



Belmont 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

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	Yes	Yes
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	No	No
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:

Belmont does not have this school.

Reason for excluding medical school:

Belmont does not have this school.

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Belmont does not have this school.

Reason for excluding satellite campus:

Reason for excluding hospital:

Belmont does not have a hospital.

Reason for excluding farm:

Belmont does not have a farm.

Reason for excluding agricultural experiment station:

Belmont does not have an agricultural experiment station.

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

101,828,642 US/Canadian \$

Total campus area:

75 Acres

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

3,248,056 Gross Square Feet

Conditioned floor area:

2,378,677 Square Feet

Floor area of laboratory space:

42,142 Square Feet

Floor area of healthcare space:

1,930 Square Feet

Floor area of other energy intensive space:

48,980 Square Feet

Floor area of residential space:

1,048,917 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	0
Coal	64.70
Geothermal	0
Hydro	7.60
Natural gas	0.70
Nuclear	27
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	0

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	15
Fuel oil	0
Geothermal	0
Natural gas	85
Other (please specify and explain below)	0

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:

10

Number of academic departments (or the equivalent):

30

Full-time equivalent enrollment:

6,890

Full-time equivalent of employees:

1,023

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

5,837

Total number of graduate students:

1,407

Number of degree-seeking students:

7,185

Number of non-credit students:

0

Number of employees:

1,330

Number of residential students:

3,247

Number of residential employees:

0

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

Responsible Party

Mary Lucas
MS
Provost

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*.

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

Learning Outcomes

Responsible Party

Mary Lucus
MS
Provost

Criteria

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

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

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

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

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

Submission Note:

We don't have any specific sustainability learning outcomes within our program SLOs.

"---" 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:

5

Total number of graduates from degree programs:

1,747

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

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

Environmental Science

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

1. Develop proficiency with lab and field equipment
2. The student will be able to create a research question/hypothesis based on published scientific literature.
3. Use appropriate technology to present environmental science findings in a public forum
4. Apply scientific method and environmental science concepts to solving an environmental problem.
5. Analyze data quantitatively with appropriate technology
6. Recognize interactions/implications between human society and environment

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

Undergraduate Program

Responsible Party

Mary Lucus
MS
Provost

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Science is offered as a “sustainability-related” major.

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

Since environmental issues encompass a variety of topics in the sciences and social sciences, the structure of the Environmental Science program provides students with a broad set of knowledge and skills.

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

http://www.belmont.edu/iss/Environmental_Science_Program/index.html

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

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

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

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

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

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

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

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

No

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

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

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

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:

Responsible Party

Mary Lucus

MS

Provost

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 Pursuing** so Reporting Fields will not be displayed.

Immersive Experience

Responsible Party

Mary Lucus
MS
Provost

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:

Students in the Environmental Science major have the opportunity to experience a sustainability immersive experience, depending on the type of internship they complete. All students in the ENV major are required to complete an internship experience, but these vary depending on the student's interest.

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

http://www.belmont.edu/iss/Environmental_Science_Program/index.html

Sustainability Literacy Assessment

Responsible Party

Mary Lucus

MS

Provost

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.

Incentives for Developing Courses

Responsible Party

Mary Lucus
MS
Provost

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:

Belmont's Vision 2020 adopted in 2014 focuses in 2 of the 7 goals on sustainability.

WE WILL ensure long-term organizational strength by the efficient and responsible use of our resources, including: committing to environmentally sustainable practices as we pursue reducing our per-student carbon footprint; finding ways to educate our students regarding the importance of caring for the natural environment; striving to hold the cost of attendance increases to less than 5 percent per year

WE WILL continue our commitment to be "Nashville's University," aligning Belmont's vision and resources with the ever-changing needs of the people in our community by:

- being known for the active service-learning components of our curriculum;
- leveraging our academic expertise to meet the needs for continuing education in Nashville;
- committing to give of ourselves as faculty, staff, administrators and students to community service organizations and to offer ourselves for leadership positions when appropriate;
- continuing to support the Bridges to Belmont initiative as a re-investment in our community;
- supporting community initiatives that align with our educational mission—such as the Middle Tennessee STEM Innovation Hub, Nashville Arts and Business Council and the Tennessee Arts Academy—within the boundaries of fiscal responsibility; and
- being a gathering place for the community for important events such as executive education, nonprofit fundraisers, fair and balanced political

debates and discussions, and responding to community-wide disasters and emergencies.

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

All members of the Belmont community have been given the task of pursuing these goals.

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

<http://www.belmontvision2020.com/wp-content/uploads/2014/11/Vision-2020-Final.pdf>

Campus as a Living Laboratory

Responsible Party

Mary Lucus
MS
Provost

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

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:

Green roofs and gardens are frequently used by classes.

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 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 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 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:

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

Responsible Party

Mary Lucus
MS
Provost

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:

4

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

193

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

6

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:

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

Darlene Panvini - Biology, College of Sciences and Mathematics

Jose Gonzalez - Management and Entrepreneurship at the College of Business Administration

Kim Daus - Chemistry and Physics, College of Sciences and Mathematics

Steve Murphree - Biology, College of Sciences and Mathematics

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

Darlene Panvini, chair of the Department of Biology collected this information.

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

Darlene Panvini works with students in ENV 1110 conduct research on recycling habits on campus (unpublished research). She also, had one ENV major conduct her senior research project and capstone project on composting. Both projects were presented at conferences.

- Lindsay Walker (Vanderbilt) and Darlene Panvini. Belmont Compost: A Compilation of Data from 43 Different Schools and Proposal for Large Scale Composting at Belmont. Presented at 4th Annual Tennessee Higher Education Sustainability Association Meeting on April 1, 2010, Trevecca Nazarene, Nashville, TN and at BURS April, 2010. Part of the requirements for ENV 4500.
- Lindsay Walker (Vanderbilt) and Darlene Panvini. An Examination of Closed System Compost Maturity Using Three Different Starting Materials: Mature Compost, Soil, and Commercial Compost Starter. Presented at Association of Southeastern Biologists Annual Meeting, April 9, 2010, Asheville, NC.
- Jose Gonzalez teaches courses in Social Entrepreneurship and Economic Development and Entrepreneurship. He is currently involved in an international economic development entrepreneurship project working with fair trade coffee and honey farmers in Chajul, Guatemala. He recently led a group of students to northern Guatemala, and his team of students is working with Association Chajulense (

www.asociacionchajulense.org

) on micro-lending and other economic development endeavors.

The website URL where information about sustainability research is available:

Responsible Party

Mary Lucus
MS
Provost

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 Undergraduate Research Symposium provides undergraduates an opportunity to conduct independent research and present it to a community of peers. Each spring students at Belmont gather to present their findings, listen to eminent speakers, and enjoy the company of fellow researchers.

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

<http://www.belmont.edu/burs/>

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:

At Belmont University some programs of study are designed to approach particularly large areas of investigation. These require expertise within multiple fields of disciplinary study, as opposed to the more traditional approach of single disciplines engaging problems yielding to a narrower mode of exploration. Of these Interdisciplinary Programs (listed below), some are majors that cross the boundaries of two traditional disciplines, while others are much broader, interweaving courses from multiple Schools and Colleges within the University as a whole. Belmont's curriculum allows students to participate in various interdisciplinary experiences including: 1) the Institute for Computing Related Disciplines - a collaborative, interdisciplinary approach to meeting the growing need for a coherent core of computer education combined with the core work of other disciplines; 2) interdisciplinary majors and/or minors within the areas of Asian Studies, Biochemistry and Molecular Biology, Classics, Environmental Science, European Studies, Interdisciplinary Ethics, International Economy, International Business, Neuroscience, Pharmaceutical Studies, Social Entrepreneurship, Second Language Acquisition (minor only) and; 3) an Engaged Scholars Program which promotes and recognizes our undergraduate students' participation in forms of academic development that extend beyond the classroom.

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

<http://www.belmont.edu/catalog/undergrad2011jun/interdiscipline/index.html>

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

No

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

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

Responsible Party

Mary Lucus
MS
Provost

Criteria

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

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

Submission Note:

Bunch Library does not currently have a formally adopted open access policy. However, the library is in the early stages of developing what we hope will become a full-fledged institutional e-repository for student and faculty work. Bunch library is currently partnering with the School of Nursing to house the DPN Scholarly Projects in an e-repository using a hosted digital collection management software solution by OCLC called ContentDM. We hope to have the first collection of DPN Scholarly Projects available online by the end of the Spring 2015 semester. The second project Bunch Library is seeking to pilot is an Electronic Thesis and Dissertation program where digitally-born theses could be housed in our e-repository for access by scholars everywhere. Bunch Library is in the process of putting together a Digitization Committee (which will include members from both the Bunch and Law Libraries) in order to address project workflows, content, metadata, and policies. This committee will be able to address the development of an open access policy to scholarly work produced by students and faculty that may be housed in the library's e-repository.

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

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

6

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

6

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

Bunch Library does not currently have a formally adopted open access policy. However, the library is in the early stages of developing what we hope will become a full-fledged institutional e-repository for student and faculty work. Bunch library is currently partnering with the School of Nursing to house the DPN Scholarly Projects in an e-repository using a hosted digital collection management software solution by OCLC called ContentDM. We hope to have the first collection of DPN Scholarly Projects available online by the end of the Spring 2015 semester. The second project Bunch Library is seeking to pilot is an Electronic Thesis and Dissertation program where digitally-born theses could be housed in our e-repository for access by scholars everywhere. Bunch Library is in the process of putting

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A copy of the open access policy:

The open access policy:

Bunch Library does not currently have a formally adopted open access policy. However, the library is in the early stages of developing what we hope will become a full-fledged institutional e-repository for student and faculty work. Bunch library is currently partnering with the School of Nursing to house the DPN Scholarly Projects in an e-repository using a hosted digital collection management software solution by OCLC called ContentDM. We hope to have the first collection of DPN Scholarly Projects available online by the end of the Spring 2015 semester. The second project Bunch Library is seeking to pilot is an Electronic Thesis and Dissertation program where digitally-born theses could be housed in our e-repository for access by scholars everywhere. Bunch Library is in the process of putting together a Digitization Committee (which will include members from both the Bunch and Law Libraries) in order to address project workflows, content, metadata, and policies. This committee will be able to address the development of an open access policy to scholarly work produced by students and faculty that may be housed in the library's e-repository.

The website URL where the open access repository is available:

<http://library.belmont.edu/>

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

Bunch Library does not currently have a formally adopted open access policy. However, the library is in the early stages of developing what we hope will become a full-fledged institutional e-repository for student and faculty work. Bunch library is currently partnering with the School of Nursing to house the DPN Scholarly Projects in an e-repository using a hosted digital collection management software solution by OCLC called ContentDM. We hope to have the first collection of DPN Scholarly Projects available online by the end of the Spring 2015 semester. The second project Bunch Library is seeking to pilot is an Electronic Thesis and Dissertation program where digitally-born theses could be housed in our e-repository for access by scholars everywhere. Bunch Library is in the process of putting together a Digitization Committee (which will include members from both the Bunch and Law Libraries) in order to address project workflows, content, metadata, and policies. This committee will be able to address the development of an open access policy to scholarly work produced by students and faculty that may be housed in the library's e-repository.

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

<http://library.belmont.edu/>

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

Mary Lucus

MS

Provost

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*.

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

Responsible Party

Mary Lucus
MS
Provost

Criteria

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

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

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

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

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

100

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

Residence Life limit students to the following items specifications:

What to Bring

*Refrigerator (Less than 4 cu. ft. & 1.8 amps) - Energy Star qualification is required

*CFL light bulbs (compact fluorescent light)

*Smart Strip Surge Protector (automatically shuts off power to devices that are not in use)

Microwave (800 watts or less)

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

<http://www.belmont.edu/reslife/Incoming%20Students/packing.html>

Responsible Party

Mary Lucus
MS
Provost

Criteria

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

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

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

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

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

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

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
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	---
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	---
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	Yes
Other co-curricular sustainability programs and initiatives	---

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

1) Slow Food Belmont - Slow Food Belmont is a student-led organization as well as a nationally-recognized campus chapter through Slow Food USA; we have been established to "create a space of mutual learning, common work and collective experience", and by maintaining an urban garden, sponsoring various convocation events, linking to Service Learning classes, showing related films, partnering with the Dismas House and much, much more, we strive to live out and actively promote Belmont University's mission to "engage and transform the world"

2) Belmont ONE (Our Natural Environment) Club is an environmental club for students that leads efforts in student education about recycling and use of public transport.

The website URL where information about student groups is available:

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

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:

Meant to be circular in character and constant in repetition, the Compton Avenue Community Garden will undergo a strict five-stage agricultural pattern which outlines the life of a healthy horticulture. They are Spring Planting, Summer Harvest, Autumn Planting, Autumn Harvest and Winter Sabbath, each lasting approximately more or less than two months; this cycle will continuously be experimented with since our experience in the field of urban gardening is more of a learn-as-you-go-along process.

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

<http://www.facebook.com/groups/339709981009/>

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

We have created a marketplace with environmentally friendlier products which student commonly buy to bring to school. We also have geared some of our policies on appliances to be energy efficient. Residence Life sold about \$150,000 worth of energy star and environmentally friendly products to students each August. They are looking to expand the product offering in the future.

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

Participation in Earth Hour and Earth Day events.

Teens Turning Green Annual Conscious College Road Tour to inform, inspire, and mobilize students to transition their live and school campuses from conventional to conscious.

Belmont will be hosting the 10th Annual Environmental Science Lectures.

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

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

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:

The mission of the Outdoor Pursuits program is to provide outdoor adventures for the Belmont University community. It is our goal to educate the students, faculty, and staff of the University about the outdoors and all the wonderful recreational opportunities that it provides. We also strive to create an environment on our trips that is conducive to building new and lasting relationships among the participants.

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

<http://www.belmont.edu/fitness-and-recreation/outdoor/>

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

Belmont's First Year Seminar regularly focuses on issues of equality, with the past year's theme being specifically about wealth and poverty. Students are asked to participate in a common reading and course work directed at understanding how they can use their passions to meet the world's needs. Belmont's First Year Seminar regularly focuses on issues of equality, with the past year's theme being specifically about wealth and poverty. Students are asked to participate in a common reading and course work directed at understanding how they can use their passions to meet the world's needs.

The website URL where information about the theme is available:

<http://www.belmont.edu/bellcore/>

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

Belmont University was recently honored with the 2014 Tree Campus USA® recognition by the Arbor Day Foundation for its commitment to effective urban forest management.

Tree Campus USA, a national program created in 2008 by the Arbor Day Foundation and sponsored by Toyota, honors colleges and universities for effective campus forest management and staff and student engagement in conservation goals. Belmont University achieved the title by meeting Tree Campus USA's five standards including maintaining a tree advisory committee, a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance and student service-learning projects.

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

<http://forum.belmont.edu/news/2015/03/06/arbor-day-foundation-honors-belmont-university-with-2014-tree-campus-usa-recognition/>

A brief description of sustainability-focused student employment opportunities:

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

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

Belmont students have the opportunity to pledge to explore and take into account the social and environmental consequences of any job they consider and try to improve these aspects of any organizations for which they work. Belmont's Graduation Pledge Alliance (GPA) chapter and 100 other universities offer this voluntary, non-partisan, non-sectarian pledge at graduation rehearsal. Over 125,000 students in the U.S. and abroad have signed it. A student determines what his or her values are and what they consider is environmentally sustainable and socially responsible. Pledges decide the outcomes they would like to see and are mindful of the consequences of their actions.

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

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

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

Outreach Materials and Publications

Responsible Party

Mary Lucus
MS
Provost

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	---
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	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	No
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	---
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	---

A brief description of the central sustainability website:

Websites for sustainability efforts "Belmont Goes Green", Online information about car sharing, slow food, etc. Website with information about importance of energy consumption that includes the ability for students to log in and view energy consumption within their dorms.

The website URL for the central sustainability website:

<http://www.belmont.edu/green/index.html>

A brief description of the sustainability newsletter:

The "Belmont goes Green" website functions as the University newsletter:

The website URL for the sustainability newsletter:

<http://www.belmont.edu/green/index.html>

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

New student organization Slow Food Belmont formed to practice and educate about urban gardening

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

<https://www.facebook.com/groups/339709981009/>

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

The "Belmont goes Green" website functions to disseminate this information

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

<http://www.belmont.edu/green/index.html>

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:

Food services has a sustainability website with a commitment to protect our natural resources -- moving as close to zero waste, water, and energy as possible.

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

<https://belmont.sodexomyway.com/planet/local.html>

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 website URL of the sustainability walking map or tour:

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

The Campus Parking website covers information on free bus and train transportation and use of the WeCar.

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

<http://www.belmont.edu/parking/>

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:

Residence Life maintains a website dedicated to sustainability initiatives. As part of Belmont's environmental sustainability initiative, the Office of Residence Life has implemented a variety of sustainable practices. These energy efficient practices help us keep utility costs down, and thus keep living costs down, while also protecting the environment. Our sustainable efforts include replacing light bulbs with CFL (compact fluorescent light) light bulbs, providing recycling stations in each residential complex, and exploring new technology options to reduce our carbon footprint.

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

<http://www.belmont.edu/reslife/incomingstudents/sustainability.html>

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:

The News service makes sustainability news a high priority.

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):

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

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

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):

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):

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):

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Mary Lucus
MS
Provost

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):

1) "Flip It and Win It", 2) Campaign to get recycling stations throughout campus

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

1) Residence halls entered into a competition to see which hall could consume the lowest amount of energy. All energy usage was measured by total Kilowatt Hour consumption per building as provided by data from Plant Operations.

A goal is set for each complex to reduce its energy consumption during the two time periods by a total of 20%.

The data can be viewed by any interested party via the “Belmont Goes Green” web site. Individuals can monitor the energy consumption for each individual residential facility.

The program has become an annual event known as the “Sustain-a-Bowl.”

2) Students conducted a campaign to place recycling bins throughout campus.

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

1) This year’s winner reduced their energy usage by nearly 23% from the year before and a 9% decrease across campus.

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

<https://my.belmont.edu/group/residence-life/sustainability>

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Responsible Party

Mary Lucus

MS

Provost

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*.

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

Employee Orientation

Responsible Party

Mary Lucus
MS
Provost

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:

New employees attending New Staff Orientation are given information regarding the mission and vision of the university and general policies including Belmont's Goes Green initiatives. Employees are given information regarding the use and placement of recycling bins across campus and the placement of hydration stations as there is no bottled water sold on campus. Employees are given the opportunity to purchase aluminum water bottles at a reduced cost in the University bookstore and Corner Court dining facility to use as water bottles on campus. The Belmont Environmental Initiative Council was created to coordinate environmental efforts on campus.

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

<http://www.belmont.edu/green/>

Staff Professional Development

Responsible Party

Mary Lucus
MS
Provost

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
-

Submission Note:

Annual Earth Day events are open to all staff.

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

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

Yes

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

Annual Earth Day events are open to all staff.

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

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

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

Mary Lucus
 MS
 Provost

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

The university has an award-winning program known as Enactus which has won both the U.S. national competition (which included 600 colleges), as well as coming in third in the global Students in Free Enterprise (SIFE) competition. Enactus’ current signature project is Spring Back Recycling, which employs the homeless in the recycling of mattresses that would otherwise be sent to landfills. Currently, almost 6,000 mattresses have been recycled. This initiative is now receiving attention from cities beyond Nashville that want to adopt this innovative and effective sustainability effort.

Others such sustainable projects have been started by SIFE. For example, women have been taught how to make beautiful jewelry by creating beads from the paper of discarded magazines. These items are then sold in the U.S. to provide funds for the families of these African villagers.

fashionABLE is a Nashville-based nonprofit with a mission of creating sustainable business opportunities for women in Africa. Founded in October 2010 by Barrett Ward, fashionABLE currently sells a line of woven scarves produced by women in Ethiopia who have been rehabilitated out of lives of prostitution. Belmont Enactus students have helped fashionABLE develop its business plan, perform financial modeling, and manage inventory and order fulfillment.

Another project was to develop a cottage business for women who had a criminal history of prostitution. The business, Thistle Farms, uses the lowly thistle as the basis for making products from paper to bath and body lotions. Thanks to the efforts of the university in conjunction with the Thistle Farms leadership team, these products are now sold nationwide through Whole Foods.

helping Metropolitan Nashville Parks assess the biodiversity of the Hill Forest Natural Area

Students in this class volunteered at community gardens throughout Nashville. One student in particular tended the Scaritt Bennett Peace Garden, a garden intended to promote interfaith and intercultural conversation through shared gardening and food. Students worked with various local environmental organizations on different projects, including: adopting a stream and organizing a stream clean-up, environmental lessons to an afterschool program, creating an interactive website mapping trees in Davidson county, building an accessible garden at a local park, trail maintenance at a local park, showing an environmental documentary to high school students and in public venues

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

Yes

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

The university has an award-winning program known as Enactus which has won both the U.S. national competition (which included 600 colleges), as well as coming in third in the global Students in Free Enterprise (SIFE) competition. Enactus’ current signature project is Spring Back Recycling, which employs the homeless in the recycling of mattresses that would otherwise be sent to landfills. Currently, almost 6,000 mattresses have been recycled. This initiative is now receiving attention from cities beyond Nashville that want to adopt this innovative and effective sustainability effort.

Others such sustainable projects have been started by SIFE. For example, women have been taught how to make beautiful jewelry by creating beads from the paper of discarded magazines. These items are then sold in the U.S. to provide funds for the families of these African villagers.

fashionABLE is a Nashville-based nonprofit with a mission of creating sustainable business opportunities for women in Africa. Founded in October 2010 by Barrett Ward, fashionABLE currently sells a line of woven scarves produced by women in Ethiopia who have been rehabilitated out of lives of prostitution. Belmont Enactus students have helped fashionABLE develop its business plan, perform financial modeling, and manage inventory and order fulfillment.

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

Yes

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

The university has an award-winning program known as Enactus which has won both the U.S. national competition (which included 600 colleges), as well as coming in third in the global Students in Free Enterprise (SIFE) competition. Enactus' current signature project is Spring Back Recycling, which employs the homeless in the recycling of mattresses that would otherwise be sent to landfills. Currently, almost 6,000 mattresses have been recycled. This initiative is now receiving attention from cities beyond Nashville that want to adopt this innovative and effective sustainability effort.

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

The website URL where information about sustainability partnerships is available:

<http://belmontenactus.org/>

Inter-Campus Collaboration

Responsible Party

Mary Lucus
MS
Provost

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:

The university has been involved over many years with The Tennessee Higher Education Sustainability Association (THESA). We have both hosted their meetings on the Belmont campus, as well as offered leadership at meetings held at sister institutions. THESA is dedicated to adding value to and promoting sustainability initiatives taking place within higher education institutions in Tennessee. As such, it is an enabling organization rather than an advocacy group. Overall, it seeks to ensure the societal movement toward sustainability is reflected in and promoted by Tennessee campuses across the state.

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:

The university has been involved over many years with The Tennessee Higher Education Sustainability Association (THESA). We have both hosted their meetings on the Belmont campus, as well as offered leadership at meetings held at sister institutions. THESA is dedicated to adding value to and promoting sustainability initiatives taking place within higher education institutions in Tennessee. As such, it is an enabling organization rather than an advocacy group. Overall, it seeks to ensure the societal movement toward sustainability is reflected in and promoted by Tennessee campuses across the state.

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

Darlene Panvini, Chair of Belmont's Biology department officially still on the board and secretary/treasurer of THESA (Tennessee Higher Education Sustainability Association). However, the organization has been seeking a new executive director for the past two years and has been mostly inactive except for a few events. I helped coordinate several state-wide conferences through THESA and hosted one at Belmont in 2007, in addition to hosting a workshop ("Spreading Sustainability across the Curriculum) in spring 2010. I have presented at two THESA events:

- Panvini, Darlene. Feb 5, 2010. How to Rethink a Course: Sustainability Across the Curriculum. Presentation at Sustainability Across the Curriculum Workshop, Tennessee Higher Education Sustainability Association. Belmont University, Nashville, TN.
- Panvini, Darlene. March 2007. Community Engagement: Service-Learning And Internships. Presentation at the Tennessee Higher Education Sustainability Association Conference. Belmont University, Nashville, TN.

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

<http://thesa.utk.edu/index.html>

Continuing Education

Responsible Party

Mary Lucus
MS
Provost

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 Pursuing** so Reporting Fields will not be displayed.

Community Service

Responsible Party

Mary Lucus
MS
Provost

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

2,890

Total number of students :

5,794

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:

195,880

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 co-curricular transcripts are available for students at the time but only self-reported community service is available at this time. The Convocation program will be administered through BruinLink starting Fall 2013 and then all student community service credits obtained [STARS Reporting Tool](#) | [AASHE](#)

for Convocation credit will be reflected on their co-curricular transcripts.

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:

Belmont University employees painted a Metro Nashville Public School (MNPS) with their Bruin pride during a community service project . Approximately 150 Belmont staff, faculty and administrators spent their morning giving Hunters Lane High School hallways, gymnasium, stairwells, railings and banisters a cosmetic lift with a fresh coat of paint.

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

<http://www.belmont.edu/community/index.html>

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

Mary Lucus
MS
Provost

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:

Two Arts and Sciences graduate students studied our use of hydration stations vs. water fountains and found that 0% water from hydration stations goes into the city sewer system as opposed to 50% + with a water fountain. Administration lobbied to have these students present the results the study to the Metropolitan Government of Nashville who was so impressed that they granted permission within all new construction to bypass the code requirement and substitute half the required number of water fountains with hydration stations.

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

Mary Lucus

MS

Provost

Criteria

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

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

Hospital Network

Criteria

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

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

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

Operations

Air & Climate

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

Mary Lucus
MS
Provost

Criteria

Part 1

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

Part 2

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

Part 3

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

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

Responsible Party

Mary Lucus
MS
Provost

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:

The university is investing in low emission vehicles for utilization on and around campus. In 2012, 2 electric vehicles were purchased for use by User Services and Telecommunications. In 2014, the university Security Department replaced four gas only vehicles with Ford Fusion Hybrids.

Electric car charging stations have been installed in three parking garages on campus to encourage drivers on electric vehicles.

The university provides no-charge MTA passes for students and staff to encourage use of public transit.

Vehicles are not allowed to idle while not in use at loading docks etc.

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

Yes

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

Belmont compiles all natural gas consumption for each calendar year from all sources across campus. We also capture all diesel fuel consumption throughout the year based on operating hours. We then apply calculations based on the EPA Clean Air Act 40 CFR 52 (EPA AP-42 Emissions Factors Table) and the State of Tennessee Air Quality Regulation §1200-3-9-.02 to determine constituent emissions. These values are then submitted to the Metropolitan Nashville Health Department for compiling and reporting to the State of Tennessee Department of Environmental Compliance (TDEC).

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>7.30 Tons</i>
Sulfur oxides (SOx)	<i>0.30 Tons</i>
Carbon monoxide (CO)	<i>4.90 Tons</i>
Particulate matter (PM)	<i>0.49 Tons</i>
Ozone (O3)	<i>0.91 Tons</i>
Lead (Pb)	<i>0 Tons</i>
Hazardous air pollutants (HAPs)	<i>0 Tons</i>
Ozone-depleting compounds (ODCs)	<i>0 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	<i>---</i>

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

- The university is heavily investing in LED lighting technologies along with lighting controls to reduce burn time on as many places we could get to. This technology assists with reducing the heating and air-conditioning load on our buildings and results in less gas and electrical (thus power plant) consumption.
- The university is continuing to invest in High Efficiency Condensing boilers, which reduces the volume of fuel required to condition our spaces.
- Belmont is investing in “Green Roof” technologies to reduce the heating and cooling load on our buildings, along with “white roofing” materials to reduce cooling requirements.

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

Mary Lucus

MS

Provost

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.

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

Building Design and Construction

Responsible Party

Mary Lucus
MS
Provost

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:

The U.S. Green Building Council awarded Belmont University's Randall and Sadie Baskin Center with LEED certification at the Gold level in October 2012, making the building the largest LEED-certified university academic building in Middle Tennessee as well as the first LEED-certified law school building in the state, according to information provided by the USGBC. The 75,000-square-foot Baskin Center sits atop a five-level underground garage and houses Belmont University's College of Law.

"---" 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:

Baskin Law Center is certified as LEED Gold-The U.S. Green Building Council awarded Belmont University’s Randall and Sadie Baskin Center with LEED certification at the Gold level in October 2012, making the building the largest LEED-certified university academic building in Middle Tennessee as well as the first LEED-certified law school building in the state, according to information provided by the USGBC. The 75,000-square-foot Baskin Center sits atop a five-level underground garage and houses Belmont University’s College of Law.

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

261,397 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)	0 Square Feet
2nd Highest Level (e.g. LEED Gold)	261,397 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 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:

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:

McWhorter Hall, Dickens Residence Hall, Horrell Residence Hall, Patton Residence Hall

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:

Indoor Air Quality

Responsible Party

Mary Lucas
MS
Provost

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.

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

Mary Lucus

MS

Provost

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).

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

Low Impact Dining

Responsible Party

Mary Lucus
MS
Provost

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:

95

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

We track the sustainable part thru SYSCO

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”):

Vegan dining is offered at every meal.

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:

Annual dining services expenditures on food:

2,300,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

2,150,000 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

150,000 *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

Mary Lucus
MS
Provost

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	246,351 MMBtu	186,758 MMBtu

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	130,656 MMBtu	100,010 MMBtu
District steam/hot water	115,695 MMBtu	86,748 MMBtu

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	3,248,056 <i>Gross Square Feet</i>	1,742,885 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	42,142 <i>Square Feet</i>
Healthcare space	1,930 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	4,111
Cooling degree days	1,788

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, 2008	May 31, 2009

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

In 2009 we began placing our electrical services lines underground. This moved the measuring meters for consumption from 16 buildings to one primary meter. To manage this energy and the resultant demand charges it became apparent that we needed to manage our HVAC

and lighting systems more effectively. By putting our HVAC systems under control we have been able to not only manage our demand charges but, have been successful in reducing the energy required to climate control the affected buildings as well.

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

We use time of day scheduling to operate some buildings with occupied/unoccupied temperature settings. Timers are software logic to manage equipment settings.

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

LED Lighting has been incorporated into new construction standards and installed at Baskin, Dickens, Horrell Hall, and McAfee. New garages have LED lighting installed, and LED retrofits are underway in many areas of campus. The primary sports arena was retrofitted for LED lighting. Several exterior fixtures have been retrofitted. The new Wedgewood Academic Center and Two Oaks residence hall are LED.

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

Occupancy sensors are used in McWhorter Hall in offices/classrooms and Lab spaces. Exterior lighting is controlled by a combination of photocell devices or, astronomical clock managed through a series of control relays. Occupancy sensors have been installed at Curb Event Center, Baskin Law School, Dickens Residence Hall and McAfee Concert Hall, Wedgewood Academic Center and Two Oaks residence hall..

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

Classrooms and lobby spaces in the Wedgewood Academic Center are designed around the perimeter of the building in order to maximize passive solar lighting and heat.

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

Geothermal water source heat pumps are in use in the Baskin Law Center and in the soon to open Academic and Dining Building.

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

N/A

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

The Hitch Science building is currently being retrofitted with energy efficient VRF air conditioning and heating.

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

The Trane Tracer ES Energy Management system in nineteen (19) buildings is controlled by time of day scheduling. During unoccupied times the systems will expand the tolerances related to space settings. The system will poll all spaces and keep the building with tolerances established. The system uses outside temperatures and historical data to bring systems on-line before their occupied setting time is reached.

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:

The university is capturing underground water and redirecting it for irrigation. We are also designing green roofs into all new buildings. We currently have green roofs on four buildings with another opening in August 2015.

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

Light bulbs have been removed from all vending machines. Do not use sensors because not necessary.

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

Annual contest between Residence Halls for electric use reduction.
Installation of high efficiency boiler at Bunche Library.
Upgrade to high efficiency chiller at Maddox Residence Hall.
Retrofit of fresh air intake controls at Curb Event Center.
Installation of ice tank cooling system at McAfee Concert Hall.
Installation of chilled beam technology in the new Wedgewood Academic Center.
Jack Massey is being remodeled and two high efficiency condensing boilers have been installed.

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

<http://www.belmont.edu/fms/services/engineering.html>

Responsible Party

Mary Lucus
MS
Provost

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.

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

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

Mary Lucus
MS
Provost

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	<i>75 Acres</i>
Footprint of the institution's buildings	<i>37.50 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>37.50 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

- Pests are managed by daily observation of plant material prone to insects or if the plant looks distressed
- There are certain seasons of the year, which we check and/or treat specific plant material for possible insect infestation.
- We practice cultural measures if we have not crossed the threshold.
- We utilize natural, organic chemicals if possible, otherwise we use synthetic chemicals.
- We work with beneficial insects when possible.

Belmont actively monitors plant material and deals with issues as they occur. We practice cultural prevention and control prior to chemical usage. We follow up with applications when the life cycle of insects or disease warrants intervention. It is our intent to treat only in environmentally safe conditions.

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

The institution utilizes mulching mowers to return grass clippings to the soil as organic material. Other green waste is composted and utilized in campus ornamental beds. Underground water is recovered to utilize for irrigation. There is a weather station on campus utilized

for control of irrigation systems and providing ETR and rainfall data.

Whenever possible natural oils are used for pest control on plants.

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

Native plant materials are being incorporated in new construction projects and in areas where plant beds are being modified or, upgraded.

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

All leaves and spent color beds are composted. We incorporate "cooked" compost into landscape maintenance.

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

The university utilizes organic compost produced from green waste on campus. This will also be enhanced by food waste dehydrators in use at the new cafeteria when it opens in August 2015. In addition, grass clippings are mulched back into the soil instead of being removed.

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

In every case where new buildings have been constructed the campus has made every effort to relocate existing trees and plant material. Native species are used as frequently as possible, especially on the green roofs on campus.

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

Dewatering tanks are in place in underground garages on campus. Water from these tanks is pumped out through the irrigation system at a rate of 20-30,000 gallons per day during watering season, returning the water back to the earth instead of the storm sewer system.

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

Snow removal and ice management is a combination outsourced program and in-house responsibility. Campus streets and parking lots are patrolled by an outsource company using plows, urea and sand. Sidewalks and steps are cleared in-house using urea, NaCl , and sand.

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

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

Yes

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

Responsible Party

Mary Lucus

MS

Provost

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

Responsible Party

Mary Lucus
MS
Provost

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.

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

Cleaning Products Purchasing

Responsible Party

Mary Lucus
MS
Provost

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

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

<http://www.belmont.edu/green/>

Currently two of the products used are green seal certified.

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

As custodial cleaning products are bid out, each prospective bidder is asked to provide pricing on green seal products and for a description of sustainability initiatives. Ultimately the choice of product is based on performance and value.

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

No

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

Total expenditures on cleaning and janitorial products:

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?:

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

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

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

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

Office Paper Purchasing

Responsible Party

Mary Lucus

MS

Provost

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.

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

Inclusive and Local Purchasing

Responsible Party

Mary Lucus
MS
Provost

Criteria

Part 1

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

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

Part 2

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

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

"" indicates that no data was submitted for this field

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

Yes

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

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

Belmont University Pilot Supplier Diversity Program

Statement of Purpose

Belmont University's mission and values speak to diversity. In an effort to demonstrate our commitment to becoming "increasingly more diverse and broadly reflective of our local and global communities", the University will pilot a Supplier Diversity Program during the 2014-15 fiscal year to mutually benefit minority and women-owned, businesses and Belmont University. The pilot will create opportunities for vendors to market their products to two key departments at Belmont, Auxiliary Services and Facilities Management. The pilot will also develop a basis upon which Belmont can expand the program to other departments in an effort to underscore the

importance of diversity and cultural competency at Belmont and to become a leader among universities who strive to create a culture of inclusion in Nashville.

Goal

Belmont University will a pilot Supplier Diversity Program with Auxiliary Services and Facilities Management during the 2014-15 fiscal year to help achieve the university's 2015 goal to increase diversity and cultural competency.

Program Objectives

- Create contracting opportunities for minority and women-owned business enterprises with the Auxiliary Services, Facilities Management, and current contractors who engage in sub-contracting serving those departments.
- Develop partnerships between diverse vendors, departments, Auxiliary Services and Facilities Management and current contractors who engage in sub-contracting serving those departments that will result in lasting business relationships.
- Promote diversification of the Belmont's contractor vendor base for through increased opportunities for minority and women-owned vendors who have not worked directly or indirectly with the Auxiliary Services and Facilities Management departments.
- Maintain a high standard of quality in all products and services provided.

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:

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.

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

Responsible Party

Mary Lucus
MS
Provost

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 :

23

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	4
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	2
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

As of March 2015, all Security vehicles will be hybrids replacing the previously used gas vehicles.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Mary Lucus
MS
Provost

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

52

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)	48
Walk, bicycle, or use other non-motorized means	43
Vanpool or carpool	0
Take a campus shuttle or public transportation	7
Use a motorcycle, scooter or moped	1

A brief description of the method(s) used to gather data about student commuting:

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Mary Lucus
MS
Provost

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

19

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)	81
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	0
Take a campus shuttle or public transportation	17
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

The website URL where information about sustainable transportation for employees is available:

<http://www.belmont.edu/hr/prospective/commuters.html>

Support for Sustainable Transportation

Responsible Party

Mary Lucus
MS
Provost

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Beaman Student Life Center offers shower and locker room facilities for all students, staff and faculty. Outdoor bike racks are adjacent to the 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)?:

Yes

A brief description of the bicycle parking and storage facilities:

All academic and residential buildings have associated bicycle parking. All new buildings have specifically designed bicycle enclosures.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

Currently, the main pedestrian and bike access points and pathways include:

Belmont Boulevard at the Curb Event/Beaman Student Center. This access point provides entry to the Belmont Tower amphitheater near the student center and the Hitch Science/Wheeler Humanities buildings and, subsequently, to the historic academic quadrangle to the north.

15th Avenue South at the Maddox/Kennedy/Wright Hall complex. This pedestrian/vehicular entry provides access to recreation/athletic fields, student residence halls and the Beaman Student Center/Tower amphitheater.

Belmont Boulevard between Portland and Acklen Avenues. This pathway provides pedestrian/vehicular access to parking areas, the Leu Center for the Visual Arts and Lila Bunch Library and, eventually, to the historic academic quadrangle (east off of Belmont Blvd.).

Wedgewood Avenue at Freeman Hall and the Curb Music/Massey Business Center. This ‘unofficial’ pedestrian access point provides entry to the historic academic quadrangle and administration center.

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:

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):

All students and employees can travel to and from Belmont's campus on MTA buses free of charge to them. Also commuter rail and express bus service tickets provided to students and employees free of charge.

<http://www.belmont.edu/hr/prospective/commuters.html>

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

All parking is free on campus.

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:

Two cars available as part of car sharing program through WeCar.

<http://www.belmont.edu/hr/prospective/commuters.html>

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:

Electric car charging stations are available in three garages.

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.belmont.edu/fitness-and-recreation/facilities/locker-rooms.html>

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

Mary Lucus
MS
Provost

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	403.58 Tons	390 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	1,594.15 Tons	1,800.22 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	2,851	3,247
Number of residential employees	14	14
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,558	6,890
Full-time equivalent of employees	975	1,023
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, 2012	May 31, 2013

A brief description of when and why the waste generation baseline was adopted:

Baseline was adopted in FY 2013 as that was first year that data was available.

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:

Eliminated sale of bottled water on campus.
 Began bulk purchase of custodial cleaning products.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's efforts to make materials available online by default rather than printing them:

We do not print course catalogs, course schedules, and directories, but make them available online.

A brief description of any limits on paper and ink consumption employed by the institution:

Free printing is limited in the library and in computer labs across campus via print management systems in place in those areas. Modest fees are charged for printing, but not all costs are recouped from these fees. They exist to keep students from printing unnecessarily.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

When possible, move-out waste is collected and donated to Goodwill Industries by Res Life personnel. Cardboard from move in is recycled.

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:

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Trayless dining is offered at each meal.

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):

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

the summer of 2010 Belmont Dining Services eliminated paper plates and plastic wares for camps by buying melamine china. These efforts saved 1.5 tons of paper and 500 lbs. of plastic from being placed in a land fill.

A brief description of other dining services waste minimization programs and initiatives:

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

Waste Diversion

Responsible Party

Mary Lucus
MS
Provost

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

403.58 Tons

Materials disposed in a solid waste landfill or incinerator :

1,594.15 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:

Belmont has a single stream recycling program which is collected by Metro Nashville. In addition, we have a dedicated cardboard compactor, mixed recycling at Gabhart and Wedgewood Buildings, metal recycling, and front end loader mixed recycling at Dickens.

A brief description of any food donation programs employed by the institution:

Each year Sodexo hosts a food drive from the second week of October to November 12th and this year is no different. In efforts to provide the Second Harvest Food Bank we are hosting a stuff the bus campaign, battle of the chefs- cake donations, and 5 cans of food for a free lunch.

A brief description of any pre-consumer food waste composting program employed by the institution:

A brief description of any post-consumer food waste composting program employed by the institution:

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	---
Food for animals	---
Food composting	---
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	---
Furniture	---
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	---

Tires

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Mary Lucus
MS
Provost

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:

952.79 Tons

Construction and demolition materials landfilled or incinerated :

77.80 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 of the Wedgewood Academic Center

Hazardous Waste Management

Responsible Party

Mary Lucus
MS
Provost

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

All hazardous waste are collected and managed by the generating department. Universal waste is collected in satellite locations of buildings and transferred to Facilities Management for recycling by Southeast Recycling or Batteries Plus.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Generating departments are responsible for collection and disposal of hazardous materials declared as waste. Universal waste light bulbs and batteries are collected and managed by Facilities Management.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There have been none.

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?:

No

A brief description of the electronic waste recycling program(s):

All e-waste collected through computer rotations are collected and returned to Dell. All other e-waste is collected and recycled through Southeast Recycling by environmental guidelines.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

All e-waste collected through computer rotations are collected and returned to Dell. All other e-waste is collected and recycled through Southeast Recycling by 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

Mary Lucus

MS

Provost

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	79,862,464 Gallons	71,271,684 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	79,862,464 Gallons	71,271,684 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	2,851	2,475
Number of residential employees	14	14
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,558	5,994
Full-time equivalent of employees	1,023	926
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	3,248,056 <i>Square Feet</i>	1,742,885 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	37.50 <i>Acres</i>	37.50 <i>Acres</i>

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, 2008	May 31, 2009

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Ground water is collected in the basement of Inman, Wedgewood and McWhorter for irrigation purposes. This water is used around McWhorter and Patton Halls. Drip irrigation is utilized around plant beds at McWhorter and Patton Halls.

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

The university is phasing in smart irrigation technology with a Toro Sentinel system and weather station which measures precipitation and ETR to control irrigation. Additionally low flow toilets and faucets are used as a standard in new construction.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

All landscapes are designed with drip irrigation systems to minimize water loss through evaporation.

A brief description of any weather-informed irrigation technologies employed by the institution:

We utilize rain sensors to de-energize irrigation systems during rain events. Irrigation controllers are manually monitored to manage operation, not currently utilizing moisture sensors. We are currently doing a phased installation of a central irrigation controllers with flow meters. A weather station has been installed.

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:

Responsible Party

Mary Lucus
MS
Provost

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:

Strategy is to monitor and maintain current and future storm water detention structures.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the

rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

We monitor and inspect ten (10) storm water detention devices to ensure storm water runoff is free of solid waste before being released to the Metro Nashville Storm Water System. We provide inspection reports to Nashville Storm Water Services Department on an annual basis.

A brief description of any rainwater harvesting employed by the institution:

Belmont installed a water detention/collection system under the McWhorter Pharmacy building during construction. This device now has the garage collection devices in the Gordon Inman Building and Wedgewood Academic Center pumping water to this one distribution location.

A Water Tronics system is used to pump this water into our irrigation system.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Each storm water detention device contains a solids capturing device which prevents cans, bottles, or other solid waste from entering the storm system.

A brief description of any living or vegetated roofs on campus:

The fourth floor south roof of McWhorter Building is 7020 square feet of native vegetation.

The Dickens Hall garage also has two "Green Roof" structures installed along with four (4) separate "Green Roof" structures. All are planted with native vegetation.

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:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Retention ponds - Yes - our current structures are underground devices which collect water from area drains around buildings and then slowly release water to the city storm water system.

A brief description of any bioswales on campus (vegetated, compost or stone):

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

Responsible Party

Mary Lucus

MS

Provost

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.

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

Mary Lucus
MS
Provost

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.

Submission Note:

The university has found that a Sustainability Committee comprised of those who make decisions in their respective areas gives us the ability to make quicker and more profound changes than having a separate sustainability office and coordinator.

"---" 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:

Initiated and supported sustainability efforts across the campus and community.

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:

Mission Statement: Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage

and faith. Empowering men and women in a Christian community to engage and transform the world includes educating them to protect and care for Creation. Believing that the natural environment is a gift from God, the university will endeavor to model for its students and the broader community appropriate institutional behaviors which protect the environment including respect for and compliance with all applicable environmental laws and regulations.

The Sustainability Committee brings together decision makers from across campus to ensure that all areas of sustainability are being addressed in a systematic fashion.

Additionally, our School of Arts and Sciences has a separate sustainability committee that meets to discuss ways in which we can better promote sustainable practices within the College of Arts and Sciences. The committee is also involved in conducting research on campus about the practices and attitudes of faculty regarding sustainability efforts.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

University-Wide Sustainability Committee Members:

1. Anthony Donovan

anthony.donovan@belmont.edu

2. Donna Gwaltney

donna.gwaltney@belmont.edu

3. Greg Pillon

greg.pillon@belmont.edu

4. Henry Lacher

henry.lacher@belmont.edu

5. Jason Rogers

jason.rogers@belmont.edu

6. Judy Fisher

fisher2030@comcast.net

7. Kyle Grover

kyle.grover@belmont.edu

8. Mark Grones

mark.grones@belmont.edu

10. Steve Lasley

steve.lasley@belmont.edu

11. Todd Lake

todd.lake@belmont.edu

12. Benita Walker

Benita.walker@belmont.edu

13. Lindsay Millward

Lindsay.millward@pop.belmont.edu

14. Katelyn Keast

Katelyn.keast@pop.belmont.edu

15. John Niedzwiecki

John.Niedzwiecki@belmont.edu

16. Keith Chapman

Keith.Chapman@belmont.edu

17. John Carney

John.Carney@belmont.edu

18. April Hefner

April.Hefner@belmont.edu

19. Jeanette Morelan

Jeanette.Morelan@pop.belmont.edu

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Full-time equivalent (FTE) of people employed in the sustainability office(s):

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

Does the institution have at least one sustainability officer?:

No

Name and title of each sustainability officer:

A brief description of each sustainability officer position:

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

Sustainability Planning

Responsible Party

Mary Lucus

MS

Provost

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.

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

Governance

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:

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---

Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The Student Government Association plays a major role in developing Belmont's Vision 2020 goals.

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:

Belmont has an established Staff Advisory Council with peer elected representatives.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The Staff Advisory Council is made up of supervisory and non-supervisory staff.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---

Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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)?:

No

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

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?:

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	---
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes

Prioritization of programs and projects

Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The 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

Mary Lucus
MS
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:

The university is committed to diversity, and has adopted a multi-year “Welcome Home” initiative to increase the number of racial and ethnic minorities among faculty, staff and students. This undertaking is approached analogously to the university’s sustainability efforts. Instead of having a separate office and coordinator, the university expects the senior leaders, deans and directors to formulate and implement measurable goals for increasing racial and ethnic diversity.

The full-time equivalent of people employed in the diversity and equity office:

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.belmont.edu/diversity/welcome-home.html>

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:

On-line courses required with significant completion by all faculty and staff

New faculty orientation to include a diversity discussion with a diverse faculty member to co-facilitate the discussion

New staff orientation workshops include diversity components with open discussion

Departmental sessions for OCS and FMS on Harassment and Diversity

The website URL where information about the cultural competence trainings is available:

<http://www.belmont.edu/diversity/welcome-home.html>

Assessing Diversity and Equity

Responsible Party

Mary Lucus
MS
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) :

Based on the results of The Chronicle of Higher Education's Great Colleges to Work For survey, Belmont gathered feedback from an employee survey distributed to all full-time faculty, administrators and exempt level professional staff and completed an institutional questionnaire. Belmont's Faculty Senate and University Staff Advisory Council conducted face-to-face meetings to garner additional information. Belmont purchased extensive reports to help us better see where we stand with our employees, identify our strengths, and understand our challenges.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The Institutional Research Office is constantly monitoring and reporting the ethnic/racial and gender diversity of the student body.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The institution sets goals for hiring based on the Affirmative Action Report filed each year with the EEOC.

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

Mary Lucus
MS
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:

Student Activities has recently approved recognition status for the following student organizations:

- Hispanic Student Alliance
- Rumi Club
- Chinese Culture Club

We continue to encourage other organizations like these to form and are confident that will happen.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.belmont.edu/diversity/>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Belmont University is a Christian community. The university faculty, administration, and staff uphold Jesus as the Christ and as the measure for all things. As a community seeking to uphold Christian standards of morality, ethics and conduct, Belmont University holds high expectations of each person who chooses to join the community. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 504 of the Rehabilitation Act of 1973, Belmont University does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, military service, or sexual orientation in its administration of education policies, programs or activities; its admissions policies; or employment. Under federal law, the university may discriminate on the basis of religion in order to fulfill its purposes. The university has appointed the director of the Office of Human Resources to serve as coordinator of compliance with Title IX. Inquiries or complaints should be directed to the Office of the Provost or the Office of Human Resources.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://forum.belmont.edu/news/2011/01/26/board-of-trust-affirms-non-discrimination-policy/>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Mary Lucus
MS
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:

Belmont University has helped several faculty members in underrepresented groups complete terminal degrees with release time and/or financial support.

Belmont University's Teaching Center is dedicated to improving the teaching skills of faculty. Established in 1994, Belmont's Teaching Center grew out of the belief that teaching is a craft requiring much effort and reflection. The goals of the center are to:

- Create an atmosphere where teaching is valued
- Promote teaching as a primary form of scholarship
- Encourage, assist and support faculty in their efforts to improve as teachers, to become active learners and to foster active student learning

To work toward these goals, the center sponsors a variety of activities and programs throughout the academic year and during the summer. For example, the center sponsors or supports:

- Luncheon discussion groups
- A newsletter called The Art of Teaching, published approximately four times a year
- A year long orientation for new faculty, including the faculty mentor program for new faculty and a new faculty seminar

- Individual teaching consultations
- Midcourse formative feedback from students
- Teaching time-out grants
- Travel grants to attend conferences relevant to teaching
- The use of instructional technology
- A peer mentoring program
- The use of teaching portfolios
- Teaching workshops in
- Faculty retreats
- National faculty teaching and learning award nominations
- Faculty Interest Groups, affectionately known as FIGs.
- Book discussion groups

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Mary Lucus
MS
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:

In the awarding of institutional grants based on need, a priority is placed on students with zero or low Expected Family Contributions (EFC's). Most University grant assistance is reserved for low and middle income families.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Enrollment Services staff are overall veterans in the field of admissions and financial aid counseling. Belmont places a significant emphasis on the care and concern for all students, including those from low income backgrounds. Students and parents are welcome to schedule personal appointments to discuss their individual questions.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Office of Student Financial Services sponsors as well as participates in several community based efforts to assist low income students with financial aid counseling. Participating and hosting College Goal Sunday for the State of Tennessee is one of our primary community outreach efforts. Presenting at local community schools on Financial Aid Nights reaches a diverse student population, representing all economic backgrounds. See note above regarding Bridges to Belmont Program.

A brief description of the institution's scholarships for low-income students:

Scholarships (merit-based) are primarily based on academic achievement, and thus are need-blind. However, these merit-based scholarships help to meet at least a portion of a student's demonstrated need (the difference between cost of attendance and Expected Family Contribution).

A brief description of any programs to guide parents of low-income students through the higher education experience:

Parents are encouraged to participate in our community outreach programs. Prospective parents may visit Enrollment Services for individual admission and financial aid counseling. Upon admission to Belmont, orientation is provided to all parents. Belmont provides literature and online information to all parents and students that will guide them through the higher education experience.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Belmont works closely with the Office of Community Relations to identify prospective students from targeted low income areas in Metro Nashville – to both encourage applications for admission and opportunities to address financial need in the enrollment process. This effort includes a series of special scholarship programs, up to full tuition in some cases, for students from historically low income areas. See note above regarding Bridges to Belmont Program.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Belmont considers all applicants for admission without consideration of need, encouraging students from all economic backgrounds to seek admission to the University. All admitted students are encouraged to complete the Free Application for Federal Student Aid for full consideration of all applicable federal, state, and institutional aid programs.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Belmont has a simplified financial aid process to include one application for financial aid, the Free Application for Federal Student Aid. Belmont will generate a financial aid award package based on the data that was entered into the FAFSA. The financial aid award package will be created based on need, merit and talent. Low income students will receive a financial aid package including federal and state scholarships and grants if eligible. In addition, Belmont will award institutional scholarships and grants reserved specifically for low income students.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

none

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Through the University College, Belmont University addresses the learning needs of adult, non-traditional students. Because traditional four-year degree programs cannot accommodate the educational needs of many adults, the University College provides opportunities to pursue education based on individualized goals and flexible time schedules through degree-granting programs and continuing education experiences.

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:

<http://www.belmont.edu/sfs/index.html>

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

Mary Lucus

MS

Provost

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:

1,375

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

1,375

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:

170

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

170

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Belmont University seeks to attract and retain highly qualified staff and faculty who will share our values and will support our mission and vision. To reward its staff and faculty, Belmont uses compensation systems that are fair and equitable, and comply with all local, state and federal regulations. As described in its Vision 2015 document, "Belmont employees will be fully engaged in challenging and demanding work and will share in the financial success of the university as salaries meet and exceed peers. Compensation will increasingly be tied to performance excellence."

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

1,375

Number of employees of contractors that receive sustainable compensation:

170

A brief description of the standard(s) against which compensation was assessed:

Belmont University seeks to attract and retain highly qualified staff and faculty who will share our values and will support our mission and vision. To reward its staff and faculty, Belmont uses compensation systems that are fair and equitable, and comply with all local, state and federal regulations. As described in its Vision 2015 document, “Belmont employees will be fully engaged in challenging and demanding work and will share in the financial success of the university as salaries meet and exceed peers. Compensation will increasingly be tied to performance excellence.”

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, full-time employees:

All full-time Belmont employees make a minimum of \$12.42 per hour and the starting salary for Sodexo full-time contractors is \$12.25 per hour. These are well above the Davidson County (Nashville, TN) living wage of \$9.51

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid regular, part-time employees:

All full-time Belmont employees make a minimum of \$12.42 per hour and the starting salary for Sodexo full-time contractors is \$12.25 per hour. These are well above the Davidson County (Nashville, TN) living wage of \$9.51

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular) staff:

All full-time Belmont employees make a minimum of \$12.42 per hour and the starting salary for Sodexo full-time contractors is \$12.25 per hour. These are well above the Davidson County (Nashville, TN) living wage of \$9.51

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid temporary (non-regular, adjunct or contingent) faculty:

All full-time Belmont employees make a minimum of \$12.42 per hour and the starting salary for Sodexo full-time contractors is \$12.25 per hour. These are well above the Davidson County (Nashville, TN) living wage of \$9.51

A brief description of the compensation (wages and benefits) provided to the institution’s lowest paid student employees (graduate and/or undergraduate, as applicable):

All full-time Belmont employees make a minimum of \$12.42 per hour and the starting salary for Sodexo full-time contractors is \$12.25 per hour. These are well above the Davidson County (Nashville, TN) living wage of \$9.51

The local legal minimum hourly wage for regular employees:

9.51 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

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:

<http://www.belmont.edu/compensation>

Assessing Employee Satisfaction

Responsible Party

Mary Lucus
MS
Provost

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.

Submission Note:

The website where information about the institution's employee satisfaction and engagement assessment is maintained at: MyBelmont internal portal, Human Resources, Surveys tab

"---" 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:

Belmont's Staff Survey is administered annually to all staff. The survey has been administered annually for the past 23 years. The surveys are administered electronically using Qualtrics, an online survey service. The same survey is sent in hard copy to each staff member whose work does not include use of a computer, along with a return envelope addressed to the director of organizational development. Upon receipt of the hard copies, the responses are data entered into the Qualtrics program. Confidentiality is a key ingredient in the administration of the survey.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including

examples from the previous three years):

The director of organizational development performs analyses and reports the results on the Belmont University website and reports electronically to senior leaders, the office of human resources, and at formal presentations to senior leadership and to staff at a campus-wide staff meeting.

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

Mary Lucus
MS
Provost

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):

Belmont University offers employees free access to an Employee Assistance Program. Employees can find solutions for the everyday challenges of work and home as well as for more serious issues involving emotional and physical wellbeing. Employees can speak with a master's level consultant via the telephone, meet with a local consultant, or receive information through an online library for childcare/eldercare referrals, personal relationship information, health information, legal consultations, financial planning assistance, stress management, and career development.

<https://my.belmont.edu/group/human-resources/employee-assistance-program>

Belmont University offers employees an Employee Wellness Program through the Virgin Pulse Program. The Virgin Pulse Miles program rewards employees for making right choices when it comes to improving their health. Belmont offers incentives in the form of “health cash” rewards to employees who meet or exceed daily “step” goals. Employees are also offered “health cash” for completing a Health Risk Assessment Survey. Employees track their progress with the “Max” activity tracker. Overall employee enrollment is 56% of Belmont’s total population which is greater than the national average enrollment of 45-50%.

The website URL where information about the institution's wellness program(s) is available:

<https://www.virginhealthmiles.com/join>

Workplace Health and Safety

Responsible Party

Mary Lucus
MS
Provost

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	41	56
Full-time equivalent of employees	1,023	894

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

	Start Date	End Date
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Performance Year	Jan. 1, 2013	Jan. 1, 2010
Baseline Year	Dec. 31, 2014	Dec. 31, 2011

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:

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.belmont.edu/riskmanagement/health_and_safety/helpful_hs_links.html

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

Responsible Party

Mary Lucas

MS

Provost

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.

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Responsible Party

Mary Lucus
MS
Provost

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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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

Responsible Party

Mary Lucus

MS

Provost

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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