has a Sustainable Living Learning Community (SLLC) on campus that brings together students from any major who are interested in learning how to personally live in a manner that supports ecologically, socially and economically healthy environments and communities.

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

http://www.elon.edu/e-web/students/residence_life/learningcommunities/sustainableliving.xhtml

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability hires Elon students as interns for the summer and academic year.

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

http://www.elon.edu/e-web/bft/sustainability/sp-interns.xhtml

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

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

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

Elon has the Sustainability Research Scholars program.

The Sustainability Research Grants were created through the Class of 2010's gift to the University. The grants are distributed through a collaborative venture between the Office of Sustainability and the Undergraduate Research Program. A maximum of three grants of $1,000 each are awarded to students to perform research related to sustainability at Elon University. Students from all disciplines who are or will be engaged in independent, faculty-mentored undergraduate research related to sustainability are encouraged to apply. The recipients of the awards are known as Sustainability Research Scholars.

The Sustainability Research Grants are intended to enhance quality mentoring relationships between faculty and students who work together to answer questions and solve problems and provide learning opportunities of the highest caliber. Research conducted by Sustainability Research Scholars and faculty mentors must contribute in meaningful ways to sustainability at Elon and the knowledge base of a given discipline. Although the end product of all research is unknown as the work is undertaken, it is expected that the work of Sustainability Research Scholars will be linked to the expertise of their faculty mentors to ensure quality and potential to contribute to the discipline. Preference will be given to projects investigating the development or implementation of new campus sustainability initiatives and/or enhancements to existing initiatives.

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

http://www.elon.edu/e-web/bft/sustainability/ac-susResScholars.xhtml

Outreach Materials and Publications

Responsible Party

Jessica Bilecki
Education and Outreach Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The Elon Sustainability website is a comprehensive source for sustainability information and is easily accessible from the University's homepage. It includes information about the Office of Sustainability's mission, the Environmental Advisory Council, the campus' sustainability planning documents, the numerous physical campus sustainability initiatives, academic sustainability initiatives, student programs related to sustainability, how to live sustainably on and off campus, sustainability news and events and sustainability related resources (local and regional groups as well as sources).

The website URL for the central sustainability website:

http://www.elon.edu/sustainability

A brief description of the sustainability newsletter:

The Sustainability Newsletter was started in the fall of 2011 and is created by the Communications Intern in the Office of Sustainability with guidance from the Education and Outreach Coordinator. It is distributed once a semester via email to those who sign-up for the student sustainability list and to faculty and staff. It is also posted online. The content may vary each time it is published; but in general, the newsletter contains information about new programs, events, interesting information/statistics about existing programs and stories about student and/or faculty/staff projects or work related to sustainability.

The website URL for the sustainability newsletter:

http://www.elon.edu/e-web/bft/sustainability/ne.xhtml

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

There is an Elon Sustainability Facebook page used regularly to communicate sustainability events, activities and information. Similarly, there is an Elon Sustainability Twitter account (@Sustainable Elon).

www.facebook.com/ElonSustainability

www.twitter.com/SustainableElon

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

https://www.facebook.com/ElonSustainability

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

Visions Magazine, The World We Live In and The World We Want To Live In, is a faculty-student organized and operated publication, which features the works of Elon University students and student-faculty collaborations. All content goes through a blind peer review prior to being accepted for publication. The primary purpose of Visions is to expose students to the scholarly process of research, writing and peer review. It provides publishing opportunities to students from all disciplines with an interest in the environment and sustainable development.

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

http://www.elon.edu/e-web/bft/sustainability/ac-visionsMag.xhtml

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

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

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

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

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

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

A brief description of the sustainability walking map or tour:

The Sustainability Tour Map highlights sustainability features and programs on campus. It is electronically available, along with pod cast files, on the Sustainability website.

The website URL of the sustainability walking map or tour:

http://www.elon.edu/sustainability

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

The Transportation page of the Sustainability website provides commuters with information about the various alternative transportation options available including the BioBus, carpooling, car sharing, vanpooling, the emergency ride home program, information about regional bus routes and bicycling. The Sustainable Living Guide for students also includes information about alternative methods of transportation.

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

http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml

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

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

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

The Sustainable Living Guide provides a number of strategies and tips for incorporating sustainability into the residential experience. There is also a guide for students living off campus. It includes the following topics: power, transportation, waste management, in the residence, get involved and challenge yourself. The Sustainable Living Guide for residential neighborhoods with LEED facilities includes information about the sustainable features of the LEED buildings in that neighborhood.

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

http://www.elon.edu/e-web/bft/sustainability/ta-sustliving.xhtml

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

There is not a reporter assigned to the sustainability beat or a regular column on sustainability; however, sustainability topics and stories are often covered in the student newspaper.

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

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

Stories about sustainability related campaigns or events are featured in the University's online news platform, E-Net. Stories appear as headlines or appear in a separate sustainability section.

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

http://www.elon.edu/e-net/

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Jessica Bilecki
Education and Outreach Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

POWERless is a residential energy reduction competition that started in the spring of 2008 and took place at least once a semester until fall 2013. All primary residential buildings on campus participate in the competition, which has ranged from 2 weeks to 7 weeks in length.

Students compete to reduce the electricity use in their building, based on baseline power consumption. The winner is the building with the largest percentage energy reduction over the course of the competition. There is also a competition between residential neighborhoods to see which can reduce its consumption the most. There is a prize for the building occupants in each division (based on occupancy) with the greatest reduction, and the neighborhood in each division with the greatest reduction has its name added to the POWERless trophy, which resides in the Moseley Center.

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

There has been an overall electricity reduction each time the competition has been held, which has ranged from 6% to 20%, compared to baseline consumption.

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

http://www.elon.edu/e-web/bft/sustainability/powerless/

The name of the campaign (2nd campaign):

Phoenix Cup

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

The Phoenix Cup is a series of competitions aimed at reducing our collective ecological footprint. Teams compete with each other to see who can positively contribute the most to sustainability at Elon. The competition happens twice a year and lasts for three weeks. In the fall the competition focuses on energy reduction and in the spring it focuses on waste reduction. To win each competition, a team must earn the most points per person by completing items on the checklist provided. Both teams of students and teams of faculty/staff can compete.

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

In fall 2014, all teams participating in the Phoenix Cup had a decrease in their building's energy use from the first week of the competition to the last. The average energy reduction in all residential buildings during the competition was 18%. In addition, students, faculty and staff committed to taking nearly 500 individual actions to conserve energy during the competition.

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

http://www.elon.edu/e-web/bft/sustainability/PhoenixCup.xhtml

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

The Don't Trash It! campaign diverts unwanted, usable items from the landfill. Clothing, housewares and other gently used items are collected during student move-out and donated to local non-profit organizations. In spring 2014, over 12,000 pounds of items were

collected and donated.

Employee Educators Program

Responsible Party

Jessica Bilecki
Education and Outreach Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

Total number of employees:
1,466

Name of the employee educators program (1st program) :
Sustainability Leaders Program

Number of employees served by the program (1st program):
140

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

An email advertising the program is sent to all faculty and staff once a semester. Educators then self-select to participate.

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

Educators attend an initial 'Creating a More Sustainable Workplace' lunch session where they learn about sustainability and what the university is doing to address it. They also receive and discuss using a sustainable workplace assessment tool to help them advance sustainability in their office/department. After attending the first session, Sustainability Leaders are invited to a lunch every semester where they hear about sustainability updates related to the university and discuss successes and challenges in promoting sustainability in their office/department.

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

Leaders have access to a Moodle site, which provides easy access to each other, information about sustainability at the university and additional resources to assist with their sustainability efforts in their offices/department. Participating leaders are also treated to a lunch once a semester and have the opportunity to share meals with guest speakers hosted by the Office of Sustainability. Staff in the Office of Sustainability are also available upon request to help them with their efforts.

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

http://www.elon.edu/e-web/bft/sustainability/ta-FacStaff_Leaders.xhtml

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

100

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

During new employee orientation sessions (staff and faculty), a brief overview of Elon's commitment to sustainability is provided by the Director of Sustainability. The inclusive definition of sustainability is shared as well as Elon's carbon neutrality goal. New employees are provided information on alternative transportation options, waste reduction and ways to contribute to Sustainability at Elon. The booklet provided to new employees includes a page that summarizes the sustainability topics covered in the orientation session and serves as a resource for new employees after the session. Information about sustainability is also on the Human Resources website.

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

Staff Professional Development

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Public Engagement

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

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

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

Inter-Campus Collaboration

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Elon University staff and faculty from several departments have given presentations on sustainability-related topics at a number of state, regional and national conferences including, but not limited to, the Association for the Advancement of Sustainability in Higher Education (AASHE), the Association of Physical Plant Administrators (APPA), the Association to Advance Collegiate Schools of Business (AACSB) and the Ecological Society of America (ESA). Topics have included sustainability planning, stormwater irrigation, community partnerships, composting, sustainable landscape management, faculty development and sustainable construction among others. Office of Sustainability staff have collaborated with colleagues at other institutions for conference presentations on the topics of developing and maintaining Eco-Reps (sustainability peer education) programs and conducting energy reduction competitions. The Associate Director of the Physical Plant/Director of Landscaping and Grounds chaired the task force for an APPA publication: Operational Guidelines for Educational Facilities: Grounds. He collaborated with authors from other universities to include 2 new chapters on sustainability: Sustainable Grounds Operations and Green Fuels, Vehicles and Equipment. Elon has also submitted case studies on waste reduction, print management, energy competitions and Eco-Reps programs to the National Wildlife Federation's Campus Ecology sustainability case study database.

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

AASHE, USGBC, Southeast Sustainability Network, National Wildlife Federation's Campus Ecology Network, APPA

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

Elon regularly participates in a gathering of staff responsible for sustainability outreach at higher education institutions in the Piedmont Triad area. The staff members get together quarterly to share resources and ideas, and discuss best practices for communicating effectively about sustainability or implementing sustainability initiatives.

In the summer of 2012, Elon hosted a meeting for those working in automotive/transportation services at other North Carolina institutions to share best practices and lessons learned regarding alternative fueled vehicles.

Elon participated in the first nationwide real-time electricity reduction competition in fall 2010, Campus Conservation Nationals. The Director of Sustainability was a member of the Steering Committee for the 2012 Campus Conservation Nationals competition in which Elon participated.

Elon has hosted other colleges and universities on campus to learn about Elon's sustainability program to help inform their own programs.

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Mary Morrison

Assistant Dean of Students; Director

Kernodle Center for Service Learning and Community Engagement

Criteria

Part 1

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

Part 2

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

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

Submission Note:
The provided number of students engaged in community service is based on student self-reporting (FY 13-14) to the Kernodle Center as is the number of community service hours. The total number of students provided is full-time students for FY 13-14.

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

Number of students engaged in community service:

3,136

Total number of students :

6,052

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

Yes

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

127,656

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

Yes

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

The Elon Experiences Transcript (EET) is a co-curricular transcript kept for all undergraduate students, which documents participation in the five program areas that make up the Elon Experiences: Leadership, Service-Learning, Internships, Study Abroad/USA and Undergraduate Research. Service is tracked by the Kernodle Center for Service Learning and Community Engagement and linked to a student's Elon Experiences Transcript. Each entry on a student's EET lists the semester, year, service location and number of hours. Elon requires all undergraduate students to complete an Experiential Learning Requirement (ELR), as well. Students complete the ELR through internships, practica, co-ops, study abroad, student teaching or approved field-based courses. The ELR may also be met through service, leadership or individualized learning experiences. The ELR encourages students to become actively involved in the world around them, practice close observation of their activities and reflect insightfully about those observations.

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

Yes

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

Elon offers Service Sabbaticals to university employees with two or more years of service. During sabbaticals, employees are relieved of their duties to the university for one month or less in order to work full-time for a community organization. Recipients continue to receive their university paychecks during their sabbaticals. It is expected that projects and organizations will have goals and principles consistent with the Elon University Mission Statement.

Any full-time university employee (with 2 or more years of service) who has a record of service to a community organization — and who has an idea of how his or her full-time service for one month will benefit that organization in a significant way — is welcome to apply for a Service Sabbatical.

http://www.elon.edu/e-web/academics/special_programs/project_pericles/ServiceSabb.xhtml

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

http://www.elon.edu/e-web/students/servicelearning/default.xhtml

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The University continues to work with local authorities to advocate for increased access to, and safety for, bicycle and pedestrian routes that serve the campus and surrounding area as well as public transportation services.
In addition, the University is a strong supporter of the county K-12 school system and initiatives to strengthen it.

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

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

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

Trademark Licensing

Responsible Party

Carrie Ryan
Assistant Director
Auxiliary Services

Criteria

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

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

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

No

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

Yes

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

No

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

http://www.fairlabor.org/affiliates/colleges-universities?page=3

Hospital Network

Criteria

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

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

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

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

Hospital Network

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

Submission Note:

For fuel- and energy-related activities not included in Scope 1 or Scope 2, transmission and distribution losses from purchased electricity are included but not upstream emissions of purchased fuels and electricity.

For Scope 3 GHG emissions from business travel the following are included: faculty and staff business travel, athletic team travel and study abroad travel.

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

Yes

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

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

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

No

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

The Campus Carbon Calculator excel tool v 7.0 was used to complete the inventory.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	4,956.10 *Metric Tons of CO2 Equivalent*	3,862.30 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	1,015 *Metric Tons of CO2 Equivalent*	893.50 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	17,524.30 *Metric Tons of CO2 Equivalent*	13,168.60 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	235.90 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

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

A brief description of the composting and carbon storage program:

Elon has a yard composting facility where all campus yard waste is composted. The resulting material is utilized on campus.

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,238	2,514
Number of residential employees	19	15
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,179	4,690
Full-time equivalent of employees	1,330	855
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2004	May 31, 2005

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

Gross floor area of building space, performance year:

2,590,046 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	28,140 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	10,700.70 *Metric Tons of CO2 Equivalent*
Commuting	5,542.60 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	1,083.10 *Metric Tons of CO2 Equivalent*
Waste generated in operations	2,923.20 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://www.elon.edu/e-web/bft/sustainability/ci-climate.xhtml

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

Outdoor Air Quality

Responsible Party

David Webb
Facility Engineer
Physical Plant

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

Below is a summary of the No-Idling Policy.
Policy Overview
The following policy is to be followed while using all Physical Plant vehicles and equipment:
• Vehicles will be shut off whenever parked idling time is expected to exceed 20 seconds. An exception is diesel engines. Diesel engines shall not park and idle longer than 3 minutes. See Policy Exceptions.
• Vehicles will not be left idling when unattended (unless operationally required to safely perform a job function).
• Engine warm-up periods will not exceed one minute (provided required airbrake pressure and/or other critical settings have been reached).
• When fueling any vehicle/equipment, operator will not top-off the vehicle past the point that the fuel nozzle overflow safety system shuts down the fueling process.
Policy Description

All gasoline and diesel powered vehicles and equipment operated by Elon University Physical Plant employees while being used for official business, regardless of size, shall be idled only as necessary to perform the required duties of a given employee's position or the essential function(s) of the equipment.

An operator of an off-road piece of equipment must not cause or allow the off-road equipment to idle at any location for longer than this policy allows unless the manufacturer's recommendation states otherwise. This must be approved in writing by the director/manager of the division.

Policy Adherence

Supervisors will ensure all employees are informed and adhere to this policy and shall address all non-compliance issues.

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

No

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

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

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

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

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

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Robert Buchholz
Associate VP for Facilities Management; Director
Physical Plant

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

2,590,046 *Square Feet*

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

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

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

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

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

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

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

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

0 *Square Feet*

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

OP Cr 3 Sustainable OM Final_1.pdf

The date the guidelines or policies were formally adopted:

Oct. 1, 2011

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

The current sustainable operations and maintenance guidelines do not cover all of the items specified in the criteria. However, all buildings are operated and maintained in accordance with the sustainable operations and maintenance guidelines.

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

Elon's Physical Plant maintains campus facilities per the guidelines.

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

Building Design and Construction

Responsible Party

Brad Moore
Director
Planning, Design and Construction Management

Criteria

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

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

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

And/or

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

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

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

Submission Note:

This information represents buildings completed in 2010 to 2014.

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

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

	Yes or No

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

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

Alumni Field House - LEED NC Gold; Loy Center Houses N, O, P, Q, R, S - LEED for Homes Platinum; Gerald L. Francis Center - LEED NC Silver; The Depot at the Station at Mill Point - LEED NC Silver; Station at Mill Point Houses 120, 431, 451, 471 - LEED for Homes Gold; Kivette Hall, William W. Staley Hall and William A. Harper Hall - LEED NC Gold; Numen Lumen Pavilion - LEED NC Silver; Lakeside Dining Hall - LEED NC Silver

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

566,304 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	118,334 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	165,363 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	24,122 *Square Feet*

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

	Certified Floor Area

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

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

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

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

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

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

The University has a Green Building Policy indicating new construction projects and major renovations consisting of 8,000 or more square feet of conditioned, occupied space will pursue LEED certification. LEED Silver certification is the strongly preferred level and in no case will such projects achieve less than LEED Certified certification. New projects less than 8,000 square feet and minor renovations must follow the University's Sustainability Design Standards at a minimum. The Standards do not cover all of the topics outlined in STARS.

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

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

http://www.elon.edu/e-web/bft/sustainability/ci-buildings.xhtml

Indoor Air Quality

Criteria

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

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

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

Indoor Air Quality

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Carrie Ryan
Assistant Director
Auxiliary Services

Criteria

Part 1

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

> • Local and community-based

> And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

6.10

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

STARS 2.0 OP 6 Purchasing Sample FY14.pdf

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

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

Yes

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

9.50

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

STARS 2.0 OP 6 Purchasing Sample FY14.pdf

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

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

Elon Dining Services has identified suppliers that meet Aramark purchasing guidelines that can provide local and organic products. These products are purchased as needed and available. The purchases from these vendors are tracked weekly, and Dining Services continues to seek vendors that can provide sustainable products and meet the required purchasing guidelines.

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

Elon Dining Services tracks sustainable purchases on a weekly basis. Many vendors indicate which items are local or organic on their invoices. All invoices are recorded on a spreadsheet that indicates whether items are sustainable or not sustainable. This allows the percentage of sustainable products to be calculated. The total cost of the invoice is inputted in the spreadsheet which figures into the calculation of overall percentage of sustainable products purchased.

Total annual food and beverage expenditures:

4,600,000 *US/Canadian $*

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

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

Has the institution achieved the following?:

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

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

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

http://www.elondining.com/sustainability

Low Impact Dining

Responsible Party

Carrie Ryan
Assistant Director
Auxiliary Services

Criteria

Part 1

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

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

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

   Or

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

Part 2

Institution:

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

   And

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

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

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

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

20.30

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

Elon Dining Services reviews monthly operating reports, which show purchases by category: meat, dairy, produce, etc. Total animal product purchases are divided by total food purchases to get the percentage of conventionally produced animal products.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

All residential dining facilities have vegan options available 3 meals a day. One of the dining facilities has a separate area for vegan options. Vegan sausage is available for breakfast. Grits and oatmeal (made with water) are available daily as well as cereals with non-dairy milk options.

Regarding signage: Beginning in February 2015, nutritional ID cards will be printed for each dish in the residential dining halls. These cards will include basic nutritional information along with allergen, gluten, vegetarian and vegan identifiers.

There are also vegan options in several of the retail locations.

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

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

http://www.elondining.com/health-wellness/menu-information

Annual dining services expenditures on food:

4,460,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

906,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

0 *US/Canadian $*

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

David Webb
Facility Engineer
Physical Plant

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

FY 2013-14 is the performance year for this credit.

Elon University does not have a medical school or hospital. At this time other energy intensive spaces have not been identified.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	214,527 *MMBtu*	157,409 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	121,798 *MMBtu*	84,903 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,590,046 *Gross Square Feet*	1,445,653 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	28,140 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	3,700
Cooling degree days	1,467

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2004	May 31, 2005

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

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

Other than residential spaces, all administrative, academic, athletic and dining facilities are scheduled for time of use or occupancy through building automation with set points based on the campus Energy Conservation Policy. During the heating season, space temperatures are targeted at 68°F and between 74° - 76°F during the cooling season during occupied hours. Hot Water (HW) & Chilled Water (CHW) valves are Proportional Control based on building occupancy schedules where Energy Management Sensors read:
1. Room return air temperature, humidity, mixed air temperature, supply air temperature;
2. Fan start/stop, fan status, cfm;
3. VSD status (inlet vane damper position);
4. Static pressure;
5. HW & CHW valve position;
6. Damper positions.

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

Numerous high-intensity discharge (HID) pole lights along sidewalks have been replaced with LED lamps. LED technology is also being utilized in several buildings as an alternative to halogen and incandescent bulbs.

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

Many buildings on campus have lighting sensors. Three primary types are used:
• Ceiling mount motion sensors with light switches at door entrances with dual technology – passive infrared and ultrasonic; 360 degree coverage; adjustable time delay
• Wall switch motion sensors with dual technology for rooms less than 200 square feet
• Ceiling motion sensors with dual technology for rooms more than 200 square feet

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

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

The University has a geothermal system that was completed in 2011 as the primary source of heating and cooling for the five residential buildings in the Colonnades Neighborhood. The geothermal field is beneath the green space between the Colonnades residence halls and consists of 112 vertical bore holes each with a U-shaped pipe system that is 440 feet deep.

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

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

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

Many buildings on campus are tied into a central energy management system for building automation. Physical Plant personnel can make adjustments from an internet connection. The system allows room thermostats to be set to a particular temperature, based on the campus Energy Conservation Policy, with a pre-defined occupant adjustment zone. There are changeable reset schedules for hot water heat and chilled water cooling at time of occupancy. The economizer mode is used with enthalpy control, where applicable.

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

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

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

The Vending Misers utilized on campus have a custom passive infrared sensor that powers down the vending machine when the area surrounding it is unoccupied and automatically repowers it when the area is reoccupied. A Vending Miser monitors the ambient temperature while the vending machine is powered down. The Vending Miser automatically powers up the machine at appropriate intervals, independent of occupancy, to ensure that the vended product stays cold. Vending Misers are on most campus cold drink vending machines as well as adjacent snack machines (about 40 different locations).

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

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

http://www.elon.edu/e-web/bft/sustainability/ci-energyUse.xhtml

Clean and Renewable Energy

Responsible Party

David Webb
Facility Engineer
Physical Plant

Criteria

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

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

FY 2013-14 is the performance year for this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	21.76 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

214,527 *MMBtu*

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

A 5 kW solar photovoltaic panel system is on the roof of Lindner Hall to provide on-site renewable energy for the building.

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

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

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

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Tom Flood
Associate Director; Director
Physical Plant; Landscaping and Grounds

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	615 *Acres*
Footprint of the institution's buildings	36 *Acres*
Area of undeveloped land, excluding any protected areas	223.50 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	282 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

The goal of integrated pest management is to preserve and protect the landscape, while minimizing personal and environmental impacts, and establish sustainable landscape management practices. The integrated pest management protocol consists of six principles: 1 - identify the pest to be managed, 2 - define the management area, 3 - establish monitoring techniques, 4 - establish thresholds of tolerance (health, economic, aesthetic), 5 - develop predictive models for each target pest and 6 - develop a management plan and schedule for each target pest. Although specific practices vary widely, there are several guidelines.

First, the campus landscape will be maintained to meet established standards of landscape management and appearance. Typically, the thresholds of tolerance will be damage and/or appearance. Secondly, in accordance with IPM principles, the order of control options should be: plant species options; cultural; physical or mechanical; biorational; biological; and lastly synthetic chemical control. Thirdly, we will seek new options or products (especially concerning the difficult pest problem of weed control).

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

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

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

Elon collects and composts 100% of its own yard waste in a facility located on the edge of campus. In 2013-2014, about 153 tons of compost were produced from yard waste collected. The program closes the loop on the University's yard waste as the final compost product is used in campus landscaping to improve soil quality and reduce water and fertilizer requirements.

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

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

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

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

On sidewalks, power brooms are used whenever possible as they will remove all snow, minimizing or eliminating the need for de-icing materials. Roadways and parking lots are generally plowed and de-icer is only applied when conditions become unsafe, and then as little as possible. When de-icing material must be applied, it is applied only by the grounds crew who are trained in the use of spreading equipment, which provides even coverage and minimal product use.

A brief description of any certified and/or protected areas:

In 2012, the Elon Community Garden was designated a certified wildlife habitat by the National Wildlife Federation.
The Elon Community Garden was initiated by an environmental ethics course to foster education, spirituality, service, community discussion and sustainability and was fully established by a student as part of a senior thesis project. It is a place for Elon students, faculty, staff, children and community to come together. It is now used as a laboratory for courses and volunteer location for any interested student. Organic practices are utilized in the garden, and gardening tasks are coordinated by student managers.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

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

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

<div align="center">

Responsible Party

Dan Harder
Director
Campus Technology Support

</div>

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

Expenditure information is from FY 14.

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

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

A copy of the electronics purchasing policy, directive, or guidelines:
OP 12 Sustainable Purchasing Guidelines.pdf

The electronics purchasing policy, directive, or guidelines :

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

Campus Technology Support is the primary purchaser of electronics and follows the guidelines. Most preferred models purchased meet EPEAT Silver or Gold. The preference for EPEAT products is in the University's Energy Conservation Policy as well as the Sustainable Purchasing Guidelines.

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

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	2,053.01 *US/Canadian $*
EPEAT Gold	407,681.60 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
466,215.90 *US/Canadian $*

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

http://www.elon.edu/e-web/bft/sustainability/ci-purchasing.xhtml

Cleaning Products Purchasing

Responsible Party

David Worden
Director
Environmental Services

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

---

Submission Note:

Expenditure information is from FY 14.

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

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

Yes

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

OP 13 Sustainable Purchasing Guidelines.pdf

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

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

Environmental Services is the primary purchaser of cleaning products and follows the guidelines. As additional green cleaning products are identified, they are tested for effectiveness and incorporated as appropriate.

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

Yes

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

65,889.92 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

265,833.38 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

No

A brief description of the institution's low-impact, ecological cleaning program:

Elon has a green cleaning program though it is not certified.

Elon's green cleaning program covers all normal cleaning activities undertaken in the course of managing Elon University facilities and addresses cleaning chemicals, janitorial products and equipment, entryway systems maintenance, waste and education.

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

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

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

http://www.elon.edu/e-web/bft/sustainability/ci-purchasing.xhtml

Office Paper Purchasing

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

Submission Note:
Expenditure information is from FY 14.

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

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

A copy of the paper purchasing policy, directive or guidelines:
OP 14 Sustainable Purchasing Guidelines.pdf

The paper purchasing policy, directive or guidelines:

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

The Purchasing Department and Print Services are the primary purchasers of office paper and follow the guidelines.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	16,925.34 *US/Canadian $*
30-49 percent	19,059.54 *US/Canadian $*
50-69 percent	60,186 *US/Canadian $*
70-89 percent (or FSC Mix label)	34,526.02 *US/Canadian $*
90-100 percent (or FSC Recycled label)	1,876 *US/Canadian $*

Total expenditures on office paper :

133,134.21 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://www.elon.edu/e-web/bft/sustainability/ci-purchasing.xhtml

Inclusive and Local Purchasing

Responsible Party

Jeff Hendricks
Director
Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

Submission Note:

Elon University encourages the use of minority owned, women owned and small businesses by providing a list to faculty and staff of such businesses previously utilized by Elon on the Purchasing Department website. In addition, the Sustainable Purchasing Guidelines include a preference for locally and/or regionally manufactured products.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

No

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.elon.edu/e-web/bft/purchasing/index.xhtml

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Life Cycle Cost Analysis

Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Keith Dimont
Supervisor
Automotive Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

213

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	16
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	39
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	31
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml

Student Commute Modal Split

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

This information is based on the fall 2014 commuter habit survey results and represents primary method of transportation.

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

Total percentage of students that use more sustainable commuting options:

78.30

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	21.70
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

A commuter habit survey is conducted on a bi-annual basis. All students, faculty and staff receive the survey via email.

The website URL where information about sustainable transportation for students is available:

http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml

A commuter habit survey is conducted on a bi-annual basis. All students, faculty and staff receive the survey via email.

Employee Commute Modal Split

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

This information is based on the fall 2014 commuter habit survey results and represents primary method of transportation.

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

Total percentage of the institution's employees that use more sustainable commuting options:

9.40

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	90.60
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

A commuter habit survey is conducted on a bi-annual basis. All students, faculty and staff receive the survey via email. Paper surveys are made available to departments with employees who do not regularly access email.

The website URL where information about sustainable transportation for employees is available:

http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml

Support for Sustainable Transportation

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

     And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

Bike racks are provided within 50 feet of at least one entrance of most buildings on campus. However, indoor and secure bike storage is not provided. Shower facilities and lockers are available for bicycle commuters in the Koury Athletic Center.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Bike racks are provided within 50 feet of at least one entrance of most buildings on campus, including residential buildings.

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

There is an extensive network of sidewalks throughout campus which cyclists and pedestrians share.

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

No

A brief description of the bicycle sharing program:

Though there is not a bicycle sharing program, Elon does have a bike rental program through Campus Recreation. Students can rent bikes by the semester or year.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The Elon BioBus System consists of 5 routes available to students, faculty, staff and community members. The buses run on B20 fuel. The Outer Loop A, B, and West Line routes service local apartment complexes and run Monday through Friday. In 2013-2014 these routes had 63,399 riders utilize them. The Danieley Center Tram services a core campus living facility and runs Monday through Sunday. In 2013-2014 this route alone serviced 71,173 riders. The University Drive Line offers service to local shopping and entertainment centers, including a grocery store and movie theater, and runs Wednesday through Sunday. This route had 11,214 riders utilize it during the 2013-2014 school year. The Downtown/East Burlington route provides service to downtown businesses as well as over 25 community partners where students perform community service and runs Monday through Friday. In 2013-2014 this route had 3,894 riders use it. All routes are free and open to the public.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:
Yes

A brief description of the GRT program:

Through the Piedmont Authority for Regional Transportation (PART), Elon employees are eligible to participate in an Emergency Ride Home Program on days that they use alternative transportation to get to work. The program provides a taxi ride home free of charge.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
Yes

A brief description of the carpool/vanpool program:

Elon facilitates carpooling through Zimride, an Elon specific web and map based system that helps users find carpool partners. After a user adds a ride posting, the Zimride system does the matching for him/her and provides a list of other Elon Zimride users with similar ride posts.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
Yes

A brief description of the car sharing program:

Elon has had a car sharing program since October of 2007. There are currently four vehicles, and they are parked in the McMichael parking lot.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

There is an electric recharging station with two outlets in the McMichael parking lot that is accessible to all members of the community.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:
No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

http://www.elon.edu/e-web/bft/sustainability/ci-transport.xhtml

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

David Worden
Director
Environmental Services

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

For materials disposed as garbage, the University does not receive weight information for all of the containers located on campus. The weight for the containers not weighed was conservatively estimated based on the containers that are weighed. The weight of materials composted for 2005 represents yard waste composting. The weight of materials composted for the performance year (FY 2013-2014) includes food composting and yard waste composting.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	134.62 *Tons*	112.76 *Tons*
Materials composted	344.89 *Tons*	90 *Tons*

Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	935.02 *Tons*	1,074.47 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,238	2,514
Number of residential employees	19	15
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,179	4,690
Full-time equivalent of employees	1,330	855
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2004	May 31, 2005

A brief description of when and why the waste generation baseline was adopted:

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

While there is not a surplus department or formal office supplies exchange program, excess and/or unwanted office supplies are reused on campus through an informal system. For example, if a department has a box of folders or a filing cabinet that is no longer needed, that department will contact other departments to determine if they can use the unwanted item. Any furniture that is appropriate for reuse is reused on campus.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Course catalogs are still printed; however, they are available online and the quantity of printing has reduced by about 90%. Starting with Fall 2013, course schedules are no longer printed and only available online.

A brief description of any limits on paper and ink consumption employed by the institution:

Elon has a print management system, which reduced printing in computer labs and the library by 70% in the first full year of implementation on the Elon campus.
Students who want to print more than 3 sheets must go to a release station and swipe their Phoenix Card (student ID card) before the requested document will print. Less than 3 sheets will print without going through the print management system. Students are allotted about 500 sheets per semester though it is rare for a student to use all of his or her allotment. There is a per page charge for anything over the allotment. In addition, duplex is the default on all computer lab and library printers.
The School of Law campus in Greensboro utilizes the print management system with a higher allotment.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

The Office of Sustainability, the Kernodle Center for Service Learning and Community Engagement, Residence Life, Goodwill and Habitat for Humanity, along with other on- and off-campus partners, collaborate to organize 'Don't Trash It!' at the end of the school year. This effort is targeted to both on- and off-campus students and seeks non-perishable food items, clothing, electronics, bedding and furniture in good condition. Items are collected and donated to several local food banks and non-profit organizations.
'Don't Trash It!' runs for two weeks during final exams and through graduation. Donations are taken to a series of drop-off points throughout campus. Donations are then collected and taken to central locations where community partners pick them up. In 2013-2014, over five tons of donations were collected and given to a variety of non-profit partners, which is not included in the figures reported above.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Elon Dining Services performs a kitchen/prep food waste audit daily. All waste is put in a bucket, weighed and then tracked on a website daily. Once a week the numbers are reviewed with the employees and additional training is done if needed.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Elon Dining Services incorporated trayless dining during the 2007-2008 academic year and has continued to be trayless in all dining locations.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Elon Dining Services provides compostable containers for to-go food at residential dining locations. Compost bins are available in two retail dining locations: Fountain Market and Winter Garden Café.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Elon Dining Services uses reusable service ware in all residential dining facilities.
Retail locations have compostable cups, containers, lids and straws. The cutlery in retail locations is not compostable.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Elon Dining Services has a reusable mug program. Fountain beverages are $1.69. In the case a customer brings a resusable cup/mug/bottle they will receive the refill price ($0.79 vs. $1.69 for a fountain drink or drip coffee).

A brief description of other dining services waste minimization programs and initiatives:

Students with a meal plan were provided with a reusable shopping bag at the beginning of the 13-14 academic year.

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

http://www.elon.edu/e-web/bft/sustainability/ci-wasteReduction.xhtml

Waste Diversion

Responsible Party

David Worden
Director
Environmental Services

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

This information is based on FY 13-14. The weight provided for materials diverted includes composted material (food and yard waste) and recycled materials (paper, cardboard, plastic, aluminum and glass). It does not include the weight of materials collected and donated as part of the 'Don't Trash It!' campaign held at the end of each school year. It also does not include other recycled items, such as batteries, printer cartridges and electronics. For materials disposed in a solid waste landfill, the University does not receive weight information for all of the containers located on campus. The weight for the containers not weighed was conservatively estimated based on the containers that are weighed.

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

Materials diverted from the solid waste landfill or incinerator:

479.51 *Tons*

Materials disposed in a solid waste landfill or incinerator :

935.02 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Elon has a comprehensive recycling program as well as food composting and yard waste composting programs. Throughout campus there are recycling containers located within buildings and outdoors, as well as at athletic events. Recycling containers are identified by shape, size and color and in many indoor locations lids and bags are color coordinated. Blue bags and lids typically identify paper recycling. Green bags and lids are used for plastic, aluminum and glass recyclables (bottles and cans). Each residential building has a designated recycling area. Residents are responsible for transporting their recyclables to these locations. Food waste is composted by a third-party off campus, while yard waste composting is managed by University personnel at a facility located on the edge of campus.

A brief description of any food donation programs employed by the institution:

Campus Kitchen at Elon University (CKEU) provides meals to local community partners.
CKEU is an on-campus service opportunity through the Kernodle Center for Service Learning and Community Engagement for students, faculty and staff. CKEU collects food from Elon Dining Services, a local
certified-organic farm and other community partners. The program has a staff coordinator as well as a student leadership team. In FY 13-14, CKEU resourced about 13,800 pounds of food, produced over 6000 meals and provided 495 hours of service.
Elon Dining Services also donates food items that would otherwise go to waste over breaks to local community partners.

A brief description of any pre-consumer food waste composting program employed by the institution:

All three dining halls have a pre-consumer food waste composting program. The program started in the 2008-2009 academic year. Dining Services staff members are responsible for separating the compostables in the kitchen.

A brief description of any post-consumer food waste composting program employed by the institution:

In January 2011, post-consumer composting began in one retail location and has now been expanded to two retail locations (Fountain Market & Winter Garden Café). The customers are responsible for separating the compostables in retail settings. There are designated bins with signage on the bin and above the bin (including photos).
In the dining halls, dining services staff members put all food waste that comes into the dish room into compost bins.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes

Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

electronics and writing instruments

Construction and Demolition Waste Diversion

Responsible Party

Brad Moore
Director
Planning, Design and Construction Management

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

1,043.74 *Tons*

Construction and demolition materials landfilled or incinerated :

87.69 *Tons*

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

Construction and demolition waste diversion is standard practice as part of the University's Green Building Policy and Sustainable Design Guidelines. The above numbers are from FY 13-14 and do not include materials that may be donated as part of construction projects.

Hazardous Waste Management

Responsible Party

David Webb
Facility Engineer
Physical Plant

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Laboratories that utilize chemicals have waste minimization plans that include, among other items, the following to reduce waste: choice of experiments to reduce waste, choice of non-hazardous or less hazardous chemicals in procedures and labs, reduction in the purchase of hazardous materials and reduction in the use of cleaning solvents. Other departments that generate waste, such as the Physical Plant, have also taken steps to reduce generation by using less or non-hazardous products and/or adjusting processes to generate less waste.

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

Hazardous waste pick-ups are coordinated through the Physical Plant and take place at least every 6 months (quarterly for bio-waste). The company that collects the waste is permitted to collect, transport, process and store the waste. In addition, the following items are collected and recycled with appropriate companies: spent lamps, automotive batteries, used oil and household batteries.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

On a regular basis, Campus Technology collects obsolete and non-working electronic equipment for recycling. Throughout the year, university-owned electronics that are identified for recycling (obsolete or non-working) are collected by Environmental Services.
In addition, there are collection bins on campus for small electronic items such as cell phones, digital cameras, MP3 players, computer speakers, hard drives, CDs, DVDs, CD/DVD drives, disks, headsets, cords, cables and chargers. Students, faculty and staff can utilize these bins.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Environmental Services coordinates electronics pick-ups as needed with the nearby electronics recycling company. The company recycles responsibly and does not export e-waste. It is ISO 14001 and 9001 certified as well as R2 and Green Plus certified. The company's employees are provided with the best protective equipment and training is provided to employees to ensure their safety. Audits are performed on all downstream vendors to verify compliance with environmental guidelines.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

David Webb
Facility Engineer
Physical Plant

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	84,105,077 *Gallons*	84,105,077 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	55,052,342 *Gallons*	55,052,342 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	3,238	3,238
Number of residential employees	19	19
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,179	6,179
Full-time equivalent of employees	1,330	1,330
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	2,590,046 *Square Feet*	2,590,046 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	505.50 *Acres*	505.50 *Acres*

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

	Start Date	**End Date**
Performance Year	June 1, 2013	May 31, 2014
Baseline Year	June 1, 2013	May 31, 2014

A brief description of when and why the water use baseline was adopted:

2013-2014 was selected for the baseline year for this credit because historical data is not available for all of the data points required for this credit.

Water recycled/reused on campus, performance year:

29,052,735 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

Elon's automatic irrigation system is supplied with reclaimed stormwater. A significant amount of stormwater from Elon's campus is directed into three man-made ponds on campus, and these ponds are then connected to the irrigation system. This system is beneficial to the local watershed in that it prevents sediment and other materials from entering nearby natural waterways.

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

Utility billing meters are installed throughout the campus for water, which enables the university to know its total water consumption. Several of the buildings on campus (over 80 including residence halls) are individually metered for water.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

In the last seven years, the university has replaced most toilets and shower heads with low-flow models. Faucet aerators have also been installed in most lavatory locations.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

In 2006, the University replaced washing machines with Energy Star models, which also use less water.
As water using equipment and systems are replaced, water efficiency is considered.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Plants are selected based upon their proven and demonstrated success to thrive in this heat, hardiness and climatic zone.

A brief description of any weather-informed irrigation technologies employed by the institution:

The stormwater irrigation system is controlled by a centralized Toro Sentinel system. This system is connected to an on-site weather station which is used to calculate evapotranspiration rates which can be used to calculate the length of irrigation periods. It is also connected to flow meters so leaks are automatically detected; when leaks are detected, the system shuts itself off. All of these features help minimize waste by irrigating only when needed.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

http://www.elon.edu/e-web/bft/sustainability/ci-waterUse.xhtml

Rainwater Management

Responsible Party

Tom Flood
Associate Director; Director
Physical Plant; Landscaping and Grounds

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

State and local government agencies mandate stormwater mitigation rules, which define required efforts for stormwater quantity detention and quality improvement with review and approval by the local jurisdiction. The most significant of these is the extensive use of bio-filtration cells for improvement of water quality and detention. These are required as permanent fixtures on essentially all new projects. Recent examples include:

The Station at Millpoint - four large bio-retention basins
Hunt Softball Facility - contains 16 bio-retention basins
South Campus - one large dry detention pond
Historic Neighborhood Parking Lot - underground storage devise which limits run-off rates and collects sediment

The university directs (whenever topographical elevations permit) all storm drainage water into three existing stormwater detention ponds, which are used as the primary irrigation source for the campus.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The university directs (whenever topographical elevations permit) all storm drainage water into three existing stormwater detention ponds, which are used as the primary irrigation source for the campus. This system does not address all of the university's property.

A brief description of any rainwater harvesting employed by the institution:

The university directs (whenever topographical elevations permit) all storm drainage water into three existing stormwater detention ponds, which are used as the primary irrigation source for the campus.

Rainwater harvested directly and stored/used by the institution, performance year:

29,052,735 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

There is a vegetative tray system roof, about 1,000 square feet in size, above the Winter Garden Cafe area of Lakeside Dining Hall. It is visible from an adjacent porch area and several windows. It absorbs rainwater, provides insulation, creates a habitat for wildlife and mitigates the heat island effect.

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

Bio-retention basins (also called rain gardens) are designed to take run-off directly from impervious surfaces into a basin filled with a high percolation rate growing media. This captures a significant amount of water and reduces storm surge in the streams allowing the water to escape over a longer period of time while the media and the plants therein act as a filter of sediments and pollutants thereby increasing water quality.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Retention ponds consist of three ponds located on campus which are fed by stormwater run-off. These ponds serve as settling basins for sediments and also serve to capture and decompose nutrients or pollutants through the in-pond aquatic vegetation. Each of these ponds is equipped with an irrigation pumping station so the water is further utilized on campus with the landscape acting as a filtration media.

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetative swales combine turf area and/or plantings to slow stormwater run-off, increase the amount which infiltrates into the soil and filter out suspended sediments or nutrients.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Wastewater Management

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Environmental Advisory Council - last 3 years
-Reviewed yearly GHG inventories
-Reviewed 2013 Sustainability Survey
-Reviewed 2014 and 2012 Commuter Habit Survey

Office and Officer - last 3 years
-Completed yearly GHG inventories
-Completed STARS report
-Conducted 2013 Sustainability Survey
-Conducted 2014 and 2012 Commuter Habit Survey
-Developed an Education and Outreach Guide
-Completed search for Education and Outreach Coordinator

Does the institution have at least one sustainability committee?:

Yes

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

Elon University's Environmental Advisory Council is a standing Council whose members are appointed by the President. Members typically serve a two-year term. The role of the Council is to raise awareness of environmental issues and sustainable practices and promote environmental awareness. The Council may make recommendations to the President on new sustainability initiatives to undertake or improvements to current ones.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

James Beuerle
Associate Professor, Mathematics

Jessica Bilecki
Education and Outreach Coordinator, Office of Sustainability

Robert Buchholz
Associate Vice President for Facilities Management, Director of Physical Plant

Janet Cope
Associate Professor, Physical Therapy Education

Cameron Douglass
Student Representative, Class of 2016

Elaine Durr, Chair
Director of Sustainability

Thomas Friend
Student Representative, Class of 2016

Josh Green
Director of Student Conduct

Holly Hodge
Interior Designer, Planning Design and Construction Management

Michele Kleckner
Senior Lecturer, Computing Sciences and Sustainability Faculty Fellow

Raghu Tadepalli
Dean, Martha and Spencer Love School of Business

Gerald Whittington
Senior Vice President for Business, Finance and Technology and Associate Professor

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

http://www.elon.edu/e-web/bft/sustainability/policy.xhtml

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability's mission is to advance sustainability at Elon by helping to streamline and improve university operations and developing and fostering educational programs. The Office works toward this mission by collaborating across the campus and overseeing and coordinating sustainability programs and initiatives. Key areas of focus include: reducing greenhouse gas emissions, conserving resources and educating the community. There are two full-time staff members in the Office: Director of Sustainability and Education and Outreach Coordinator.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

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

http://www.elon.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Elaine R. Durr, Director of Sustainability

A brief description of each sustainability officer position:

The Director of Sustainability proposes and prioritizes projects to create a unified strategy to move Elon towards sustainability in the most efficient and effective manner. This involves supporting and encouraging existing programs, researching proposed projects and advising on policies within the area of sustainability. The Director plans activities and events to raise awareness of sustainability issues; coordinates and tracks the University's carbon reduction and sustainability plans, which includes conducting a yearly greenhouse gas emissions inventory; and manages the car sharing program and ride sharing program. The Director also serves as staff to the Environmental Advisory Council, a resource for faculty and staff on sustainability and the University's liaison for sustainability both on and off campus.

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

http://www.elon.edu/e-web/bft/sustainability/staff.xhtml

Sustainability Planning

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

The Sustainability Master Plan and Sustainability Policy include strategies to enhance sustainability in the Core Curriculum (formerly General Studies) and expand opportunities for curriculum development regarding sustainability.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Sustainability Master Plan
-Enhance the theme of Sustainable Practice in the General Studies Program.

Sustainability Policy
-Expand opportunities for curriculum development in sustainability principles.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Curriculum plan(s):

Sustainability Faculty Fellow

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Sustainability Master Plan and Sustainability Policy outline multiple strategies for advancing campus engagement around sustainability. The plan and policy identify partnerships to more effectively educate the campus community on different sustainability topics and impacts of actions.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Sustainability Master Plan
-Creation of a Living-Learning Community based on environmental sustainability.

-Develop programming to educate our community about the importance of energy conservation and to change behaviors around this issue.
-Create a recycling awareness campaign and establish consistency of colors, styles and labels in all recycling containers.
-Promote alternative means of transportation such as walking, biking, ride share, mass transit, etc.
-Develop sustainability programs and awareness in various departments within the Division of Student Life.
-Educate students about their efforts toward reducing the amount of natural resources used and sustainability efforts.
-Work with student groups on their responsibility and involvement concerning sustainability efforts.
-Create a "Green Calendar," a collection of environmental events on campus and in the Triad area.
-Review how sustainability is represented on the internet.
-Communicate environmental sustainability in Global Studies classes during a student's first year.
-Make our commitment to sustainability an important facet of admissions and global university publications.
-Send out periodic emails to staff, students, and faculty about campus energy use and little, easy ways they can help reduce it.
-Fund environmental projects that people come up with and publicize them.
-Utilize campus media to support sustainable practices and advertise "green activities."

Sustainability Policy
-Decrease the number of cars coming to campus each day through education and special programs such as Zipcar and incentives for those who carpool and/or drive low-emitting vehicles.
-Expose all Elon University students, faculty, and staff to the principles of sustainability through special programs, such as POWERless and Recyclemania, events, and a new campus sustainability website.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Office of Sustainability with many others

A brief description of the plan(s) to advance Public Engagement around sustainability:

The Sustainability Master Plan and Sustainability Policy outline strategies of partnering with the community to develop plans for addressing infrastructure needs, identifying collaboration opportunities and strengthening the efficacy of academic service learning partnerships.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Sustainability Master Plan
-Development of a managed public garden—the Public Garden and Environmental Education Center—showcasing native plants and Piedmont communities through the use of low-impact gardening techniques.
-Implementation of The Elon University Center for Environmental Studies and the Kernodle Center for Service Learning which will work with both Elon and outside communities to find and develop opportunities for academic service learning and research which will benefit our region.
-Create a master plan for better sidewalks, lighting, curb, and gutters with the Town of Elon.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Public Engagement plan(s):

Physical Plant, Office of Sustainability, Center for Environmental Studies, Kernodle Center, others

A brief description of the plan(s) to advance sustainability in Air and Climate:

The Sustainability Master Plan recommends that the University become carbon neutral within the next 30 years and the Climate Action Plan outlines strategies to reduce emissions in the following categories: energy, transportation, solid waste and other sources.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Measurable objectives include achieving near-term interim emission reduction targets calculated from FY 2008 baseline: 2015 - 5%; 2020 - 18%; and ultimately achieving carbon neutrality by 2037.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Air and Climate plan(s):

Physical Plant, Office of Sustainability, others

A brief description of the plan(s) to advance sustainability in Buildings:

The Sustainability Master Plan, Sustainability Policy and Green Building Policy establish the practice of regularly designing, constructing and renovating buildings such that they are high performance buildings and less resource intense. This includes establishing a practice of building to LEED Silver criteria or the University's Sustainable Design Standards.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Sustainability Master Plan
-Rigorously examine each new or renovated facility for energy reduction, using either LEED guidelines or HP Guidelines created by the Triangle J Council of Governments.
-Certify each architect engaged for new or renovated facilities with LEED or similar credentials.
-Establish design guidelines and verify during construction that at least 10% of the building materials will be produced from recycled content.
-Request that at least 10% of the materials be extracted, harvested, and manufactured within 500 miles of Elon University so that Elon can promote local economies and reduce the amount of fuel required to bring materials to construction sites.
-Require that at least 50% of the wood used in construction projects are from responsible wood supplies.
-Use low Volatile Organic Compounds (VOCs) materials for all new construction and remodeling projects on campus.
-Flush out new buildings with natural air prior to occupying and manage indoor air quality.
-Rigorously examine each new or renovated facility to include sustainable features using guidelines from LEED or Triangle J Council of Governments. Each project should obtain enough points, that if taken through the certification process, it would earn a Silver Certification or higher.
-Certify each architect engaged in new or renovated facilities with LEED credentials or a similar certification/experience with the design

of sustainable projects.

-Track the sustainable features throughout the design of the project by having the design team submit a sustainable design checklist with each major submission.

-Certify each contractor engaged for new or renovated facilities with LEED or have a similar certification/experience constructing green buildings.

-Review the sustainable checklist on a monthly basis to track the sustainable features throughout the construction process and submit the certification to a third party.

Sustainability Policy

-Reduce construction waste by requiring waste recycling and reuse for all new construction and renovation projects.

Green Building Policy

New construction projects and major renovations consisting of 8,000 or more square feet of conditioned, occupied space will achieve LEED certification. LEED Silver certification is the strongly preferred level and in no case will such projects achieve less than LEED Certified certification. The design and construction team should strive for a higher level of certification whenever project resources and conditions permit.

New projects less than 8,000 square feet and minor renovations must follow the University's Sustainability Design Standards at a minimum including the

submission of a completed LEED Checklist during project programming and with the Construction Documents submittal.

Any deviations from this policy must be approved during project programming by the Senior Vice President for Business, Finance and Technology

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Buildings plan(s):

Planning, Design and Construction Management

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The Sustainability Master Plan and Sustainability Policy include strategies to expand the use of local and organic food in Dining Services.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Sustainability Master Plan

-Implementation of low impact practices that promote sustainability, such as the use of local, organic foods by Aramark, the purchase of "green" products by our purchasing office, the conversion of the university fleet to the least polluting vehicles available, etc.

-Use local and organic food in all dining halls.

Sustainability Policy

-Expand purchase of local and organic food products.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Auxiliary Services (manages Dining Services contract with Aramark)

A brief description of the plan(s) to advance sustainability in Energy:

The Sustainability Master Plan, Sustainability Policy and Climate Action Plan include strategies to reduce energy consumption and utilize alternative or renewable energy.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Sustainability Master Plan
-Application of sub-metering of buildings, especially residence halls, so students can monitor their energy, water use, and trash management.
-Incorporation of Energy Star appliances across the campus in residence halls, and academic and administrative spaces.
-Consider metering each building on campus, particularly the residence halls and other large energy consumers. Where appropriate, meters should be introduced.
-Implement an energy audit for each facility on campus, especially with an eye toward identifying systems that could be improved.
-Establish a goal for energy consumption reduction. This goal should be a stretch goal and on the magnitude of a 50% reduction in energy per student per square foot (for example).
-Purchase Green Power through the electric or other utility on the order of magnitude of 30% of the energy purchased.
-Rigorously examine each new or renovated facility for energy reduction, using either LEED guidelines or HP Guidelines created by the Triangle J Council of Governments.
-Join the Energy Star Program and use its online tools for building design and renovation.
-Use other Energy Star tools to improve energy monitoring and energy consumption.
-Expand the University's energy management system to include all buildings and all energy systems.
-Use Energy Star lights and appliances.

Sustainability Policy
-Reduce purchased energy consumption by at least 6% each fiscal year measured as Btu per square foot per degree day to achieve a 50% reduction by 2018 using 2004 as the base year.
-Continue to purchase Energy Star appliances and products when such a rating exists.

The Climate Action Plan also includes several recommended strategies to reduce emissions from energy consumption in the following areas: Energy Efficiency and Conservation in Existing Buildings, Energy Conservation through Behavior Modification, Green Building, Standards and Policies, Green Information Technology (IT), Renewable Energy.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Energy plan(s):

Physical Plant; Planning, Design and Construction Management; Purchasing

A brief description of the plan(s) to advance sustainability in Grounds:

The Sustainability Master Plan includes strategies to develop a Land Use Master Plan, designate conservation areas, establish gardens that showcase native plants and low-impact practices and establish a yard waste composting facility.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Sustainability Master Plan
-Development of a managed public garden—the Public Garden and Environmental Education Center—showcasing native plants and Piedmont communities through the use of low-impact gardening techniques.
-Acquisition or designation of land as an ecological preserve which will be a natural area for environmental research, teaching, reflection, and low-impact recreation.
-Development of the Elon University Botanical Garden.
-Establish a yard waste composting facility on a four acre site and begin composting 100% of all yard wastes. Use the material in campus landscaping as a topdressing and soil conditioner in turf areas. This will also help reduce irrigation water consumption over the long term.
-Develop a Land Use Master Plan that clearly protects environmentally significant areas.
-Require the following in campus construction documents to protect natural resources and systems during a period of building and campus expansion: a site-specific tree protection plan, a site-specific storm water mitigation plan, a site-specific erosion and sediment control plan, and a waste specification committing contractors to maximize recycling.
-Identify locations of natural habitats and wetlands on campus property.
-Consider locations for land conservancy, like an Elon Forest.
-Increase the campus reforestation plan in existence.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Grounds plan(s):

Landscaping and Grounds; Physical Plant; Planning, Design and Construction Management

A brief description of the plan(s) to advance sustainability in Purchasing:

The Sustainability Master Plan and Sustainability Policy include strategies to establish a sustainability purchasing policy, include environmental responsibility as a consideration when purchasing goods and services and use sustainable products, such as local and organic food, recycled content paper, Energy Star products and environmentally friendly cleaning supplies.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Sustainability Master Plan
-It is recommended that an appropriate sustainability purchasing policy be established. Therefore, it is recommended that a "green" purchasing agent be named in order to investigate new products, to inform departments of environmentally desirable components of products, and to enforce the University's environmental/sustainable purchasing policy.
-Implementation of low impact practices that promote sustainability, such as the use of local, organic foods by Aramark, the purchase of "green" products by our purchasing office, the conversion of the university fleet to the least polluting vehicles available, etc.
-Use local and organic food in all dining halls.
-Use recycled paper at all locations on campus.
-Use Energy Star lights and appliances.
-Use environmentally friendly cleaning supplies.

Sustainability Policy

-Include environmental responsibility as a consideration when purchasing goods and services.

-Increase purchase of products containing recycled content.

-Expand purchase of local and organic food products.

-Continue to purchase Energy Star appliances and products when such a rating exists.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing, Physical Plant, Auxiliary Services (Dining Services)

A brief description of the plan(s) to advance sustainability in Transportation:

The Sustainability Master Plan and Sustainability Policy include strategies for decreasing the number of cars coming to campus and their associated emissions as well as expanding alternative transportation infrastructure .

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Sustainability Master Plan

-Reduce vehicular traffic and congestion on the campus and surrounding areas.

-Promote alternative means of transportation such as walking, biking, ride share, mass transit, etc.

-Create more bike paths and bike parking pads around key areas of the campus.

-Create a master plan for better sidewalks, lighting, curb, and gutters with the Town of Elon.

-Line parking lots off with preference for compact cars in prime locations.

-Consider more remote mass parking and create pedestrian-only zones on the campus.

-Expand the bus/tram/shuttle system and convert all these vehicles to bio-diesel or other alternative fuels.

-Convert university vehicles to electric or bio-diesel where feasible.

Sustainability Policy

-Reduce emissions generated from the University fleet through continued and increased use of alternative fuel and hybrid vehicles.

-Decrease the number of cars coming to campus each day through education and special programs such as carshare and incentives for those who carpool and/or drive low-emitting vehicles.

-Expand opportunities for safe and accessible pedestrian and bicycle transportation on and around campus.

-Develop opportunities to reduce and/or offset emissions from program transportation.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Transportation plan(s):

Physical Plant; Planning, Design and Construction Management; Sustainability

A brief description of the plan(s) to advance sustainability in Waste:

The Sustainability Master Plan and Sustainability Policy include strategies to expand the recycling program, establish compost collection for yard and food waste and improve awareness of waste reduction initiatives.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Sustainability Master Plan
-It is recommended that the recycling program be expanded and strengthened by the appointment of a recycling coordinator, whose duties include a broader scope and over the long-term, a comprehensive approach to recycling—including waste reduction, procurement guidelines, and special materials recycling.
-Establish a yard waste composting facility on a four acre site and begin composting 100% of all yard wastes.
-Investigate cost and options of hiring a private contractor to collect and compost food waste.
-Conduct a waste audit of the entire campus waste stream and identify point sources of large volumes of recyclable materials and use as a basis for strategically designing an expanded recycling program.
-Increase the amount of material recycled by adding at least 100 classroom clusters in all campus classrooms. Place an additional 60 clusters in appropriate building locations throughout campus.
-Purchase and place at least 20 outdoor recycling containers in high use, high volume locations across campus.
-Add six large 'Igloo' style units for bulk materials in central outdoor areas such as the North Area and the Oaks.
-Create a recycling awareness campaign and establish consistency of colors, styles and labels in all recycling containers.
-Investigate opportunities to divert at least 50% of the construction and demolition waste from the landfill. This would be handled by separating recyclable materials into bins on site or taking all of the unsorted waste to a local recycling contractor who will sort and salvage materials off site.
-Set up a trailer during renovation projects, where materials that are not being reused in the project can be stored until after the completion of the project and then donated to local non-profit agencies.

Sustainability Policy
-Continue to expand the recycling program and increase the percent recycled (out of total solid waste) each year.
-Reduce the University's waste stream through composting both landscaping and food waste.
-Reduce construction waste by requiring waste recycling and reuse for all new construction and renovation projects.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Waste plan(s):

Physical Plant; Planning, Design and Construction Management; Auxiliary Services (Dining Services)

A brief description of the plan(s) to advance sustainability in Water:

The Sustainability Master Plan and Sustainability Policy include strategies to decrease potable water use by incorporating low-flow and high efficiency fixtures and appliances, improve irrigation systems and expand storm water collection for irrigation.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Sustainability Master Plan
-Construct a new pond and pumping station connected to the current irrigation supply main.

-Install efficient irrigation systems by converting all campus irrigation control systems to the Sentinel Irrigation System.

-Replace 261 tank type toilet with high efficiency 1.6 gpf models.

-Replace 489 flush valve toilet with high efficiency 1.6 gpf models.

-Install dual flush handles on flush valve toilets.

-Install low flow sink aerators (1.0gpm office/classroom and 1.5gpm dorm lavatory).

-Change all showerheads to 1.6gpm.

Sustainability Policy

-Maintain current irrigation system such that no potable water is used and the amount of stormwater used for irrigation is reduced.

-Continue water conservation efforts by replacing high or standard flow plumbing fixtures with low-flow fixtures and investigating new strategies to reduce potable water consumption.

Objectives are measurable in that they will be completed or not.

Accountable parties, offices or departments for the Water plan(s):

Physical Plant

A brief description of the plan(s) to advance Diversity and Affordability:

The University Strategic Plan, The Elon Commitment, includes this theme - an unprecedented university commitment to diversity and global engagement.

The key objectives of this theme are:

-Double need-based financial aid

-Provide 100 percent study abroad access

-Triple international student enrollment and create a campus community that better reflects the world's diversity

-Be a national leader in preparing students to succeed in a multicultural world

-Build a multi-faith center and promote interfaith dialogue

-Develop the Elon Academy as a national model

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Each of the key objectives below are measurable in that they will be completed or not. The timeframe for the Elon Commitment is 2020.

-Double need-based financial aid

-Provide 100 percent study abroad access

-Triple international student enrollment and create a campus community that better reflects the world's diversity

-Be a national leader in preparing students to succeed in a multicultural world

-Build a multi-faith center and promote interfaith dialogue

-Develop the Elon Academy as a national model

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Senior Staff, Provost Inclusive Community Team

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The University Strategic Plan, The Elon Commitment, includes this theme - supporting a world-class faculty and staff.
The key objectives of this theme are:
-Accentuate and support Elon's teacher-scholar model
-Fulfill the objectives of the Presidential Task Force on Scholarship
-Establish new professional and leadership development programs
-Accelerate progress on faculty/staff salaries

In addition, the Staff Advisory Council's Quality of Life Committee developed an Action Plan related to work/life balance and internal growth and development around three themes: 1) creative staffing; 2) longevity benefits and internal growth; and 3) work/life engagement and Elon connections.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Each of the key objectives below are measurable in that they will be completed or not. The timeframe for the Elon Commitment is 2020.
-Accentuate and support Elon's teacher-scholar model
-Fulfill the objectives of the Presidential Task Force on Scholarship
-Establish new professional and leadership development programs
-Accelerate progress on faculty/staff salaries

The Quality of Life Committee Action Plan also has specific strategies that are measurable.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Provost and the Senior Vice President for Business, Finance and Technology

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Sustainability explores the dynamic interconnections among environmental, social and economic systems in order to meet the needs of the present without compromising the ability of future generations to meet their own needs.

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The Elon Commitment Strategic Plan is organized around eight themes. One of the themes is significantly enhancing Elon's campus with premier new academic and residential facilities and a commitment to protecting our environment. The relevant key objective under this theme is implementation of the Sustainability Master Plan. During the next decade, Elon will implement the challenging and environmentally responsible recommendations of the Sustainability Master Plan, including a study of geothermal technology and the creation of a land preserve, the Elon University Forest, to protect a large expanse of green space north of University Drive.
Another theme is an unprecedented university commitment to diversity and global engagement. The key objectives under this theme are: double need-based financial aid, provide 100% study abroad access, triple international student enrollment and create a campus community that better reflects the world's diversity, be a national leader in preparing students to succeed in a multicultural world, build a multi-faith center and promote interfaith dialogue and develop the Elon Academy as a national model.
And another of the themes is stewarding Elon's commitment to remain a best-value university. The key objectives under this theme are: successfully complete the Ever Elon Campaign; implement a strong, creative financial model and at least triple the Elon University endowment. Elon enjoys a remarkable combination of "values and value." The tuition rate is $10,000 - $15,000 below other private universities and within range of non-resident tuition rates at flagship state universities. Elon is committed to guarding that price advantage. The objective to double need-based financial aid, which is under another theme within the plan, also contributes to the economic dimensions of sustainability.

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

http://www.elon.edu/e-web/bft/sustainability/policy.xhtml

Governance

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The purpose of the Student Government Association, authorized by the Elon University Administration, shall be to represent the rights and opinions of the student body in a manner consistent with the mission of Elon University, to provide for appropriate student activities, and to join with the faculty and administrators of the University in building a stronger, more effective educational community. Members of SGA are elected by the undergraduate student body.
There is also a Graduate Student Council, made up of elected graduate students, that represents the graduate student body.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
No

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No

Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Establishing new policies, programs or initiatives: Through SGA and/or special committees, students often have a voice in new policies, programs or initiatives.

Strategic and long-term planning: There are student representatives on the long-range planning and strategic planning committees, as well as many other committees that do substantive work on campus.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The mission of the Staff Advisory Council is to facilitate active and direct communication between staff employees and the President and to provide a forum for input and discussion of issues important to the staff and the University.
To achieve this mission, the Staff Advisory Council will:
Participate in the shared governance of the university
Serve as an advocate for staff and provide input in university initiatives and decisions
Review and make recommendations on appropriate issues, policies and procedures
Promote a positive and collaborative campus environment by strengthening communication between staff, faculty, students and administration
Contribute to the university's culture of community and recognition

The Staff Advisory Council (SAC) represents all non-faculty employees of Elon University. Collectively, the university describes this group as staff.
The Staff Advisory Council consists of fifteen representative seats and 2 non-voting members of Senior Staff. Each of the staff

classifications control a predetermined number of representative seats as described below.

• Administrative Staff (6 seats)

• Office/Support Personnel (5 seats)

• Physical Plant (4 seats)

The President annually appoints the two non-voting members from the Senior Staff.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Establishing new policies, programs or initiatives: Through the Staff Advisory Council and/or special committees, non-supervisory staff often have a voice in new policies, programs or initiatives.

Strategic and long-term planning: There are non-supervisory staff representatives on the long-range planning and strategic planning committees, as well as many other committees that do substantive work on campus.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Academic Council is the coordinating committee of the faculty and deliberates on any matter within the province of the faculty for the purpose of formulating general policy for approval or disapproval of the faculty. Those matters which are the responsibility of standing committees are referred to the appropriate committee.

The Academic Council shall consist of 18 members elected for terms of 3 years, the chair of the University Curriculum Committee, without vote, an adjunct faculty representative, the president, without vote, and/or the provost/vice president for academic affairs, without vote.

Eligibility to Serve. To serve as a voting member of the Academic Council, a faculty member must be a voting member under the terms of the faculty bylaws, and must have 2 years of service on the faculty. Divisional and school representatives must hold the rank of senior lecturer, associate professor, or above; at-large members must hold the rank of lecturer, assistant professor, or above. No more than two members of the faculty whose principal duties are administrative may serve on Academic Council at any one time.
Eligibility to Vote for Members. All faculty members who have voting privileges under the terms of the faculty bylaws shall be eligible to vote for members of Academic Council. The only exception to this will be for the adjunct representative who will be elected by adjunct faculty.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No

Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Establishing organizational mission, vision, and/or goals: Through a special committee in conjunction with a SACS review there is faculty involvement in this area.

Establishing new policies, programs or initiatives: Through Academic Council and/or special committees, faculty often have a voice in establishing new policies, programs or initiatives.

Strategic and long-term planning: There are faculty representatives on the long-range planning and strategic planning committees, as well as many other committees that do substantive work on campus.

Budgeting, staffing and financial planning: There are faculty representatives on the budget committee.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Brooke Barnett
Interim Associate Provost for Inclusive Community
Office of the Provost

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students

• Staff

• Faculty

• Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Charge: To provide institutional oversight for programs and policies to further a campus climate that upholds the dignity of each community member, and to oversee campus-wide response and education to acts of bias and discrimination.

• Engage in periodic training on best practices in bias response programs and building a culture of understanding and respect.
• Review campus climate survey data and patterns of bias incidents on and off campus, both domestically and abroad.
• Stay abreast of the various populations that comprise the Elon community and initiate programs based on their needs.
• Review policies and grievance procedures as needed.
• Advise the Bias and Discrimination Response Coordinator on programs and initiatives.
• Prepare an annual report to the President on progress and additional ways to strengthen an inclusive learning environment.
• Monitor the diversity and global engagement strategic plan.

The full-time equivalent of people employed in the diversity and equity office:

8

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversity_council.xhtml

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Office of Leadership and Professional Development, in collaboration with the Center for Race, Ethnicity, and Diversity Education, provides trainings for faculty and staff in the areas of ethnic and racial diversity, sexual and gender diversity, awareness of bias, cultural communication and reporting bias. Similar training opportunities are also available for students.
The Coordinator of Disabilities Services hosts a disability awareness month with programming and trainings for faculty and staff. The Center for the Advancement of Teaching and Learning also hosts training sessions for faculty on inclusive classrooms every fall and spring semester.
In 2011-2012, the university embarked on an initiative to intentionally train all staff and faculty members in cultural competence. A workshop, called "A Campus of Difference" was offered by staff of the Anti-Defamation League and all University staff and faculty were strongly encouraged to attend. Additional workshops continue to be held including a new supervisor series and an inclusive lens training series for whole departments.

The website URL where information about the cultural competence trainings is available:

http://www.elon.edu/e-web/org/inclusive-community/ADL.xhtml

Assessing Diversity and Equity

Responsible Party

Brooke Barnett
Interim Associate Provost for Inclusive Community
Office of the Provost

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Elon University is committed to creating a pluralistic and inclusive environment for every member of the campus community. We seek to cultivate a campus climate that fosters the inclusion and engagement of everyone, regardless of individual differences in order to achieve the highest level of academic excellence.

Elon University's Office of Institutional Research assists with institutional surveying efforts. The following administered surveys address diversity and equity in several questions. The Freshmen Survey is a national survey administered to first-year students each Fall. Your First College Year is a national survey administered to first-year students each Spring. The National Survey of Student Engagement is a national survey administered to first-year students and seniors each Spring. The Higher Education Research Institute (HERI) Faculty Survey is administered every third year. In addition, the Elon University Center for Race, Ethnicity and Diversity Education regularly seeks feedback from students. For example, they administered a survey focusing on diverse experiences and perceptions of undergraduate students in Spring 2011. Elon's Inclusive Community Council conducted focus groups, administered a student survey in Fall 2011 and a Faculty/Staff survey in Spring 2012 concentrating on the University's campus climate as related to diversity.

During the 13-14 academic year, a Presidential LGBTQIA Task Force was assembled and charged with making recommendations to improve the broader campus environment for Elon's LGBTQIA members. The Task Force researched best practices, met with various groups on campus and conducted surveys - one for students and one for faculty and staff.

The President's Task Force on Black Student, Faculty and Staff Experiences was charged with making recommendations to help the Elon University community become a more supportive academic, work and residential environment for African/African American/Black students, faculty and staff. As part of this effort, the Task Force conducted a survey in December 2014.

Has the institution assessed student diversity and educational equity?:

No

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Brooke Barnett
Interim Associate Provost for Inclusive Community
Office of the Provost

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

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

Yes

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

1. S.M.A.R.T (Student Mentors Advising Rising Talent): Peer mentoring program designed to mentor minority first-year students.
2. Watson/Odyssey Scholarship Program: Cohort program for first-generation, low-income students.
3. SPECTRUM: Student affiliate group for Gay, Lesbian, Bi-sexual, Transgender, Queer and Allies.
4. Black Cultural Society.
5. Latin American Student Organization.
6. Hillel: Jewish organization for students.
7. Muslim Student Association.
8. National Pan-Hellenic Council: Elon houses 7 of the 9 national historically Black fraternities and sororities.
9. Disabilities Services: A disabilities services coordinator develops programming and services for students with disabilities.
10. El Centro de Espanol: "El Centro" is an academic and social setting where non-native speakers can come to learn Spanish and speak in Spanish. "El Centro" offers free Spanish classes for faculty, staff and students as well as cultural programming.
11. The Center for Access and Success supports first generation and high financial need students.
12. The Global Education Center supports international students.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/default.xhtml

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The university seeks to provide an educational community and workplace free of prohibited discrimination and harassment. To that end, it has adopted the following nondiscrimination statement:

"Elon University does not discriminate on the basis of age, race, color, creed, sex, national or ethnic origin, disability, sexual orientation, gender identity, or veteran's status (collectively, "Protected Categories") in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs." Consistent with our nondiscrimination statement, the university does not tolerate discriminate on or harassment of employees, students or other individuals associated with the University including, but not limited to, vendors, contractors, and guests on the basis of any of these Protected Categories

Process Advocates are faculty and staff members from across campus who are trained to advocate with students, staff or faculty who seek understanding and/or a process about an instance of bias, harassment or discrimination. Advocates support individuals during and after the process of reporting an incident. Advocates will work across institutional departments to best advocate with individuals who have experienced bias, discrimination or harassment.

There are also several ways to seek confidential services related to bias, harassment or discrimination.

An example of the structure in use based on an incident in January 2015:

-A student was yelled at with a racial and sexual slur.

-The student contacted the police.

-The student filed a bias report.

-The Bias and Discrimination Response Team was alerted and put in contact with the student to support and offer resources.

-Attempts were made to identify the perpetrators but were unsuccessful.

-In this case, two forums were held; but they were not part of the official process.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.elon.edu/e-web/org/inclusive-community/identitybasedbias.xhtml

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Brooke Barnett
Interim Associate Provost for Inclusive Community
Office of the Provost

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

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

Pre-Doctoral and Post-Doctoral fellowships are available for teacher-scholars from diverse backgrounds who have completed all requirements for the Ph.D. except the dissertation or who have recently completed a Ph.D. or MFA. Fellowships are available in all programs, including departments in: Elon College, the College of Arts and Sciences; the School of Communications; the School of Education; and the Martha and Spencer Love School of Business. These fellowships are not applicable to the Elon University School of Law. Fellows teach one course each in fall, winter and spring semesters; work on their research; and participate in departmental and university life. A team of faculty mentors provides support for teaching and scholarship interests. Fellows receive an annual $34,000 stipend, an office with computer and printer, library privileges and free cultural and sporting events on campus as well as professional development support.

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

http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversity_fellow
_ad.xhtml

Affordability and Access

Responsible Party

Brooke Barnett
Interim Associate Provost for Inclusive Community
Office of the Provost

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

• Policies and programs to minimize the cost of attendance for low-income students

• Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds

• Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)

• Scholarships provided specifically for low-income students

• Programs to guide parents of low-income students through the higher education experience

• Targeted outreach to recruit students from low-income backgrounds

• Scholarships provided specifically for part-time students

• An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

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

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

During the Multicultural Leadership Diversity Conference hosted by Elon, the Center for Race, Ethnicity and Diversity Education staff at Elon University hosts workshops and trainings for faculty and staff on how to support low-income and first-generation students. This team also promotes workshops on national college access trends for faculty and staff to show the need for local community partnerships. There is also a program offered during Planning Week called "Planning for Success: Supporting First-Generation and Low-Income Students at Elon".

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Elon Academy is a college access and success program for academically promising high school students in Alamance County with a financial need and/or no family history of college.

http://www.elon.edu/e-web/academics/elon_academy/default.xhtml

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

Elon University's Watson and Odyssey Four Year Cohort Program supports affordability for low-income and first-generation students. Scholars have their full financial need met by grants from university, federal and state sources and federally guaranteed loans. Each Scholar also receives a $2,000 educational stipend, a $4,000 study abroad grant and peer and administrative support. Three cohorts of ten enter Elon each Fall, and Elon hosts a Summer Bridge Program for one week in July to better prepare Watson/Odyssey Scholars for their transition to college. The Watson/Odyssey program uses a peer support model coupled with administrative support and a thorough four-year curriculum:

First Year Curriculum: Identity Development and Acclimation
During the first year, Scholars meet once a month in their cohort to develop a better sense of self, find a niche at Elon University and have identified peer, faculty and staff supports. Through their cohort, Scholars identify their own unique skills, values and experiences and understand how their unique experiences add value to Elon University.
Also during the first year, Scholars take part in the SMART mentoring program and the Academic Enrichment Program. These programs provide holistic student support to ensure Scholar success.

Sophomore Year Curriculum: Active Leadership
During the sophomore year, Scholars continue to meet once a month as a cohort. As sophomores, Scholars are highly involved on campus and thus the focus of this year is to produce an "active leader." This concept means producing a Scholar who will be able to effectively lead groups on campus, be able to be a leader in the classroom and be able to challenge the status quo. Active leadership makes Scholars question the "so what" of leading: what difference is your leadership making on this campus and beyond? In order to give students an applicable way to use their leadership skills and in preparation of their junior year study abroad experience, the sophomore Scholars participate in a week long service trip to an underserved area of the United States.
During this trip, Scholars explore how their privilege can have power in others' lives as well as understanding and observing different systems of oppression such as social, economic and political. Understanding these concepts will allow students to make deeper meaning of their abroad experiences as well as how they can use their leadership to make change.

Junior Year Curriculum: A Global Perspective of Social Justice

Scholars are expected to study abroad their junior year. In order to prepare Scholars' minds to engage in a different culture, Scholars read a "global" book during the summer and spend the Fall semester discussing the global and cultural issues in the reading. The junior year curriculum provides Scholars with the necessary global perspective to process their experience abroad. Scholars are challenged to use their global perspective of social justice knowledge to become activists, allies and advocates for populations in need.

Senior Year Curriculum: Personal and Professional Development

The senior year curriculum focuses on preparing Scholars for life after Elon University. Scholars receive individualized career and professional coaching. All Scholars learn how to navigate the job process as well as graduate school processes. Scholars are also trained in personal financial management and living independently.

Watson and Odyssey Legacy Nights

Once a month, Watson and Odyssey Scholars meet as an entire group to foster collective identity, community and to share their impact on campus. Legacy nights provide opportunities for all Scholars to support each other and harness their collective skills to impact Elon's campus.

http://www.elon.edu/e-web/admissions/FinancialAid/watson_odyssey.xhtml

A brief description of any programs to guide parents of low-income students through the higher education experience:

Parents are directly linked to the Director of the Watson/Odyssey program. The Director is able to work with low-income and first-generation parents through the college transition and four year process.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

In the Spring of 2011, Elon University doubled need-based scholarships to provide more opportunities for low-income students.

http://www.elon.edu/e-web/admissions/FinancialAid/endowed_scholarships.xhtml

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:
No

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Ron Klepcyk
Director
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

1,466

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

0

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

239

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Elon University complies with all laws governing compensation and pay practices, including the Fair Labor Standards Act ("FLSA"). FLSA governs compensation in many ways including establishing minimum wage, requiring overtime pay for non-exempt (hourly) employees and establishing pay classifications and accompanying rules on deductions for those classified as exempt (salary) or nonexempt (hourly). The University does not have a specific sustainable compensation standard, guideline or policy.

The University makes every effort to assure that salaries are competitive with or above those in the community, local industry and among peer institutions. The university has as part of its long range plan, the Elon Commitment, a specific goal aimed at employing a world class faculty and staff. To achieve this goal, the university understands the importance of offering very competitive salaries in order to secure the best employees to move the university forward. In its effort to assure that salaries paid at Elon rank in the top three of the university's peer institutions, the university is implementing a salary plan that will further increase salaries of faculty and staff in a three-phase program that began in December 2013. This salary initiative will be in addition to the university's annual review process and salary increase pool for employees. The university has had a salary increase pool each year unlike many other colleges, universities and businesses which have not provided salary increases for employees. Additionally, there have been no layoffs at Elon despite the economic downturn in the country.

To further support the goal of competitive salaries, the university is also in the process of completing a review of its current salary ranges to re-establish a minimum, midpoint and maximum annual salary for each pay grade. Elon will again be collaborating with its contracted food service vendor and campus book store vendor requesting that they consider using the same overall minimum salaries for pay ranges so as to maintain alignment with the university's initiative. Pay ranges are being determined using local, regional and national survey information. More specifically, the university is utilizing the College and University Professional Association for Human Resources' annual salary survey, the HEITS Salary Survey for employees working in Information Systems positions and numerous state and regional

salary surveys of positions at the university that are commonly found in business and industry. Elon also seeks to identify salaries for common positions at other colleges and universities that are considered to be Elon's peers as well as a number of institutions that the university aspires to be more like. The university has contracted with an Atlanta firm to assist in the development of its pay range system, and the salary study should be completed in summer 2015.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:
No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Elaine Durr
Director of Sustainability
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

• Job satisfaction
• Learning and advancement opportunities
• Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Elon University conducts various employee satisfaction assessments throughout the year.
Employees with faculty rank are assessed through the Higher Education Research Institute (HERI) survey, which gathers faculty perspectives on institutional climate, sources of stress and satisfaction, student interaction and teaching methods. It is conducted every three years, with the most recent administration in 2014.
The Staff Advisory Council (established in 2011) conducted a short survey, which was sent to 100% of employees who do not have faculty rank, to establish a more detailed assessment of the experiences of staff employees.
The Office of Human Resources sends out an annual survey to all employees in regards to benefits and services rendered by the Office of Human Resources, such as health insurance and the wellness program. In addition, an Exit Questionnaire is provided to employees who are leaving the university.
Various departments conduct surveys or ask for feedback to improve services. For example, the Office of Leadership and Professional Development conducts a needs assessment among staff and faculty to determine the services and training employees would like to assist with skill and knowledge development.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Survey results are reviewed by the administering department. Recommendations are made and presented to Senior Staff for consideration.

For the HERI survey, recommendations go from the Academic Affairs Advisory Committee to Senior Staff.

Recommendations from Staff Advisory Council (SAC) assessments go to Senior Staff through the Chair of the SAC.

Results from HR's annual survey are used to improve provided services. Exit Questionnaire feedback is collected, analyzed and used in various ways to help improve employees' experiences, including employee relations issues. Recommendations are taken to Senior Staff by the Senior Vice President for Business, Finance and Technology.

Based on feedback from employees and other considerations, the University instituted a three-phased salary plan in December 2013 to increase employee salaries. Also based on employee feedback, starting in January 2015, one day of vacation will be added to the accrual periods for regular full-time employees who work 40 hours per week on a 12-month schedule. Regular employees who work 20-39 hours per week on a 12-month schedule generally accrue paid time off on the same basis as full-time employees, with the time pro-rated to the number of hours worked. Also effective in January 2015, the University is providing two personal paid days off annually to regular full-time employees who work 40 hours per week on a 12-month schedule.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Ron Klepcyk
Director
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Elon University's RN Ellington Center for Health and Wellness houses the Faculty and Staff Wellness Center, Student Health Services, Student Counseling Services and Health Promotion. These offices provide well-being services as well as counseling and/or referral services. The Faculty and Staff Wellness Center offers services, such as medical provider appointments (to treat minor illnesses such as flu, colds, etc.), lab and wellness screening tests, massage therapy, an employee assistance and counseling program through the local hospital and a smoking cessation program. Programming and activities offered through the Wellness Center include educational lunch and learn sessions, movement classes (Zumba, Yoga, Pilates, Weight Lifting) and wellness challenges, such as an annual pedometer competition program. The Faculty and Staff Wellness Center has also partnered with the university's health insurance provider to provide a program called Healthy Outcomes. Healthy Outcomes gives employees the resources they need to live healthier and make healthier lifestyle choices delivered through an informative, easy to use website. The University also has an Employee Assistance and Counseling Program (EACP) that provides free confidential counseling for employees and dependents.

Student Health Services provides acute care for illnesses and injury as well as woman and physical exams, health education and

counseling, allergy injection service, prescription delivery service and vaccines and other injections. Student Counseling Services provides crisis intervention, psychological support, counseling, mental health wellness outreach and clinical collaboration. Health Promotion provides inclusive health programming, advocacy and outreach to support mental, physical and social well-being.

The Alliance for A Healthy Elon, a programmatic and service alliance committed to supporting the goals and strategies of the International Healthy Campus 2020 initiative, provides a framework for improving the overall health status on campus through the collaborative efforts of health, academic, student life, student organizations and administrative areas. The Alliance for A Healthy Elon is chaired by the Associate Vice President and Dean of Student Health and Wellness and brings together representation from all facets of campus to:

•Identify current and ongoing nationwide health improvement priorities in higher education;

•Increase campus community awareness and understanding of determinants of health, disease, and disability and the opportunities for progress;

•Engage multiple stakeholders to take actions that are driven by the best available evidence and knowledge to strengthen policies, improve practices, and empower behavior change;

•Collaborate to implement state of the art strategies, programs and initiatives to promote good health for all;

•Identify and promote relevant assessment, research, and data collection needs.

As part of the International Healthy Campus 2020 Initiative, The Alliance for A Healthy Elon has evolved to: include national health objectives for students and faculty/staff; promote an action model using an ecological approach; and provide a toolkit for implementation based on the MAP-IT (Mobilize, Assess, Plan, Implement and Track) framework.

http://www.elon.edu/e-web/bft/wellness/

http://www.elon.edu/e-web/students/health_services/

The website URL where information about the institution's wellness program(s) is available:

Workplace Health and Safety

Responsible Party

Robert Buchholz
Associate VP for Facilities Management; Director
Physical Plant

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	17	22
Full-time equivalent of employees	1,331	728

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

	Start Date	End Date

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

Elon has an active Safety Committee that is responsible for advising on matters of policy and procedure for safety issues on campus pertaining to several areas, including but not limited to, emergency response, disaster planning, accident reporting and workers compensation. The Committee has representatives from more than 10 departments, including athletics, construction and physical plant. The Safety Committee has the following responsibilities:
•Members should attend all meetings and support all committee activities.
•To aid in the development of university safety policies.
•Committee should review and discuss accident reports that occurred during the previous month, as necessary.
•Review and select various safety training and motivational programs and make recommendations for their use to management.
•Investigate new equipment and processes for hazards.
•Assist staff in evaluating safety equipment such as clothing, protective devices, etc.
•Minutes should be kept for each meeting with a copy sent to each member. A review of previous meeting minutes should be made to check action on outstanding business.

In addition, University personnel complete a walk with SGA twice a year to gather student input on health and safety items, such as lighting. Building Managers also make regular inspections of buildings and submit work orders to correct unsafe conditions.

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

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

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

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Committee on Investor Responsibility

Sustainable Investment

Responsible Party

Gerald Whittington
Senior Vice President for Business, Finance and Technology and Associate Professor
Business, Finance and Technology

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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Submission Note:

The values provided are based upon a June 30 2013 investment report.

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

Total value of the investment pool:

144,829,246 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	8,255,267 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	---

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

The value provided for 'businesses selected for exemplary sustainability performances' is based upon public equity and hedge fund holdings represented in the Dow Jones Global Sustainability Index.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Gerald Whittington
Senior Vice President for Business, Finance and Technology and Associate Professor
Business, Finance and Technology

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

Elon publishes an annual Financial and Audit Report, which includes a summary of investment holdings by asset class.
The latest report is available here:
http://www.elon.edu/docs/e-web/bft/business/annual_report_2014/Annual_Financial_Report_2014.pdf

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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