



Carnegie Mellon 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:

Doctorate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

1,075,637,000 US/Canadian \$

Total campus area:

143 Acres

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

6,454,591 Gross Square Feet

Conditioned floor area:

4,915,890 Square Feet

Floor area of laboratory space:

372,897 Square Feet

Floor area of healthcare space:

10,993 Square Feet

Floor area of other energy intensive space:

408,519 Square Feet

Floor area of residential space:

877,138 Square Feet

Electricity use by source::

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

Biomass	0
Coal	29.88
Geothermal	0
Hydro	0.61
Natural gas	28.98
Nuclear	38.20
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	2.30

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

The Pennsylvania Net Electricity Generation Chart, sited from Sept 2014 lists 'Other Renewables', 2.23 which could include biomass, geothermal, solar photovoltaic, and wind electric generation. Also, .1 is Petroleum-Fired

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	10
Fuel oil	0
Geothermal	0
Natural gas	90
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

7

Number of academic departments (or the equivalent):

57

Full-time equivalent enrollment:

11,263.60

Full-time equivalent of employees:

4,816

Full-time equivalent of distance education students:

132.60

Total number of undergraduate students:

5,834

Total number of graduate students:

5,823

Number of degree-seeking students:

11,657

Number of non-credit students:

83

Number of employees:

5,176

Number of residential students:

3,935

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

David Dzombak

Faculty Director, Professor

Steinbrenner Institute for Environmental Education and Research, Civil and Environmental Engineering

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*.

Submission Note:

Approximately 3000 courses offered at Carnegie Mellon each semester (Fall and Spring), with approximately half of the courses graduate, and half undergraduate.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	3,000	3,000
Number of sustainability courses offered	13	21
Number of courses offered that include sustainability	26	50

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

27

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

54

Number of years covered by the data:

One

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

[FY 2013 sustainability courses for AASHE.pdf](#)

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

PDF Attached

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

<http://www.cmu.edu/environment/education/index.html>

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

Carnegie Mellon does not distinguish between sustainability focused and sustainability related courses in our course catalog. However for the purposes of this survey we have completed a review of our courses and offer a breakdown by category.

The complete University schedule of courses is reviewed by A SEER staff member and a student assistant. In addition, list of courses developed by the faculty directors of the environmental minor degree programs were consulted. The courses were compiled and divided into categories by the SEER staff member and student assistant and the final list was reviewed by the SEER faculty director and the co-chair of the University Green Practices committee, also a faculty member.

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

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

If a course was offered with both a graduate and undergraduate course number it was counted in each category. But any course with multiple sections in undergraduate or graduate levels was counted only once.

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Erika Ninos

Environmental Program Coordinator
Steinbrenner Institute

Criteria

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

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

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

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

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

Submission Note:

*The number of graduates from a program with at least one sustainability outcome is difficult to compile with a high degree of accuracy. For the purposes of this survey, the number provided is the number of graduates (Bachelor's, Master's and Doctoral) from the departments listed among those with sustainability learning outcomes and are as follows:

School of Architecture (82 total graduates in 2011-2012)

Civil and Environmental Engineering (142 total graduates in 2011-2012).

Engineering and Public Policy (24 graduates in 2011-2012)

Public Policy and Management (142 graduates in 2011-2012)

Science and Humanities Scholars Program (49 graduates in 2011-2012)

Carnegie Mellon University offers many courses and programs that can be required by certain departments or can be taken by students voluntarily as electives or as non-credit classes. As such, scope of measurement for this criteria proves to be infeasible to track and record.

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

439

Total number of graduates from degree programs:

3,926

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

[FY 2013 sustainability courses for AASHE.pdf](#)

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

Undergraduate- level degree programs:

Architecture

Civil and Environmental Engineering

Engineering and Public Policy

Additional Major in Environmental Policy

Minor in Environmental Science

Minor in Environmental Studies

Scholars in Humanities and Sciences Program

Minor in Environmental Engineering and Sustainability

Minor in Science, Technology and Society

Minor in Building Science and Design

Graduate-level degree programs :

Civil and Environmental Engineering

Engineering and Public Policy

Energy Science Technology and Policy

Public Policy and Management

Architecture- Sustainable Design

Architecture- Urban Design

Architecture- Building Performance and Diagnostics

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

The Carnegie Institute of Technology offers a minor in Environmental Engineering and Sustainability (website listed below). The course catalog defines the scope and goals of the program in the following way: "Concern for the environment now influences a wide range of public, private and engineering decisions. Environmental Engineering is widely recognized as a discipline at the graduate and professional level, and undergraduate training in environmental issues and processes can provide the preparation necessary to pursue this career path, or serve as a useful complement to a career in any of the traditional areas of engineering. Effective preparation requires broad knowledge and skills in the areas of environmental engineering, sustainability, and environmental policy."

The School of Architecture at Carnegie Mellon makes a similar commitment to sustainability learning outcomes via the student handbook (website listed below), "At a time when the planet faces significant challenges, the focus of our School on sustainable urbanism prepares its graduates to provide leadership in creating innovative solutions. Through strategic academic, government, industry, and practice partnerships, we have defined an innovative and collaborative pedagogy enabling our students to succeed in a variety of careers. The School of Architecture holds a deep appreciation of its diverse community by cultivating an intellectual climate where individuals are nurtured to act as agents of change, improving both social and environmental conditions nationally and internationally."

The mission statement of the Department of Engineering and Public Policy includes the following language (website below), "The Department of Engineering and Public Policy (EPP) is a unique engineering department, whose overall objective is to enhance undergraduate engineering education with the perspectives and skills that enable the engineer to understand and work at the interface between technology and society. Society is largely responsible for setting the goals and framing the problems that engineers work on. However, technologies designed by engineers profoundly change the societies in which they operate." Undergraduate EPP students develop "an understanding of ideas and analytical tools in economics, decision science, and other social sciences through several required courses and a group of "social analysis electives."

http://coursecatalog.web.cmu.edu/previous/1213_catalog.pdf

http://www.cmu.edu/architecture/handbooks/pdfs_jpgs/2012-2013_handbook.pdf

http://coursecatalog.web.cmu.edu/previous/1213_catalog.pdf

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

<http://www.cmu.edu/environment/education/index.html>

Undergraduate Program

Responsible Party

Erika Ninos

Environmental Program Coordinator
Steinbrenner Institute

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):

Additional Major in Environmental Policy

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

The major in Environmental Policy (which is only offered as an additional major) focuses attention on the interaction of humans with the environment from a multitude of perspectives. Human activities have had and continue to have large-scale and long-term consequences for environmental quality. Environmental quality relates to the quality of our daily lives, to our physical health, and to the future vitality and even survival of human society. The Additional Major in Environmental Policy is designed to provide students with the interdisciplinary background and skills necessary to understand environmental issues. It emphasizes three general areas: (1) humanities and the arts; (2) social sciences; and (3) natural science and technology

The humanities emphasis concerns the ethical, legal, and historical basis of environmental concerns as well as their aesthetic manifestations. The social science area concentrates on the economic and political nature of environmental problems and possible policy options and responses. The natural science and technology focus includes the exploration of ecology as well as the role of technology as both problem creator and problem solver.

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

http://coursecatalog.web.cmu.edu/previous/1213_catalog.pdf

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

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

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):

Undergraduate- level degree programs:

Architecture

BXA Intercollege Degree Programs

Civil and Environmental Engineering

Scholars in Humanities and Sciences Program

Information on all undergraduate majors can be found in the University course catalog:

http://coursecatalog.web.cmu.edu/previous/1213_catalog.pdf

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

Yes

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

STARS Reporting Tool | AASHE

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

The primary mission of the environmental sciences minor is to prepare students in the Mellon College of Science for careers or postgraduate education in the diverse fields of environmental science. We feel strongly that these endeavors must be grounded in strong fundamental science; consequently, the program extends majors in the Mellon College of Science. We also award minors to students from other colleges, provided that they can build a course of study with sufficient scientific rigor to meet the standards of the program.

As a capstone program, the minor is built around advanced courses that extend as well as broaden the specialized education associated with the major programs. Environmental sciences are highly interdisciplinary in nature, and while it is necessary that students have an exposure to introductory courses in several of these disciplines, it is by no means sufficient; in-depth knowledge is required. We encourage all students to pursue generally broad studies, including subjects that encompass human interactions with the environment, and will provide guidance to all students interested in the area. We encourage those students who intend to devote focused attention to environmental sciences to pursue this minor.

Environmental Sciences are broadly defined as pursuits designed to develop fundamental understanding of the natural environment and human interactions with the environment. Research problems are frequently motivated by perceived problems (air, water and soil pollution, reduction in biodiversity, global climate change, etc...), but inevitably extend to the fundamental mechanisms underlying these phenomena. Research can be highly specialized (focusing for example on the biochemistry of a particular enzyme or the synthesis of a particular catalyst) or highly general (focusing for example on the complex, nonlinear interactions of populations on complex ecosystems). Our program is designed to ensure that students of the field are conversant with questions on all of these scales, from the microscopic to the global.

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

http://coursecatalog.web.cmu.edu/previous/1213_catalog.pdf

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

Minor in Environmental Studies

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

Human activities can have large-scale and long-term consequences for environmental quality. The thoughtful analysis of these consequences is required if we desire a sustainable society. The minor in Environmental Studies is designed to provide students with the interdisciplinary background and skills necessary to understand environmental issues.

It emphasizes three general areas: humanities, social sciences, and technology and natural science. The humanities emphasis concerns the ethical, legal, and historical basis of environmental concerns. The social science area concentrates on the economic and political nature of environmental problems. The technology and natural science focus includes the exploration of the biological, chemical, and physical nature of the environment and the role of technology in both problem creation and problem solution.

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

http://coursecatalog.web.cmu.edu/previous/1213_catalog.pdf

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

Minor in Environmental Engineering and Sustainability

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

reen practices and responsible environmental stewardship will enable sustainable growth and a healthy environment. EESS education and research at Carnegie Mellon involves interdisciplinary inquiry that spans engineering, science, social sciences, and policy. Through courses and research in air quality, water quality, remediation, industrial ecology, sustainable engineering, energy, and nanotechnology, EESS is forward looking and aims to provide skills, analysis tools, and technologies to meet environmental stewardship and sustainability challenges of the 21st Century.

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

<http://www.cmu.edu/cee/research/eess/index.html>

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

Minor in Science, Technology and Society

Minor in Architecture

Minor in Building Science and Design

Information about all undergraduate minors and majors can be found in the course catalog:

http://coursecatalog.web.cmu.edu/previous/1213_catalog.pdf

Graduate Program

Responsible Party

Erika Ninos

Environmental Program Coordinator
Steinbrenner Institute

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

MUD- Master of Urban Design

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

The Master of Urban Design (MUD) program is a post-professional degree, intended to prepare graduates for careers using design to critically address environmental, economic, social and cultural issues affecting the contemporary metropolis. The studio-based curriculum allows students to explore strategies for development in a variety of scales and settings, including the post-industrial city, the suburban periphery, and the rapidly urbanizing region. This intensive 12-month program is open to recent graduates and practicing professionals with a previous bachelor degree in architecture, landscape architecture, or city planning.

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

<http://www.cmu.edu/architecture/programs/graduate/ud/index.html>

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

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

The Master of Science in Sustainable Design (MSSD) program is a post-professional degree intended for recent graduates and practicing professionals. This intensive 12-month curriculum stresses the importance and value of total-building performance, human-centered design and the integration of Design, Technology and Construction knowledge and experience. Classes provide both depth and breadth, while the culminating Synthesis Project allows each individual student the opportunity to narrow his or her research focus to a topic of personal interest.

For over 35 years Carnegie Mellon's School of Architecture has been at the forefront of High Performance Building, leading the way in Advanced Building Systems, Systems Integration, Performance Simulation and Building Diagnostics, based upon the foundation of environmentally-sensitive, regionally-based architectural design.

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

<http://www.cmu.edu/architecture/programs/graduate/sd/index.html>

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

MSBPD- Master of Science in Building Performance and Diagnostics

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

The Master of Science in Building Performance & Diagnostics (MSBPD) is a post-professional degree designed for practitioners, researchers, and educators in architecture and the building industry who wish to be leaders in advanced building technologies and their performance. This rigorous 2-year (4 semester) curriculum provides a breadth of knowledge, from simulation software and cost-benefit analysis, to the integration of design, technology & construction methods.

Students in the MSBPD program have the opportunity to take classes not only through the School of Architecture, but also in Computer Science, Civil & Environmental Engineering, Public Policy & Management, and other departments throughout the University. Individually chosen Selective courses as well as the culminating Master's Project, provide students the opportunity to pursue topics of personal interest, such as life-cycle assessment, simulation software, sustainable engineering & LEED™ design, and data acquisition/management. As a research-oriented program, MSBPD is ideal for students who are seeking to continue their education at the PhD-level.

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

http://www.cmu.edu/architecture/programs/graduate/bpd/bpd_ms_requirements.html

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

M.S. in Civil and Environmental Engineering
Ph.D. in Civil and Environmental Engineering
M.S. Energy, Science, Technology and Policy
M.S. Architecture-Engineering-Construction Management
Ph.D. Architecture-Engineering-Construction Management
M.S. Colloids, Polymers and Surfaces
Ph.D. Engineering and Public Policy
[STARS Reporting Tool](#) | [AASHE](#)

Information on the Carnegie Mellon's environment and sustainability graduate programs can be found here:

http://www.cmu.edu/graduate/academics/images-academics/envsusbrochure_7-25-13_web1.pdf

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

Yes

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

Environmental Engineering, Sustainability and Science

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

EESS education and research at Carnegie Mellon involves interdisciplinary inquiry that spans engineering, science, social sciences, and policy. Through courses and research in air quality, water quality, remediation, industrial ecology, sustainable engineering, energy, and nanotechnology, EESS is forward looking and aims to provide skills, analysis tools, and technologies to meet environmental stewardship and sustainability challenges of the 21st Century.

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

<http://www.cmu.edu/cee/research/eess/index.html>

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Erika Ninos

Environmental Program Coordinator
Steinbrenner Institute

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:

Each spring semester Carnegie Mellon offers "Environment Today", an annual mini-course that brings students together over a weekend to discuss environmental issues affecting our planet.

In spring 2013, the theme of the Environment Today course was the Three Es and Water. The course focused on the environmental impacts, economic issues and equity considerations associated with water resources by utilizing a specific critical example: Urban Stream Restoration. Speakers focused on the policy, protection, health and history in relation to urban water resources and their restoration. Students learned to access water data from the USGS and to analyze urban stream flows and participated in service learning activities in our urban watersheds, with community partners the Nine Mile Run Watershed and the Pittsburgh Parks Conservancy.

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

[STARS Reporting Tool](#) | [AASHE](#)

Sustainability Literacy Assessment

Responsible Party

David Dzombak

Faculty Director, Professor

Steinbrenner Institute for Environmental Education and Research, Civil and Environmental Engineering

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

Carnegie Mellon University first initiated the development of environmental education in our curriculum through “The Greening of Undergraduate Education” project in 2003. The project included literacy assessment of students, and a review of how environmental pedagogy could be integrated across the entire curriculum. The project successfully ended in 2006.

Senior exit surveys are conducted in Civil and Environmental Engineering and in Architecture for accreditation purposes. Sustainability literacy is part of these surveys. It is estimated that 80 graduating seniors total (CEE+Architecture) out of 1450 total bachelors graduates were surveyed in May 2013.

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

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

0

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

5.50

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

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

N/A

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

Funded by the Henry Luce Foundation from 2003-2006, “The Greening of Undergraduate Education” project was a university-wide effort in environmental education primarily for first-year and second-year undergraduates. Over the three years, the project resulted in innovative modules or full courses that introduced concepts central to environmental literacy and built a learning community of the project faculty. A total of 35 courses were affected, and the environmental material developed has been integrated permanently to the content of courses ranging from Writing and History to Art and Design to Architecture and Engineering. This innovation continues to touch over 300 students each semester. Three overarching features were embedded into the courses as foundations for ecological thinking: systems thinking, life cycles, and self as agent.

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

Environmental literacy is a way of thinking as much as it is knowledge of facts and methods. Seeking to capture how students think about and understand environmental issues, the project tried an interview protocol, in which students verbally discussed an environmental case study with a moderator. From these interviews, the researchers devised an essay question based on a case study to illuminate students’ additional thought processes.

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

The assessment strengthened the faculty’s understanding of the challenges of teaching for environmental literacy. The following outcomes were noted in the final report to the Luce Foundation:

- Creation of a Learning Community
- A Learning Experience for Faculty—Improved pedagogy through a sharing of ideas and methods
- Systematic Assessment of Learning Objectives
- Scholarship of Teaching and Pedagogy: Teaching for Environmental Literacy
- Definition of Environmental Literacy: We documented our process of defining, teaching, evaluating performance, and assessing the learning of environmental literacy and how to measure the impact of a specific course.

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

<http://www.cmu.edu/environment/education/sponsored-initiatives/green-initiative/index.html>

Incentives for Developing Courses

Responsible Party

Erika Ninos

Environmental Program Coordinator
Steinbrenner Institute

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:

Carnegie Mellon University's Steinbrenner Institute for Education and Research provides small grants to students, staff and faculty for the development or enhancement of formal and informal environmental education programs. The SEED (Steinbrenner Environmental Education Development) Fund supports projects such as campus wide student sustainability initiatives, the Environment Today immersion course, and the development of modules or courses that will enhance sustainability education and practice on campus.

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

Small grants (up to \$2500) to support SEED projects are available. Applications are accepted on a 'rolling' basis and the criteria for application include the following:

- Eligible activities include course development, projects, workshops, or events
- Students must be involved in the program
- Provision of some level of matching funds must be demonstrated

In addition to SEED Funding, the University provides up to \$10,000 annually for the Environment Today weekend immersion course. The course allows undergraduate and graduate students to be involved in a weekend long exploration of topical environmental issues. The course is co-coordinated by undergraduate student group, Sustainable Earth and the Steinbrenner Institute with support from the office of the Vice Provost for Education.

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

<http://www.cmu.edu/environment/funding/index.html>

Campus as a Living Laboratory

Responsible Party

Barb Kviz

Environmental Coordinator

Facilities Management

Criteria

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

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

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

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

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

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

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

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

Students compiled our first campus Greenhouse Gas Inventory and Carbon Footprint as a senior class project and since then, we have calculated our GHG Inventory annually. The inventory is publicly available online to be used as a resource for class projects. We have improved on the accuracy of the data we collect every year, and saw a huge decrease in our carbon footprint the year we switched from coal to natural gas in our Bellefield Boiler Plant.

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:

The Stever House, is the first LEED Silver Rated resident hall built in the country in 2003, and CMU now has 13 LEED rated buildings or projects on campus. The LEED projects have been used as learning and research opportunities for students. The Stever House is a freshman resident hall and every year continues to hold environmental programming as part of the students activities.

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:

The Department of Student Affairs (DOSA) is very supportive of the dining and food services environmental practices. They support zero waste events, food composting, and offer weekly Farmers Markets for the students. They funded the Winthrop Street Community Garden and use the vegetables grown in the garden in the campus kitchens.

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:

Carnegie Mellon has participated in the Campus Conservation Nationals for 3 years, and has designed their own live data dashboard for the contest. They work with academic departments on control systems to measure real time electric use. There are solar panels on 407 S. Craig Street Building that have been generating electricity since their installation in 2005. This data is available on line to be used for research. Also, a house built for the Solar Decathlon is located on campus and is being used as an office space and research facility.

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:

FMS is replacing most of the outdoor trash/recycling units to BigBelly Solar compactors to increase efficiency with labor pickups. We have applied for the Tree Campus USA designation and practice Integrated Pest Management on our grounds.

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:

Members of the purchasing department are on the Green Practices Committee and the Staff Council Sustainability Committee. They write contracts that require contractors to minimize chemicals and recycle their products. In example, all preferred carpeting vendors, that replace carpeting on campus must recycle the old carpeting and use low VOC glues. The purchase of 30% recycled content paper is widely used and promoted on campus and energy star rated computers and equipment are routinely purchased.

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:

Parking and Transportation has teamed up with the Green Practices Committee in the past to promote sustainable options for commuting. CMU provides a free bus pass for all faculty, staff and students, and participate in zimride and zipcar programs. We now have a newly formed Graduate Student Assembly Cycling Committee that is energized to help our campus become more bike friendly. We have been designated as Bike Friendly Employer by our local Bike Pittsburgh organization and have applied for the Bike Friendly University with the League of American Cyclists.

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:

For 11 years, Carnegie Mellon has participated in the RecycleMania contest and has conducted several waste sorts, with the help from students. During freshman Orientation we hold a zero waste dinner one evening during the week and students collect food composting throughout orientation week. The students are working with FMS to install more food composting collection bins in the resident halls. Food composting was established in the academic departments in January 2013 and is now located in over 50 locations on campus.

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:

Our campus has 35,000 sq ft of green roofs, engineered terrains, dry wells, pervious pavement, a retention pond, and bio-swailes to manage storm water. Some of these projects were designed and built by students. Two of our buildings collect rain water which is used for irrigation and for flushing bathroom toilets. Our most recent storm water project will be designed to capture rainwater from building downspouts to be used as make up water for our chiller units.

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:

The Green Practices Committee and The Steinbrenner Institute have worked together to coordinate, plan and govern green practices on campus. The Institute helped to meld all environmental aspects for the campus into one web site, where environmental education, research and practices can be found in one place.

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:

The new president of the university, Dr. Subra Suresh, is in the process of developing a Strategic Plan and is holding several town hall meetings across the entire campus inclusive to all. Diversity is one of the main pillars that is being discussed throughout the strategic planning process.

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:

The presidents wife, Mary Suresh, focus is on the Healthy Campus Initiative. A committee has been formed and all Health & Wellbeing programs and initiatives can be found on one website.

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:

During any campus wide planning, Carnegie Mellon's administration is committed to giving all parties a voice in the planning process. For our recently adopted Master Plan, public meetings with the local community were integral to the process. For the university Strategic Plan, in process now, several stakeholder meetings have taken place gaining feedback and recommendations from the campus community. By including a wide range of voices, the planning for the university's future, best reflects its surrounding community.

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

Erika Ninos

Environmental Program Coordinator
Steinbrenner Institute

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:

78

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

721

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

20

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:

ARCHITECTURE

Omer Akin
John Folan
Volker Hartkopf
Khee Poh Lam
Stephen Lee
Vivian Loftness

ART

Robert Bingham

CHEMISTRY

Terry Collins
Neil Donahue
Colin Horwitz
Krzysztof Matyjaszewski
Ryan Sullivan
Newell Washburn

CHEMICAL ENGINEERING

Lorenz Biegler
Mike Domach
Andrew Gellman
Ignacio Grossmann
John Kitchin
Meaghan Mauter
Jim Miller
Spyros Pandis
Nikolaos Sahinidis

BIOMEDICAL ENGINEERING

Robert Tilton

CIVIL AND ENVIRONMENTAL ENGINEERING

Peter Adams
Mario Berges
Kaushik Dayal
David Dzombak
James Garrett
Kelvin Gregory
Chris Hendrickson

Athanasios Karamalidis

Dave Landis

Greg Lowry

Scott Matthews

David Nakles

Mitchell Small

Jeanne VanBriesen

COMPUTER SCIENCE

Lenore Blum

Jennifer Mankoff

Illah Nourbakhsh

Eric Paulos

DESIGN

Melisa Cicozzi

Terry Irwin

ELECTRICAL AND COMPUTER ENGINEERING

James Bain

Gary Fedder

Marija Ilic

Gabriella Hug

HISTORY

Nico Slate

John Soluri

Joel Tarr

ENGINEERING AND PUBLIC POLICY

Ines Azevedo

Elizabeth Casman

Paul Fischbeck

Eden Fisher

Erica Fuchs

Kelly Klima

Deanna Matthews

Granger Morgan

Edward Rubin

Paulina Jaramillo

MATERIAL SCIENCE

Robert Heard

David Landis

Yoosuf Picard

Chris Pistorius

Anthony Rollett

Sridhar Seetharaman

Jay Whitacre

MECHANICAL ENGINEERING

Shawn Litster
Jonathan Malen
William Messner
Jeremy Michalek
Albert Presto
Allen Robinson

SOCIAL AND DECISION SCIENCES

Baruch Fischhoff
Cleotilde Gonzalez
Wandi Bruine de Bruin

TEPPER SCHOOL OF BUSINESS

Jay Apt
Michael Griffin

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

A Steinbrenner Institute staff member with knowledge of the research activities of faculty members across Carnegie Mellon compiled the list of faculty members involved in sustainability research.

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

The website URL where information about sustainability research is available:

<http://www.cmu.edu/environment/research/index.html>

Support for Research

Responsible Party

David Dzombak

Faculty Director, Professor

Steinbrenner Institute for Environmental Education and Research, Civil and Environmental Engineering

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:

Carnegie Mellon's Steinbrenner Institute for Environmental Education and Research encourages student sustainability research through a variety of programs, at both the undergraduate and graduate levels.

Undergraduate research is supported and advanced through research funding available from the Carnegie Mellon undergraduate research office by engaging students in campus greening projects that relate to their academic work and research and support of student projects through the Steinbrenner Institute SEED grant program.

Graduate research in sustainability is supported by the Steinbrenner Institute graduate fellowship program which provides support for 3-4 Ph.D. students each year. Support is also provided through special fellowship programs such as the U.S. Environmental Sustainability Fellowship.

Information on positive outcomes of student sustainability research can be found via the following websites:

<http://www.cmu.edu/uro/index.html>

<http://www.cmu.edu/environment/steinbrenner/seed-grants.html>

<http://www.cmu.edu/environment/news/index.html>

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

<http://www.cmu.edu/environment/steinbrenner/index.html>

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

Yes

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

The Steinbrenner Institute was formed in 2004 as a campus-wide organization to facilitate, promote, and advance Carnegie Mellon education, research initiatives and campus operational practices related to the environment and sustainability. Recent innovations developed by CMU researchers funded by Steinbrenner grants include: measurement and modeling of fine air particles, real-time sensing in drinking water supply networks, treatment of groundwater contaminants with engineered nanoparticles; optimization of environmental controls for clean coal technologies; catalysts for more environmentally benign paper-making and industrial cleaning and energy-efficient commercial buildings. In addition to leading-edge research, the Steinbrenner Institute offers competitive fellowships to talented graduate students, issues developmental grants to researchers, promotes and supports environmental initiatives throughout the CMU campus and fosters connections and coordinates new research initiatives.

The Steinbrenner Institute also has a SEED grant program to support proposal development, workshops, and equipment acquisition or other support for environmental sustainability research efforts. The Steinbrenner Institute also encourages faculty research in sustainability by hosting periodic events with media to inform faculty about emerging environmental topics, and to provide faculty members with opportunities to engage media representatives about their environmental research.

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

<http://www.cmu.edu/environment/steinbrenner/index.html>

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:

Carnegie Mellon University's 2008 strategic plan includes language to address the multiple environmental dimensions of sustainability; "Research and Education on the Environment" was declared one of four strategic thrusts for Carnegie Mellon in the 1998 strategic plan and reiterated in the 2008 strategic plan. Carnegie Mellon University is one of the world's leading research universities. As such, Carnegie Mellon University measures excellence by the impact it has on the world.

Building on deeply grounded disciplinary strength, the University collaborates across disciplines, and the initiatives for interdisciplinary research start from the University community. The Carnegie Mellon vision for research is to meet the changing needs of society by building on traditions of innovation, problem solving, and interdisciplinary thinking. The strategic plan of Carnegie Mellon has six pillars including one stating that "issues of environmental sustainability must play a role in learning, research and practice".

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

<http://www.cmu.edu/environment/research/index.html>

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

Yes

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

Principal Librarian Lynn Berard of the Carnegie Mellon Sorrell Engineering and Science Library works to maintain the university collections in environmental engineering, science, and sustainability. In addition to her own research, she reaches out regularly to faculty members engaged in sustainability research and education to learn about their needs and recommendations for strengthening the university library resources in sustainability.

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

<http://guides.library.cmu.edu/profile.php?uid=24651>

Responsible Party

David Dzombak

Faculty Director, Professor

Steinbrenner Institute for Environmental Education and Research, Civil and Environmental Engineering

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.

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

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

7

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

7

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

Carnegie Mellon University encourages open access publishing, provides an open access university libraries repository for open access publishing, and provides financial assistance to all scholars at the university who encounter open access publishing charges in OA or partial OA publication venues.

A copy of the open access policy:

The open access policy:

Open access is strategic for Carnegie Mellon. Open access disseminates as broadly as possible works authored by the CMU community, encouraging use and increasing citations and impact. Open access also enables the CMU community to access works authored elsewhere around the world, many of which the University Libraries cannot afford to purchase.

The website URL where the open access repository is available:

<http://library.cmu.edu/find/unique/researchshowcase/search>

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

CMU Libraries offers a number of ways to help scholars fund open access publishing, from providing funding to maintaining memberships that will help scholars pay less to publish their research. One initiative is assistance for paying Article Processing Charges (APCs).

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

<http://library.cmu.edu/datapub/sc/oa/button>

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

M. Shernell Smith

Coordinator of Student Development
Student Affairs

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*.

Submission Note:

New Orientation Eco-Advisors, Peer Health Advisors, House Council Based students, StuCo, Green Practices Interns, Graduate Students; Net Impact, CEE Service Projects.

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

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

Yes

Number of degree-seeking students enrolled at the institution:

11,263.60

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

Student College at Carnegie Mellon (StuCo)

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

11,263.60

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

The Student College (StuCo) is being established to provide members of the Carnegie Mellon community with the opportunity to share in educational course-based experiences that are not available through regular university offerings, as led by Carnegie Mellon students.

One of the most successful StuCo courses has been the Carnegie Mellon Community Garden course.

The course has led to the robust development of two garden sites on the CMU campus both, managed by students. The garden team seeks to further expand the garden in the spring of 2013. Members of the garden team have engaged with the campus Children's School to provide garden education activities (Summer 2012) and have been active participants in other campus sustainability outreach programming, such as tabling during the annual Steinbrenner Environmental Expo.

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

StuCo is an educational organization involving hundreds of students at Carnegie Mellon University.

The Student College was established in 2001 to provide Carnegie Mellon students with the opportunity to share knowledge through educational, self-designed courses. Students can teach classes on any topic of their choice. However, the course cannot be available through regular University offerings. Instructors and students receive credit for their work.

- All currently-enrolled CMU students, staff and community members are eligible to take StuCo courses.

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

Courses typically meet once a week (for a full semester) and follow the current Carnegie Mellon academic calendar.

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

.CMU students are eligible to teach StuCo courses and to join the Executive Committee that governs StuCo.

The StuCo Executive Committee is comprised of the Officers and Members At Large. StuCo is governed by this committee along with faculty advisors.

Student teachers are not compensated for teaching the courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

M. Shernell Smith

Coordinator of Student Development
Student Affairs

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.

Submission Note:

Additional information for new students relating to campus sustainability can be found at the Environment at CMU website:
<http://www.cmu.edu/environment/>

"---" 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:

Prior to move-in day, Housing & Dining and Student Affairs includes information, sent to incoming students, about minimizing their waste during move-in and recommend environmental or energy saving items to bring to campus.

Our fall 2013 orientation programming included a Zero Waste Dinner for all incoming first year students. Sustainability staff use the Zero Waste dinner as an educational opportunity to share with new students (in a fun and inviting fashion) Carnegie Mellon's commitment to campus sustainability.

In addition to the Zero Waste Dinner, orientation week also features the annual Eco-Fabulous Gathering held at the Electric Garage featuring a "zero waste" style spread for students, faculty and staff. During this event, new students are able to mix and engage with representatives of environmentally focused student and staff organizations and receive additional information on campus greening efforts and how they can become involved in campus sustainability. Some of the student and staff groups represented at this event are from Sustainable Earth, Engineers Without Borders, Green Practices and the Steinbrenner Institute for Environmental Education and Research. This past year, the event was a part of a community event, The Craig Street Crawl, where the street was closed down for a festival for our first year students to meet the local business owners and vendors.

Campus sustainability efforts are also shared with graduate students during the annual Graduate Resource Fair, a fixture of graduate orientation week. Green Practices and the Steinbrenner Institute collaborate on this effort to bring information on campus greening, educational and research opportunities in campus sustainability to hundreds of graduate students during this event.

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

<http://www.studentaffairs.cmu.edu/first-year/>

Responsible Party

M. Shernell Smith

Coordinator of Student Development
Student Affairs

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	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

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

There are several student groups focused on sustainability at Carnegie Mellon University. They include Sustainable Earth, Net Impact, Engineers Without Borders, Heinz College Smart Growth Club, Solar Splash and Pugwash.

Detailed descriptions of each of these groups and links to their individual websites and contact information for their student leaders can be found at the Environment at CMU website "Get Involved" section:

<http://www.cmu.edu/environment/get-involved/student-initiatives.html>

The website URL where information about student groups is available:

<http://www.cmu.edu/environment/get-involved/student-initiatives.html>

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

The first garden located on campus was initiated by a student group, Sustainable Earth, and is located next to the Solar Decathlon House behind Donner Hall. This garden area is 350 sq ft. In 2012, Facilities Management added four 6 x 3 raised beds in the Peace Garden, which added another 72 sq ft. for a total of 422 sq ft of garden space campus. Students planted vegetables in this area with help from children enrolled in our Children's School. The newest garden is the Winthrop Street Community Garden in the Oakland residential area. It is a city lot with raised beds available for students and neighbors to plant flowers and vegetables. CulinArt, our university dining service provider, offers a Farmers Market weekly throughout the semester. Nearby, Phipps Conservatory offers a Farmers Market during the summer and fall.

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

<http://www.facebook.com/home.php#!/event.php?eid=105480252818915&ref=ts>

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

"Net Impact is a network of emerging business leaders committed to using the power of business to create a better world."

The Net Impact chapter at the Tepper School of Business has a mission to promote the education and understanding of business ethics and corporate sustainability and responsibility among MBA students and other interested graduate students at Carnegie Mellon University. Net Impact views their organizational mission in terms of the triple bottom line – enhancing people, profit, and environment.

One of Net Impact's ongoing projects, is to sponsor Pro Bono consulting in partnership with the Consulting Club at Carnegie Mellon. Teams of students are working with 10 local organizations in the Pittsburgh area to address specific issues. Projects include business & strategic planning, procurement & operations analysis and marketing planning. Students are working with nonprofit organizations ranging from charter schools to low income senior citizen apartments to social enterprises.

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

<http://www.tepper.cmu.edu/current-students/current-graduate-students/student-clubs/net-impact/index.aspx>

A brief description of the sustainable investment or finance initiatives:

Carnegie Mellon University does not have a student-managed socially responsible investment fund through which students are able to develop socially responsible investment skills and experience.

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:

Apple Fest

October 7, 2014, 11:00am - 6:00 pm, Merson Courtyard, Cohon University Center

Join members of the university community for fresh air, fresh food and outdoor fun! Festivities include: a pick-your-own pumpkin cart; a Farmer's Market featuring seasonal apples, apple cider, and garden fresh produce; chef tastings and demonstrations; live music; and much more! The festival is brought to you by CMU campus partners: Healthy Campus; the CMU community garden; CulinArt; Dining Services; Environmental Health and Safety; Environment@CMU; and the Peer Health Advocates.

Sustainability Pioneers: Short Documentaries on Energy Transition

October 7, 7:00pm Mellon Institute Auditorium (enter on S. Bellefield)

Sustainability Pioneers is a Southwestern Pennsylvania-based series of short documentaries visualizing a bridge from our fossil fuel-based economy to an economy based on renewable energy and sustainable living. The series is produced by Kirsi Jansa, a documentary filmmaker and journalist and the producer of "Gas Rush Stories," short documentaries on shale gas exploration. The film will be followed by a presentation from Rachel Carson scholar and energy consultant Patricia DeMarco, titled "Bridging to a Fossil Free Future."

Building a More Resilient Pittsburgh: Climate Change Challenges and Opportunities

October 14, 2014, 6:00-8:30pm, Cohon University Center, Carnegie Mellon University

Join the Steinbrenner Institute for Environmental Education and Research as we celebrate our 10th anniversary with a community forum on climate change in the Pittsburgh region. The event will feature local experts and informed discussion on the topic of climate change.

Know Your GMOs

October 18, 6:30-9:00pm, Connan Room, Cohon University Center Carnegie Mellon University

Learn about local food producers going GMO-free in Pittsburgh. Speakers include Trevett Hooper, owner and chef of Legume and the Butterjoint, Bryan Petrak, Reserach and Development Director of NuGo Nutrition, Denise Caruso, Senior Reseracher, Engineering and Public Policy at CMU, and Justin Pizzella, General Manager of the East End Food Co-Op.

Association for the Advancement of Sustainability in Higher Education (AASHE) Annual Conference and Expo

October 26-29, 2014, Portland, Oregon

The AASHE annual conference is one of the largest stages in North America for higher education sustainability thought leadership. Attendees from around the world share innovations, activities, frameworks, learning outcomes, tools, strategies, research, theory and leadership initiatives that are changing the face of sustainability in higher education. Carnegie Mellon will be well represented at this

year's conference with student, staff and faculty presenters.

Energy for the Power of 32: 32 Counties, 4 States, 1 Energy Future

Thursday, December 11, 2014, 8:30am - 3:15pm, David L. Lawrence Convention Center, Downtown Pittsburgh

Establishing a baseline and catalyzing a regional energy plan and strategy

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

<http://www.cmu.edu/environment/news/index.html>

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

February 9, 2013

To See You Naked Is To Remember The Earth: Love and Nature in Classical Music

With Valentine's Day approaching, Carnegie Mellon University's Rob Fallon, who specializes in music and nature, speaks with TAF host Jennifer Szweda Jordan about love, nature, and music. He shares selections from George Crumb and Joseph Canteloube.

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

<http://www.cmu.edu/environment/news/index.html>

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

The Explorer's Club at Carnegie Mellon University is a student run organization dedicated to bringing together people with an interest in the outdoors since 1959. The Club organizes activities such as rock and ice climbing, mountaineering, caving, hiking, backpacking, flat and white water boating, sailing, skydiving, mountain biking, scuba diving, and more. More information about club activities can be found here:

<http://www.cmuexplorers.org/home.htm>

Pittsburgh Connections is a program run through the Division of Student Affairs and the Office of Student Activities is generously funded by the RK Mellon Foundation. The program strives to engage students in outdoor recreation throughout Pittsburgh and Western Pennsylvania. The core goals of these recreational activities are to help students develop and maintain a physically active lifestyle, build leadership skills and increase their appreciation for the Western Pennsylvania region. More information about the program can be found here:

<http://www.studentaffairs.cmu.edu/studentactivities/pghconnections/index.html>

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

<http://www.cmu.edu/environment/get-involved/student-initiatives.html>

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

The Steinbrenner Institute along with the Office of the Vice Provost for Education and the Division of Student Affairs sponsor the Distinguished Lecture Series in Environmental Science, Technology, and Policy. A topic or theme for the lecture series is developed early in the fall semester, and speakers who have expertise in that specific theme are invited to campus for a series of talks that are free and open to the campus community and the community at large. The theme informs other sustainability related events and activities offered on campus throughout the academic year.

The website URL where information about the theme is available:

<http://www.cmu.edu/environment/>

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

The Sustainability House is part of Carnegie Mellon University's Themed Living program, which provides students with the opportunity to live in a community based on a common theme or interest, surrounded by other residents who share the same passion.

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

<http://www.cmu.edu/housing/news/2014-15/room-selection/sustainability-house.html>

A brief description of sustainability-focused student employment opportunities:

Facilities Management offers Green Practices Internships for students during each semester and over the summer.

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:

Carnegie Mellon University does not administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions.

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

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

The Healthy Campus Initiative includes Environmental Health Issues

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

<http://www.cmu.edu/healthy-campus/>

Outreach Materials and Publications

Responsible Party

Barb Kviz
Environmental Coordinator
Facilities Management

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

In 2012, Carnegie Mellon University centralized all environmental & sustainability information to one website and named it Environment at CMU. This site includes all of the institution's sustainability efforts for research, education, and practice.

Research:

The Steinbrenner Institute for Education and Research seeks to facilitate connections and coordinate new sustainability research initiatives, to promote and help build the strengths of Carnegie Mellon University's environmental research centers, and advance emerging and interdisciplinary interests in environmental education and research. As such, the Steinbrenner Institute for Education and [STARS Reporting Tool](#) | [AASHE](#)

Research provides information about campus-wide initiatives and findings of student and faculty groups, sustainability research, and other research publications.

Education:

Environment at CMU Environmental Education seeks to inform the students about the University's sustainability efforts in its education curriculum. The information consolidates undergraduate environmental majors and minors, sustainability courses, sustainability lecture series, faculty involved in environmental education, and different initiatives involving literacy assessment and course creations.

Practice:

The Green Practices Committee seeks to develop a more comprehensive waste reduction and energy conservation program. The Committee, which is comprised of staff, faculty and students, establish priorities, goals, and mechanisms for implementing environmental practices around the University. As such, the Green Practices Committee information on the website is meant to inform the University community and others about its practical efforts around the campus including energy reduction, waste reduction, recycling, and composting, sustainable buildings and its maintenance, sustainability commitments, and etc.

The website URL for the central sustainability website:

<http://www.cmu.edu/environment/>

A brief description of the sustainability newsletter:

Since 2004, the Steinbrenner Institute for Environmental Education and Research has published and distributed a newsletter every semester to inform the University community about sustainability efforts around and outside of the campus.

The newsletter is printed on 100% recycled paper using soy-based inks and is also published on the Steinbrenner Institute website.

The website URL for the sustainability newsletter:

<http://www.cmu.edu/environment/research/index.html>

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

Students use Facebook and a weebly website to share environmental sustainability information.

<http://cmusustainability.weebly.com/>

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

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

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

The Steinbrenner Institute for Education and Research publishes and disseminates student research, as well as the Student Showcase in the Education section of the website.

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

<http://www.cmu.edu/environment/education/project-showcase/index.html>

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

Each building that is LEED rated have USGBC plaques mounted in a prominent locations.

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

<http://www.cmu.edu/environment/campus-green-design/green-buildings/index.html>

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

Carnegie Mellon University Dining Services vendor posts on twitter and facebook and has signage in the dining venues that offers information about purchases from local farms and vendors to tips on healthy sustainable lifestyle. They also publish a bimonthly "Dining Dish" newsletter that provides healthy dining, exercise, and lifestyle tips for students throughout the year.

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

<http://www.cmu.edu/dining/sustain/index.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:

Carnegie Mellon University's Green Practices Committee and the Steinbrenner Institute have created the "Campus Green Tour" that guides visitors through the campus's environmentally significant or sustainability-related sites. The tour includes, but is not limited to, LEED resident halls and academic buildings, green roofs, environmental research centers, the Recycling Education Center, and the central chiller plant.

The website URL of the sustainability walking map or tour:

<http://www.cmu.edu/environment/campus-green-design/index.html>

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

Carnegie Mellon University Parking & Transportation Services offers "Transportation OPTIONS". The "Transportation OPTIONS" informs the Carnegie Mellon community about alternative methods of travel to campus. Information includes biking, busing, carpooling

(zimride), zipcar, shuttle/escort service, van-pooling or walking.

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

<http://www.cmu.edu/parking/options/index.html>

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

A google map shows where bike racks are located, how many, and if under cover.

Bicycle/Wheeled Transportation Policy

Policy Statement

The purpose of this policy is to provide regulations for a safe and convenient environment for bicycles and other wheeled transportation permitted on campus walkways (e.g., skateboards, in-line skates and motorized carts), while at the same time providing for the safety of all members of the campus community. These regulations do not apply to transportation for persons with disabilities (e.g., wheelchairs).

http://www.cmu.edu/student-affairs/theword/comm_standards/bicycle.html

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

https://www.google.com/maps/d/edit?mid=zo_xcxwRViEY.k7YAqNBE6UEU&msa=0&ll=40.442571%2C-79.93986&spn=0.005928%2C0.009602

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

Carnegie Mellon's Sustainability House is an experiential learning experience dedicated to sustainability and environmentally conscious living. Capitalizing on students' concerns and passion for the health of our world, this housing community allows students to connect with their peers who share similar interests, as well as academic and personal goals. Sustainability House works in collaboration with student organizations and other campus and community environmental resources to enhance peer-to-peer learning about sustainability.

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

<http://www.cmu.edu/housing/news/2014-15/room-selection/sustainability-house.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 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):

Energy and the Environment stories appear on the Carnegie Mellon website homepage. These stories are archived in a section titled, "Transitioning to a Sustainable Society".

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

<http://www.cmu.edu/homepage/environment/index.shtml>

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

Yes

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

The Wilton E. Scott Institute for Energy Innovation is a university-wide research initiative at CMU focused on improving energy efficiency and developing new, clean, affordable and sustainable energy sources. On their website they offer several resources and publications.

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

<http://www.cmu.edu/energy/>

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

Yes

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

Briefing Book

The Office of Government Relations publishes a university-wide research briefing book.

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

<http://www.cmu.edu/govrel/briefingbook/index.html>

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Barb Kviz

Environmental Coordinator

Facilities Management

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
-

Submission Note:

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Campus Conservation Nationals

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

Campus Conservation Nationals (CCN) is the first nationwide electricity and water reduction competition on college and university campuses. The goal of the event is to motivate thousands of students to reduce consumption and mitigate the impacts of climate change. The national challenge has a collective goal to reduce electricity consumption by one gigawatt-hour!

Carnegie Mellon has signed up for their three-week competition in February, to reduce energy use in campus residence halls for the last 3 years.

We started with 9 buildings in 2013 for the contest and are up to 13 buildings in 2015.

Boss, Doherty, Donner, Hamerschlag, Henderson, Margaret Morrison Apts, McGill, Mudge, Resnik/West Wing, Shirley, Scobell, Stever, and Welch Hall.

Each house has electricity use measured to see who can save the most. The winning house received a pizza party.

A daily data snapshot could be viewed on the CCN contest dashboard and also live data can be viewed on the Carnegie Mellon dashboard.

Energy saving tips were distributed:

- Turn off electronic equipment and lights when not in use
 - Turn off your computer before going to bed
 - Use energy saving functions on your computer
 - Use smart power strips
 - Make an effort to purchase energy star products
 - Unplug items not being used (cell phone chargers, appliances, etc).
- Even though these items are not being used, they still draw electricity when plugged in

- Install energy efficient lights and fans to re-circulate heated or cooled air
- Run your washing machine when fully loaded, use cold water
- Clear the lint filter after every load
- Set the temperature of your fridge for only as cold as needed

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

2013 Results;

Hamerschlag House reduced electricity by 6% during the contest and was the 1st place winner of the pizza party. Carnegie Mellon students saved 3,249 Kilowatt-hours (kWh), averted 3,951 pounds of carbon dioxide (CO2) and saved \$292 dollars.

Hamerschlag House 6.0% reduction

Scobell 3.4%

Stever 2.9%

Boss 2.5%
Mudge 2.2%
McGill .3%
Donner 0%
Henderson -2.3%
Welch -2.5%

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

<http://www.cmu.edu/environment/>

The name of the campaign (2nd campaign):

Scotty Goes Green Office Certification Program

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

The Scotty Goes Green Program engages Carnegie Mellon faculty and staff in a voluntary, self-guided initiative that promotes a high standard for environmental practices at Carnegie Mellon. The program supports and promotes offices that are taking steps toward reducing their environmental footprint. A series of checklists and tools will guide you through three levels of certification. The program operates through a network of Green Workplace representatives in workplaces across campus.

The goals of the program are to:

- *Engage faculty and staff in activities that will help to make CMU a leader in campus sustainability
- *Recognize and reward leadership in sustainability
- *Educate participants about how and why to take action
- *Support the Pittsburgh Climate Action plan
- *Further integrate sustainability into campus culture
- *Conserve water, save energy, minimize waste and save money
- *Promote campus policies that support sustainability

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

Since its launch on Sept 2, 2014 over 500 people signed onto the program within 33 administrative & academic departments.

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

<http://www.cmu.edu/environment/index.html>

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

Carnegie Mellon University has participated annually in RecycleMania for 11 years, to benchmark the university's recycle efforts and educate the students about waste minimization.

Employee Educators Program

Responsible Party

Barb Kviz
Environmental Coordinator
Facilities Management

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

4,816

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

Staff Council Sustainability Committee

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

3,000

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

Approximately 60-70 Staff Council representatives attend monthly meetings and then share information with their constituents, most departments on campus are represented by these elected officials.

The Staff Council Sustainability Committee are volunteers as part of this pool of representatives.

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

Some of the training is 'in action', as the Staff Council lunches are now zero waste, and 100% compostable, when possible.

The Reps see how the event works, and can learn how to do it for themselves, by experiencing how it is organized.

Staff Council has teamed up with the Green Practices Committee to hold 'Lunch and Learns' about food composting in departments, holding zero waste events, and information sessions about CMU environmental initiatives.

Our next project is to plan Staff Development Courses.

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

The extra cost of the green lunches are supported by the Staff Council budget, and voted on by the Executive Committee.

The Staff Council Sustainability Committee answer questions about composting and administer the collection process.

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

<http://www.cmu.edu/staff-council/committees/sustainability/index.html>

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

Green Practices Committee

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

2,250

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

The Green Practices Committee member's are internal to the campus and are asked to participate by the Co-Chairs of the committee.

Administrative departments that can leverage environmental actions or that have the time and interest are chosen.

No one that has an interest in participating on the committee is turned away.

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

As the result of the Green Practices Committee's view and purpose, green initiatives are promoted through a Departmental Green Team initiative.

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

Facilities Management Services provides lunch for the GPC committee meetings, free energy saving services, recycling bins & composting stations for no charge to departments.

See what FMS can do for free here;

http://www.cmu.edu/fms/SecLin_Sustainability/index.html

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

<http://www.cmu.edu/environment/get-involved/committee/gpc-members.html>

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Barb Kviz

Environmental Coordinator

Facilities Management

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:

Environmental Health & Safety provides comprehensive safety programs to support all departments and all jobs - from fire safety to radioactive material handling in labs. They also explain the e-waste recycling process and the campus recycling program.

<http://www.cmu.edu/ehs/>

Starting in 2013 New Employee Orientation will include a walking tour of campus, which includes green aspects of the university operations. Staff Council Representatives will lead these tours.

A Campus Recycling Guide is available on the Environment @ CMU website.

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

<http://www.cmu.edu/environment/>

Staff Professional Development

Responsible Party

Barb Kviz
Environmental Coordinator
Facilities Management

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:

The University's environmental coordinator, has hosted sustainability informational sessions to university staff and faculty and individual training for departments, staff council & building facility coordinators.

"---" 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 :

With respect to professional development opportunities, the Learning & Development Office of Human Resources was formed to provide an in-house training function. In addition to promoting sustainability training efforts offered by other departments of the University, the office has provided:

- professional training seminars for faculty and staff members at no cost
- leadership and professional/career development training
- customized training programs for departments and groups

- organizational development consulting and assistance
- eLearning opportunities

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

15

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

<https://www.cmu.edu/hr/learning/index.html>

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

Barb Kviz
 Environmental Coordinator
 Facilities Management

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:

Carnegie Mellon owns a city lot in the Oakland area that has been designated as the Winthrop Street Community Garden. Dining Services supports the garden and uses the vegetables in the campus kitchens. The garden space is managed and used by CMU students, staff and community members. Anyone in community can reserve the raised beds for planting flowers and vegetables. The garden was started in 2013 and has been improved every year.

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):

Several of our Environmental Research Centers collaborate with local partnerships.

Transitioning to a Sustainable Future: there is an imperative at Carnegie Mellon to do research that is problem-driven, collaborative and interdisciplinary.

Our 20 research centers work in two distinct areas; 1) Urban Infrastructure and Sustainable Cities and 2) Energy Transition Strategies and the Environment.

The Center for Atmospheric Particle Studies (CAPS) is conducting a major air quality study in and around the City of Pittsburgh. The study offers a detailed characterization and monitoring of the particulate matter and will quantify the impact of the various sources (transportation, power plants, natural, etc.) of pollution.

<http://www.cmu.edu/environment/research/index.html>

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:

Carnegie Mellon has signed onto the Pittsburgh 2030 Districts Downtown / Oakland and is participating in the Green Workplace Challenge.

The Green Workplace Challenge and the Pittsburgh 2030 Districts complement each other. Both are both supporters of the Pittsburgh Climate Initiative, which aims to reduce greenhouse gas emissions in the City of Pittsburgh 20% by 2023 (from 2003 levels) as well as improve our region’s overall air quality. Here is a quick snapshot that describes the programs:

- The Green Workplace Challenge has a regional scope, including all ten counties of Southwestern Pennsylvania, whereas the Pittsburgh 2030 Districts focus primarily on Pittsburgh’s Golden Triangle and Oakland districts.
- The GWC is a year-to-year competition; Pittsburgh 2030 Districts have a long-term focus.
- The GWC’s competition guidebook is a “Ready-Made” checklist of green actions for organizations to implement. The 2030 Districts involve each building’s individual building strategy plans.
- The GWC has an emphasis on occupied space, which encompasses both tenants and building managers. The 2030 District has an emphasis on entire facilities, which mainly involves the owners of those facilities.
- The actions outlined in the GWC competition manual are based on short term implementation, which affect day-to-day operations, practice and culture. The implementation of the 2030 District goals are more tied to the full-life cycle of the building, such as equipment capital investments, e.g. a new roof, HVAC system etc.
- While both programs use the EPA’s Portfolio Manager as the measurement tool, the GWC’s measurement comparison is actual usage, from year to year. The 2030 District measurement comparison is based on the cumulative performance vs. an industry average benchmark year 2003.

The Pittsburgh Green Workplace Challenge's ready-made guidebook of sustainable actions provides a guideline for organizations to track and actively measure their progress in energy, water, air quality, waste and transportation. The measurements and reductions that result from actions taken throughout the Green Workplace Challenge will aid in the progress towards Pittsburgh 2030 District goals.

http://www.cmu.edu/news/stories/archives/2014/august/august29_pittsburgh2030partner.html

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://www.cmu.edu/environment/>

Inter-Campus Collaboration

Responsible Party

Barb Kviz
Environmental Coordinator
Facilities Management

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:

Higher Education Climate Consortium (HECC)
Pittsburgh Climate Action Plan, Version 2.0

<http://pittsburghclimate.org/resources/>

The International Sustainable Campus Network (ISCN)
Global University leader Forum (GULF) Report

<http://www.international-sustainable-campus-network.org/>

Sustainable Pittsburgh Green Workplace Challenge

<http://greenchallenge.c4spgh.org/>

AASHE STARS Data Repository

<https://stars.aashe.org/>

Princeton Review Green Book Survey

<http://www.princetonreview.com/green-guide.aspx>

Sierra Cool Schools Survey

<http://sierraclub.org/sierra/cool-schools-2013>

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:

International Sustainable Campus Network (ISCN)

Global University leader Forum (GULF)

Sustainable Campus Charter Signatory, August 2010

Pittsburgh Climate Initiative Higher Education Climate Consortium (HECC)

Sustainable Pittsburgh Champions 4 Sustainability (C4S)

North East Campus Sustainability Consortium (NECSC)

Association for Advancement of Sustainability in Higher Education (AASHE)

Green Building Alliance, Pittsburgh (GBA)

US Green Building Council (USGBC)

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

After our Sustainable Pittsburgh Champions 4 Sustainability Meetings (C4S) or HECC meetings, we include a tour to share a sustainable building project, system or initiative with meeting participants.

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

<http://www.cmu.edu/environment/>

STARS Reporting Tool | AASHE

Continuing Education

Responsible Party

Lyn Decker
Osher Registrar
University Libraries Administration

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

25

Total number of continuing education courses offered:

494

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

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

The OSHER Lifelong Learning Institute at Carnegie Mellon is a non-credit program supported and chartered by Carnegie Mellon University in 1992. The Institute promotes a gathering of people eager to extend education in their senior years by attending classes at the University. Any adult in the Pittsburgh area is able to join the Institute, and there are no age restrictions.

2013 Winter / Spring

Biodiversity: The New Landscape Aesthetic?
Promoting Environmental Sustainability in Pittsburgh
Have You Ever Hugged a Tree? Have You Ever Killed a Tree?
Alternative Energy Sources: What's Real and What's Not?
The Future of the Earth
Wild Mushrooms: A Nature Study
Petroleum Pioneers of Pittsburgh
Geology of the National Parks

2014 Winter / Spring & Summer

Energy, Alternative Energies, Pollution of Environment
and Global Warming
Alternative Energy Sources: What's Real and What's Not?
Helping to Save an Ailing Planet
Geology of the National Parks
Biodiversity: The New Landscape Aesthetic?
Gardening the Right Way
3 Gates Hillman Complex Tours - LEED Gold Rated Building
Nine Mile Run Re-imagining Possibilities
Fair Trade: A Growing Movement
Birding for Beginners
Energy, Population Growth...

2015 Winter / Spring

Energy and the Environment
Small Space and Vertical Gardening
Gardening the Right Way
Whats Up with Mother Earth?

Several other environmental courses are offered that are based on science, social, health & wellness, but may not fit the title 'sustainability'.

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

<http://www.cmu.edu/osher/>

Community Service

Responsible Party

Judith Hallinen

Asst Vice Prv Ed Outrch, Dir Gelfand CTR
Leonard Gelfand Center for Service Learning and Outreach

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:

4,291

Total number of students :

11,442

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:

297,438

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

No

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

We do not note service on transcripts but we do have more than there were 27 different courses that had a service learning component embedded into the course requirements; 1058 students participated in these classes.

The federal government requires the university to use at least 7% of work study funds for community service positions. In 2012-13 CMU's total was 43% .

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

Yes

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

The university allows for staff to take time to support community service initiatives for Staff Council Community Food Bank Drive, Toys for Tots, University Police Polar Plunge, and several other initiatives.

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

<http://www.cmu.edu/gelfand/index.html>

Community Stakeholder Engagement

Responsible Party

Janice Held

Project Manager

Campus Design and Facility Management

Criteria

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

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

And

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

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

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

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

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

Yes

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

Carnegie Mellon University has established community stakeholder engagement through a various departments on campus. The Office of Student Affairs handles student and student organization interactions with the local community, and example being a community garden that is used by both students and neighbors. The Office of Government Relations works the various colleges to connect with the city, state, and federal government to assist with research projects such as the Heinz Schools Traffic 21, a program which addresses transportation issues in Pittsburgh. Campus Design and Facility Development regularly engages neighbors, community groups, local task forces, neighboring institutions, city council, local foundations and business districts on various topics ranging from working with the local community on our University Master Plan to establish bike routes through the surrounding business districts.

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

Campus Design and Facility Development (CDFD) works with the local council members, neighborhood organizations and business districts on a regular basis through attending and presenting at the organizations regular meetings, holding town hall meetings, and scheduling specific working sessions with various working groups to discuss issues. In the development of the 2010 master plan, CDFD met with over 80 associations and neighborhood groups who all contributed to the development of the master plan.

List of identified community stakeholders:

Pittsburgh City Council, Department of City Planning, Bellefield Area Citizens Association, Oakland Community Council, Squirrel Hill Urban Coalition, Craig Street Merchants
Central Catholic High School, Pittsburgh Park Conservancy, Carnegie Museums and Library, University of Pittsburgh, Shadyside Action Coalition, Port Authority of Allegheny County, Pittsburgh Board of Education, Penn Dot, and local neighbors

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

The development of the 2010 Master Plan establish the procedure and community connections that CDFD employs on a regular basis to work with the community as the University continues to develop and expand. The successful completion led to the development of the Simonds Principles, which establish guiding principles for new construction and growth for the campus. The established working partnership has been fundamental in the development of current expansion of the CMU campus, The Big 4: \$400M of new construction projects and major renovations.

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

<http://www.cmu.edu/cdfd/master-plan>

Participation in Public Policy

Responsible Party

Timothy McNulty

Avp-Government Relations

Government Relations

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:

Carnegie Mellon's Office of Government Relations acts as an advocate for the university on the federal, state and local levels. This includes monitoring legislation related to higher education, working with legislators and their staffs to influence public policy and helping to increase awareness of the university's research and educational programs. The office serves as the principal liaison and point of contact between the university and all levels of government.

The Office of Government Relations is available to help the campus community in a variety of ways. As the principal liaison between the university and all elected officials, our staff can help you navigate the political process, host elected officials both on and off campus and track legislation.

We regularly take faculty members to Washington, D.C. and Harrisburg, Pa., to brief elected leaders on a variety of issues, and we lend guidance and advice to student groups interested in interacting with the university's political leaders.

2011 Briefing Book

<http://www.cmu.edu/govrel/briefingbook/index.html>

Carnegie Mellon has included an Energy and the Environment section in our briefing books for several years.

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:

<http://www.cmu.edu/govrel/>

Trademark Licensing

Responsible Party

John C. Marano Jr.

Director, Trademark Licensing
Office of the General Counsel

Criteria

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

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

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

Yes

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

Yes

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

No

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

<http://www.cmu.edu/trademark/index.html>

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

Martin Altschul

University Engineer

Facilities Management Services

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 EUJ-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

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

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

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

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

Submission Note:

Carnegie Mellon University's GHG emissions inventory was first initiated by an undergraduate research study in spring of 2007 in cooperation with few graduate students and faculty members using the Clean Air-Cool Planet calculator. The student project was

expanded, corrected, and refined by the Green Practices intern Andrew Ko, university engineer, Martin Altschul and the university environmental coordinator, Barbara Kviz. The University's GHG emission inventory was calculated from 1995-present, to also reflect the pre and post 2006 regional EPA emissions factor reclassification. EPA eGrid pre-2006 subregion was corrected from prior submissions. Per EPA documentation Duquesne Light and Pittsburgh were considered to be in ECAR Ohio Valley.

It should be noted that the emission numbers reflect the University's growth and rebuilding efforts since year 2005.

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

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

Yes

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

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

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

Yes

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

We have consistently used the Clean Air Cool Planet spreadsheet with data going back to 2001.

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

No

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

Internal data is gathered primarily from Facilities Management Services records which are verified against university financial records. Partita commuter and travel records are gathered from Parking and Transportation Dept and extrapolated based on known ratios from the university's contract travel agent.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	29,667.50 <i>Metric Tons of CO2 Equivalent</i>	35,852.50 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	1,229.80 <i>Metric Tons of CO2 Equivalent</i>	713 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	66,463.20 <i>Metric Tons of CO2 Equivalent</i>	61,808.80 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	66,460 <i>Metric Tons of CO2 Equivalent</i>	3,715.70 <i>Metric Tons of CO2 Equivalent</i>

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

Carnegie Mellon University does not have local offsets program to offset its greenhouse gas emissions.

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

No Carbon sequestration program

A brief description of the composting and carbon storage program:

Composting is done off-campus by a 3rd party and does not qualify.

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

Green-E RECs are purchased annually in the amount of estimated electrical use for that year.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	3,935	3,744
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,263.60	8,803.40
Full-time equivalent of employees	4,816	3,978.30
Full-time equivalent of distance education students	132.60	106.50

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2004	June 30, 2005

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

Baseline of FY 2005 was adopted after a CACP analysis was done for that year.

Gross floor area of building space, performance year:

4,864,661 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	664,931 <i>Square Feet</i>
Healthcare space	1,551 <i>Square Feet</i>
Other energy intensive space	87,706 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	55,117 <i>Metric Tons of CO2 Equivalent</i>
Commuting	680 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	317.30 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	0 <i>Metric Tons of CO2 Equivalent</i>

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

Note that data for commuting only shows emissions for Bus and Rail commuting. No data is available for automobile commuting.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

[STARS Reporting Tool | AASHE](#)

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

Starting in 2011, CMU has purchased RECs to offset 100% of our electricity purchases. The most significant Scope 1 reduction occurred in 2009 when the Bellefield Boiler Plant, partially owned by CMU, converted from coal and natural gas operation to 100% natural gas firing.

Outdoor Air Quality

Responsible Party

Madelyn Miller

Director

EH&S: Environmental Health & Safety

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:

There are signs posted at every loading dock and building air intake requiring that vehicles or lawn mowers, not idle in the area, or if parked to turn off their engines.

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

No

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

Carnegie Mellon conducts an annual greenhouse gas inventory using the Clean Air Cool Planet calculator for Scope 1, 2 and 3 sources. University stationary sources, i.e. emergency generators, are only used for testing purposes, and have not been a significant source of air

[STARS Reporting Tool](#) | [AASHE](#)

emissions.

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

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

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

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

<http://www.cmu.edu/environment/energy-water/greenhouse-gas-inventories/index.html>

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

Martin Altschul

University Engineer

Facilities Management Services

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

6,777,166 *Square Feet*

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

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

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

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

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

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

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

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

0 Square Feet

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

The date the guidelines or policies were formally adopted:

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

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

Contract language specifically related to sustainability is in place, measured by an outside third party and is enforced for outside contractors providing Dining, Custodial, Pest Management and other services. These relate to recycling, composting, local and sustainable food options, Integrated Pest Management and other requirements.

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

<http://www.cmu.edu/environment/university-commitments/index.html>

Building Design and Construction

Responsible Party

Janice Held

Project Manager

Campus Design and Facility Management

Criteria

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

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

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

And/or

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

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

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

Submission Note:

The building space data provided can be verified at "Carnegie Mellon Factbook 2012-2013 Campus Space, Facilities, and Services"

<http://www.cmu.edu/ira/factbook/facts2013.html>

All new projects over \$5M at Carnegie Mellon University are required to achieve at least a LEED Silver rating.

"---" 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:

New building spaces (constructed in last 5 years) on campus that meet the LEED certification criteria and/or are registered for LEED certification include;

Silver CI

2009 Porter Hall 100

2010 Doherty Hall Phase II

2012 Mellon Institute Renovations

2013 GSIA 1st Floor

Gold CI

GSIA West Entry

Gold NC

Gates and Hillman Centers

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

330,800 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>

3rd Highest Level (e.g. LEED Silver)	117,800 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	213,000 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

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

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

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

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

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

Floor area of building space that was designed and constructed in accordance with green building policies or

guidelines but NOT certified:

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Jan. 1, 2003

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

XX037 ADOPTED STANDARDS

The University has committed to adopting the Leadership in Energy and Environmental Design (LEED) green building rating system for all new construction and significant renovations. All such projects shall be designed and constructed so that they will meet the current version of the LEED for New Construction and Major Renovations (LEED-NC) standard. In addition the University has established the goal of achieving a minimum of a LEED “Silver” rating.

Less extensive renovations shall utilize the LEED for Commercial Interiors (LEED-CI) rating system as applicable to their defined scope of work. For example, a project that is exclusively painting might only be eligible for a single LEED point under the Low-Emitting Materials, Paints and Coatings section of the LEED-CI rating system and would be expected to meet the requirements for that point. As the scope of a project broadens, associated sections of LEED-CI would come into play.

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

By contract with the university, Design Consultants apply university Design and Construction Standards to their work on university projects.

If Design Consultants identify circumstances in which, in their professional opinion, either the university or their internal customers or their projects themselves would be better served by waiving the application of any aspect of the Design and Construction Standards, they must seek formal approvals to continue with design services that do not apply certain of those Design and Construction Standards to their work.

To obtain such waivers, Design Consultants are asked to put their requests in writing addressed to their university Project Manager (PM) assigned to their projects. PMs submit these written applications for waivers to the Director of Design in the university’s Campus Design and Facilities Development (CDFD) organization, or to the University Engineer in the university’s Facilities Management Services (FMS) organization, or to both (depending on the nature of each proposed waiver) for review and response. Copies of waiver requests also go to the Associate Vice Provost (Associate VP) for CDFD, to the PM’s supervisor (the Director of Construction for CD&FD), and to Customer Representatives (CRs) for the projects involved.

The Director of Design in the University's CD&FD organization or University Engineer or both approve or reject waiver applications in writing and transmit them to the PM, with copies to the Design Consultant, to the Associate VP for CD&FD, to the supervisor and to the CR. Design Consultants or CRs may appeal rulings on waiver applications to the Associate VP.

The Associate VP reviews appeals of proposed waivers and either approves or denies them, with advice from the PMs and the supervisor, and from other interested parties not directly involved in the appeal. Associate VP decisions are put in writing and transmitted to the appellant (Design Consultant or CR), with copies to the other interested party and to the University Architect/Engineer, to the PM, and to the supervisor.

Waiver requests provide useful insights into the effect of the Design Guidelines. Over time, they may prompt confirmations of, or changes to, the Design Guidelines.

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

<http://www.cmu.edu/cdfd/design-construction/index.html>

Responsible Party

Madelyn Miller

Director

EH&S: Environmental Health & Safety

Criteria

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

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

6,454,591 *Square Feet*

Gross floor area of building space:

6,454,591 *Square Feet*

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

We have formal programs to monitor indoor air quality for the entire campus.

For example:

- b. Chemical sensitivity guidelines
- c. Fungal abatement safe operating procedures
- d. HVAC system filters and preventative maintenance
- e. Managing water infiltration into buildings
- f. Smoke free indoor policy

All LEED-certified buildings practice indoor air quality standards as outlined by LEED guidelines. Facilities Management Systems (FMS) and Environmental Health and Safety (EH&S) both have a computerized systems where the occupants can register complaints.

Facilities Management has portions of buildings with real-time air monitors for CO2 detection on Air Handlers and Freon monitoring.

Environmental Health and Safety (EH&S) has IAQ Standard Operating Procedures for performing investigations and action plans for solutions.

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

<http://www.cmu.edu/ehs/>

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

Pascal Petter

Director of Dining Services

Dining Administration

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

47

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

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

Carnegie Mellon University's contract primary vendor, CulinArt Inc., percentage of food expenditures that is locally sourced and produced is 47%. Data is determined by the primary vendor and verified via its suppliers.

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

Yes

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

47

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

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

We are providing the same percentage as our primary vendor since we have 11 independent vendors that represent 50% of our dollar volume. These vendors have for the most part the same suppliers as the primary vendor. Our coffee shops all serve fair trade coffee and purchase locally produced milk and produce. Our vending contractor has its production facility within 85 miles of campus.

This information is accurate to the best of our ability to measure the data.

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

All of our dining vendors purchase from local providers including SunFresh Produce, Paragon Monteverde Produce, Pittsburgh Seafood, Balesterie Produce, Marburger Dairy, Mama Rosa Sauces, Turner Dairy, Stans Produce, Renaissance Deli Provisions, Potomac Bakery, Schneider Dairy, and Breadworks. In addition, eight of our dining locations purchase Fair Trade products and our vending company, AVI Vending produces everything in their commissary which is only 84.5 miles from the university. Lastly, eight of our eleven dining vendors are Pittsburgh men and women with restaurants in our local community.

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

Carnegie Mellon University’s contract dining company, CulinArt Inc., percentage of food expenditures is 47.29%. This percentage includes purchasing food that was grown or raised locally, purchasing food that was processed locally, and money spent on organically grown or produced food such as vegetables, poultry, eggs, and seafood.

Total annual food and beverage expenditures:

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

	Present?	Included?
Dining operations and catering services operated by the institution	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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

CulinArt, Carnegie Mellon's main food vendor is participating in the LeanPath Food Waste Prevention Program.

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

<http://www.cmu.edu/dining/sustain/index.html>

Low Impact Dining

Responsible Party

Pascal Petter
Director of Dining Services
Dining Administration

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.

Submission Note:

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

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

67

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

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

Yes

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

Yes

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

Yes

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

Yes. The campus dining programs require that all vendors provide protein vegan offerings. These are available to the entire campus community. We have Meatless Mondays, offer Fair Trade Coffee, sustainable dining programs, eco-friendly vending program, and farmers market on campus.

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

Yes, vegetarian options are available at every meal period and at every dining location. There are many vegan and vegetarian choices for students around campus. Evgefstos in the University Center offers strictly vegan and vegetarian Mediterranean inspired dishes for lunch and dinner. Schatz Dining Room always has vegan and vegetarian options available during all student dining periods of breakfast, dinner, and brunch. All other dining locations also offer vegan and vegetarian options. Student Health Services also provides many resources for students who follow a vegetarian or vegan lifestyle.

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

<http://www.cmu.edu/dining/healthyliving/index.html>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

Martin Altschul

University Engineer

Facilities Management Services

Criteria

Part 1

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

Part 2

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

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

Submission Note:

The posted energy consumption numbers for 2005 and the performance year, 2013, use the normalized electricity and normalized heat sources usage amount given in kWh/sf and BTU/sf respectively, given by the "Utility Usage for the Pittsburgh Campus" page of the Carnegie Mellon Factbook 2010 - 11. The electricity consumption is converted using the factor, 1 kWh = 3412.3 BTU, added to heat source usage (BTU), and multiplied by the total area served (sf) to calculate the total building energy consumption. The numbers given in the Factbook accounts for the fiscal year starting on July 1, 2004 and ending on June 30, 2005, and the fiscal year starting on July 1, 2011 and ending on June 30, 2012.

"---" 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	848,590 <i>MMBtu</i>	728,795 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	405,198 <i>MMBtu</i>	331,877 <i>MMBtu</i>

District steam/hot water	382,056 <i>MMBtu</i>	349,384 <i>MMBtu</i>
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Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	6,655,812 <i>Gross Square Feet</i>	4,679,154 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	664,932 <i>Square Feet</i>
Healthcare space	1,551 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	4,262
Cooling degree days	1,722

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	July 1, 2012	June 30, 2013

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

FY 2005 has been adopted because it was originally set by STARS as the default baseline year

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

Building Temperatures are determined so as to meet occupant requirements for asset preservation, experimental requirements and personal productivity.

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

Currently 5% of all outdoor lighting and 3% of indoor lighting uses LED sources.
During the performance year, approximately 25% of new or replacement lighting installations were LED.
In addition, 98% of incandescent bulbs had been replaced by CFL or other energy efficient technology.

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

Carnegie Mellon University utilizes occupancy sensors on 5% of its lighting. The university also utilizes lighting timers technology for all lighting.

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

None

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

None

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

Carnegie Mellon University does not currently deploy any co-generation technologies. However, cogeneration is being actively studied for potential installation in 2016-17.

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

In 2011, CMU conducted a pilot retrocommissioning project in 2 buildings. That pilot resulted in zero net savings. However, recommissioning continues to be studied and a larger pilot involving 9 buildings is scheduled to start 3/2/2015,

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

All buildings on campus have on-line electric meters monitoring building electric use. Five newer buildings have on-line steam and chilled water meters.

HVAC systems are on direct digital controls (DDC) system, controlling approximately 95% of all building HVAC needs. Chiller plants all operate ultra high efficiency chillers and variable speed pumping with induced draft cooling towers.

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

CMU generally selects EPA Energy Star appliances. All desktop and laptop computers purchased by the university are Energy Star labeled.

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

CMU has installed two rain gardens and approximately 41,000 sq ft of green roofs.

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

Carnegie Mellon University utilizes the Vending Misers technology on 80% of its vending machines.

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

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

Responsible Party

Martin Altschul

University Engineer

Facilities Management Services

Criteria

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

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

The provided data reflects the University's fiscal year 2013 energy consumption.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	50 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	402,131 MMBtu

Total energy consumption, performance year:

848,590 *MMBtu*

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

Carnegie Mellon University has three on-site renewable energy generating projects. There exists a 12 KW Photovoltaic system at 407 South Craig Street office building which is currently the largest solar installation within Pittsburgh.

The Solar Decathlon House at 5045 Margaret Morrison St. is operated with both Photovoltaic and Solar Thermal systems. Data and background information from both of these sites is available through our Green Practices web sites.

<http://www.cmu.edu/greenpractices/links/index.html>

The Architecture Department, Intelligent Workplace, located on the 4th Floor of Margaret Morrison Carnegie Hall, is currently utilizing a solar thermal system to provide electricity and thermal energy under the premise of a research project.

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

The Architecture Department's Intelligent Workplace, located on the 4th Floor of Margaret Morrison Carnegie Hall is currently utilizing a bio-diesel generator to provide electricity and thermal energy under the premise of a research project.

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

Carnegie Mellon University does not currently operate any off-site renewable electricity generating devices.

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

Carnegie Mellon University has sought to increase its purchase of RECs in the past decade. This goal had come to fruition in the last few years, having RECs supply 100% of the University's electricity needs in the fiscal year 2013.

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

<http://www.cmu.edu/environment/energy-water/index.html>

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

Steve Guenther

Director of Facilities Operations

Facilities Management Services

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	147 Acres
Footprint of the institution's buildings	28.70 Acres
Area of undeveloped land, excluding any protected areas	0 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	118.30 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

[FMS IPM Plan.docx](#)

The IPM plan :

An Integrated Pest Management Program has been in place for over 20 years inside our buildings and our grounds are also maintained in accordance with an IPM Program.

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

The FMS grounds department follows an arboriculture program and maintenance plan to care for the campus trees. We have areas on campus that are minimally maintained to allow for natural growth and water retention.

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

The use of native plant species in Carnegie Mellon University landscaping is currently encouraged and recommended by Division 2, Section 02950 of the university design guidelines.

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

Carnegie Mellon University composts all plant materials waste through a recycling contractor.

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

The FMS grounds department uses mushroom manure and soil amendment purchased from AgRecycle, the same company that composts our campus food waste.

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

The FMS grounds department uses mushroom manure and soil amendment purchased from AgRecycle, the same company that composts our campus food waste.

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

A 6,000 gallon grey water system captures rain water in a storage tank to be used for irrigating the grounds around the MCIC building. The hillside near the Gates Hillman Complex was engineered to capture storm water runoff from the hillside. There are also over 41,000 sq ft of green roofs on campus buildings.

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

For campus walkways we use primarily a granular ice melter that is a combination of Sodium Chloride + Potassium Chloride and sometimes it may have Magnesium Chloride added or be coated with Magnesium Acetate.

We use liquid calcium in small amounts to treat masonry surfaces like steps - ramps- etc. This product functions as an anti-bonding agent, preventing water from creating a good "freeze attachment" to the masonry surface.

Roadway Rock Salt is generally pure Sodium Chloride mined and then treated with an anti-caking solution to prevent the salt crystals from binding up into clumps thus preventing their spreader distribution. We use bulk roadway rock salt on roads and parking lot surfaces at the university.

The ice melt products have a quicker melt response time and are effective at low temperatures and is milder to plant growth than straight Sodium Chloride, however they are much more expensive. We use ice melter products on campus pedestrian access areas (walks, steps, ramps, etc.)

The Randy Pausch Memorial Bridge and the Warner Hall Plaza are heated to avoid salt use and to prevent the breakdown of the concrete from the salt.

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

Steve Guenther

Director of Facilities Operations
Facilities Management Services

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

No

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

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

No

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

No

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

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

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

Formal programs to protect and/or create wildlife habitat do not currently exist, however the preservation of green space is very important to our urban campus setting that is located next to the 500 acre Schenley Park.

There are campus spaces where wildlife habitat is untouched; for example, the Gates and Hillman Center has vegetated roofs and slopes that allow for wildlife habitat and the campus has several green roofs which help to increase bio-diversity.

Approximately 2 acres on the south side of the Gates Building is landscaped to improve habitat.

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

Purchasing

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

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

Electronics Purchasing

Responsible Party

Shawn Fronzaglia

Director

Procurement Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

These expenditures are only for the Dell computers we purchase for the university.

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

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

Yes

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

The electronics purchasing policy, directive, or guidelines :

Buyers and Users should utilize suppliers and service providers that make use, to a practicable extent, of materials and services that support the Carnegie Mellon environmental mission and goals of reducing, reusing and recycling.

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

Carnegie Mellon University does not have a stated preference to purchase EPEAT Silver or higher computers and monitors. However, Dell is the university's preferred supplier whose products often include EPEAT Silver and Gold rated computers.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	38,300.60 <i>US/Canadian \$</i>
EPEAT Silver	0 <i>US/Canadian \$</i>
EPEAT Gold	6,485,224.04 <i>US/Canadian \$</i>

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

6,644,717.93 *US/Canadian \$*

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

<http://www.cmu.edu/environment/index.html>

Cleaning Products Purchasing

Responsible Party

Shawn Fronzaglia

Director

Procurement Services

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

"---" 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:

Carnegie Mellon University does not have an institution-wide stated preference to purchase green cleaning products. However, the university's vendor, Aramark is highly recognized for their sustainable practices and Blue Cleaning Program, which uses activated water instead of chemicals and ergonomic equipment.

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

Facilities Management Services has staff that is responsible for managing the custodial contract on a daily basis.

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?:

Yes

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

Aramark is highly recognized for their sustainable practices and Blue Cleaning Program, which uses activated water instead of chemicals and ergonomic equipment.

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

[Aramark Sustainability Program.pdf](#)

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

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

<http://www.cmu.edu/environment/>

Office Paper Purchasing

Responsible Party

Shawn Fronzaglia

Director

Procurement Services

Criteria

Part 1

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

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

Part 2

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

Submission Note:

The Recycling Policy includes a section to purchase recycled content materials.

<http://www.cmu.edu/policies/documents/Recycle.html>

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

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

Yes

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

The paper purchasing policy, directive or guidelines:

POLICY TITLE: Carnegie Mellon University Recycling Policy

DATE OF ISSUANCE: This policy was originally issued to campus on 10/5/90 as a presidential policy memo, Recycling Policy for Carnegie Mellon.

ACCOUNTABLE DEPARTMENTS/UNITS: Questions on policy content should be directed to Barbara Kviz, Environmental Coordinator, Facilities Management Services, x8-7858 or

ABSTRACT: Describes the university's recycling program and waste reduction efforts.

RELATED INFORMATION: Carnegie Mellon Recycling and Environmental Practices Policy for Carnegie Mellon

This is to announce the adoption of the following Recycling Policy for the university.

Carnegie Mellon University is committed to recycling the materials it uses and to minimizing non-hazardous waste. It is the responsibility of every member of the campus community to support these efforts that will protect our environment by conserving resources and preserving rapidly diminishing landfill space. The implementation of a campus-wide recycling program is the first step toward developing a comprehensive environmental policy for Carnegie Mellon. Recycling is just one part of a much larger program of activities through which Carnegie Mellon will take an increasingly active role to further understanding and preservation of our environment in the years to come.

Facilities Management Services is responsible for the implementation of Carnegie Mellon's recycling program. The Environmental Coordinator in this department will be responsible for the management of the recycling program and coordination of waste reduction efforts on campus. Each department will designate, in writing, an official Recycling Liaison who will coordinate departmental recycling efforts with the Carnegie Mellon Environmental Coordinator.

The entire campus community is expected to actively participate in Carnegie Mellon's Recycling Program and waste reduction efforts. This involves three distinct activities.

1. Recycling of paper, cardboard and beverage cans (aluminum and bimetal).
2. Source Reduction: This includes but is not limited to making double-sided copies, increased use of electronic mail instead of memos, reuse/resale of surplus furniture, etc.
3. Purchasing products made from recycled materials. The long-term success of recycling programs in this country depends on the creation of markets for recycled materials. All departments should purchase recycled products wherever economically feasible.

Recycling programs already functioning on campus are encouraged to continue and expand provided that they do not hinder the campus-wide recycling program. Individuals responsible for such programs must provide recycling volume data to the Carnegie Mellon University Environmental Coordinator to permit the university to comply with Pennsylvania Act 101 (Pennsylvania Municipal Waste Planning, Recycling and Waste Reduction Act 101 of 1988).

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

Carnegie Mellon University purchases 30%-recycled paper for our large campus wide paper purchase. However, the University cannot limit its purchases to only recycled paper due some of the printers requiring virgin paper.

All purchasing at the University is decentralized, so the paper purchasing expenditures provided from our central warehouse is for the majority of paper purchased on campus, but not all of the paper purchased.

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

Yes

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

	Expenditure Per Level
10-29 percent	0 <i>US/Canadian \$</i>
30-49 percent	56,061 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	1,550 <i>US/Canadian \$</i>

Total expenditures on office paper :

191,179 *US/Canadian \$*

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

<http://www.cmu.edu/environment/>

Inclusive and Local Purchasing

Responsible Party

Shawn Fronzaglia

Director

Procurement Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

<http://www.cmu.edu/policies/documents/Purchasing.html#Small>

"---" 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:

While Carnegie Mellon University has no formal policy encouraging the use of Western Pennsylvania businesses, the university's buying community generally prefers to work with suppliers with a local presence.

Carnegie Mellon University is a member of the Western Pennsylvania Minority Supplier Development Council and maintains goals for the use of disadvantaged businesses as part of its approved Master Subcontracting plan filed with the Federal Government.

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

Yes

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

28.80

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<https://www.cmu.edu/finance/procurementservices/doing-business/index.html>

Life Cycle Cost Analysis

Responsible Party

Shawn Fronzaglia

Director

Procurement Services

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

Although there is no stated policy on LCCA, total cost of ownership is strongly encouraged regardless of category.

The website URL where information about the institution's LCCA policies and practices is available:

<http://www.cmu.edu/gdi/research/lca.html>

Guidelines for Business Partners

Responsible Party

Shawn Fronzaglia

Director

Procurement Services

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

[Supplier_Certification_Under_Federal_Funding.pdf](#)

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Carnegie Mellon University does not have a formal vendor code of conduct, however, these issues are often addressed in the supplier selection and through the contracting processes.

The university has also adopted the Code of Ethics endorsed by the National Association of Educational Procurement (NAEP). The NAEP mission is to facilitate the development, exchange and practice of effective and ethical procurement principles and techniques within higher education and associated communities.

The website URL where information about the institution's guidelines for its business partners is available:

<http://www.cmu.edu/policies/documents/Purchasing.html>

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

Donald Coffelt

Director

Facilities Management Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

108

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

	Number of Vehicles
--	--------------------

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	30
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	8
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

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

<http://www.cs.cmu.edu/news/carnegie-mellon%E2%80%99s-electric-garage-adds-tesla-high-power-charger-public-use>

Student Commute Modal Split

Responsible Party

Michelle R. Porter

Manager, Parking Services
Parking and Transportation Services

Criteria

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

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

Submission Note:

These percentage data are based on a survey and project conducted by a Civil & Environmental Engineering professor, Cliff Davidson in 2009.

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

Total percentage of students that use more sustainable commuting options:

95

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)	5
Walk, bicycle, or use other non-motorized means	90
Vanpool or carpool	0
Take a campus shuttle or public transportation	5
Use a motorcycle, scooter or moped	0

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

STARS Reporting Tool | AASHE

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

<http://www.cmu.edu/parking/options/index.html>

Employee Commute Modal Split

Responsible Party

Michelle R. Porter

Manager, Parking Services
Parking and Transportation Services

Criteria

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

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

Submission Note:

These percentage data are based on a survey conducted by a Civil & Environmental Engineering professor, Cliff Davidson in 2009.

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

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

14

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)	86
Walk, bicycle, or use other non-motorized means	1
Vanpool or carpool	2
Take a campus shuttle or public transportation	11
Use a motorcycle, scooter or moped	---

Telecommute for 50 percent or more of their regular work hours

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

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

<http://www.cmu.edu/parking/options/index.html>

Support for Sustainable Transportation

Responsible Party

Michelle R. Porter

Manager, Parking Services
Parking and Transportation Services

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

Submission Note:

In 2014, The Graduate Student Assembly Bike Advisory Committee formed, and is now transforming into a more university wide committee of faculty, staff and students.

They recently met on January 20 and decided to divide into Working Groups focusing on Education, Engineering, Encouragement, Evaluation, and Outreach.

The Parking and Transportation Office has hired a bicycling consultant to conduct educational programs and help with transforming CMU into a more bike friendly university.

"---" 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:

Carnegie Mellon University has bike racks available throughout the entire campus for bike commuters.

Parking & Transportation Services has individual bicycle lockers located inside the Gates Building Parking Garages available for rent to bike commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

There are over 1300 bicycle parking spaces located on campus and a google map showing all of the locations.

There are only a few indoor bicycle rooms in resident halls and academic buildings.

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

No

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

In 2011 Google started a bike share program on campus with 20 bikes.

The City of Pittsburgh and Bike Pittsburgh is working on developing a public bike share 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?:

Yes

A brief description of the certification, including date certified and level:

In 2011 we applied for a Bike Friendly University with the League of American Bicyclists and received an Honorable Mention. We also applied locally and received a Bike Friendly Employer designation with Bike Pittsburgh in 2012. We submitted for BFU in 2014 and are waiting for the results.

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):

Faculty, staff, and students are provided annually with a bus pass (included on their University Identification Card to use to ride the public transportation (Port Authority Transit) free of charge.

The university operates two separate transportation systems for the convenience and safety of our students - the Shuttle Service and the Escort Service. All vehicles are equipped with yellow strobe lights for easy identification E1-E9. The Shuttle Service operates several routes in the area surrounding the university.

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

Campus community members may elect to participate in an exclusive Carnegie Mellon carpool matching system, where individuals may register based on individual preference as a driver, shared driver, or passenger. The University is offering this program, Zimride, as a way to assist our community members in coordinating efforts to carpool in the event of a Port Authority Transit strike or service cutback.

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:

Carnegie Mellon University participates in the Zipcar program, created in 2007 and operated with 2 Zipcars on campus at a membership fee of \$35/year. Several cars are also located within walking distance of the university.

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:

We have 8 Level 2 at the Electric Garage and 6 at the CIC Garage.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Staff Handbook Section 2C. Flexible Working Hours

Carnegie Mellon offers flexible work schedules for staff whose work allows it consistent with the university's organizational needs. Individual needs will be accommodated wherever possible, in keeping with the academic community's tradition of flexibility.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Staff Handbook Section 2C. Flexible Working Hours

Carnegie Mellon offers flexible work schedules for staff whose work allows it consistent

with the university's organizational needs. Individual needs will be accommodated wherever possible, in keeping with the academic community's tradition of flexibility.

We also have a 4 / 10 work week offered in the Union Contract.

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:

The university owns several homes near the campus and rents them to university staff, which allows them to be quickly available and responsive to students and/or the campus facilities.

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.cmu.edu/parking/options/index.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

Barb Kviz
Environmental Coordinator
Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

Submission Note:

The weight of recycled, composted, and disposed materials were obtained from the Carnegie Mellon Factbook 2013~2014, Volume 28. Compost materials include food waste and plant materials.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	743.34 Tons	558.77 Tons
Materials composted	449.27 Tons	83.98 Tons
Materials reused, donated or re-sold	29 Tons	3 Tons

Materials disposed in a solid waste landfill or incinerator	3,124 <i>Tons</i>	3,006 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,935	3,744
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	11,263.60	8,803.40
Full-time equivalent of employees	4,816	3,978.30
Full-time equivalent of distance education students	132.60	106.50

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2004	June 30, 2005

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

FY2005 was the original baseline year that we included in our first AASHE STARS submission and we didn't change it.

A brief description of any (non-food) waste audits employed by the institution:

Every other year, we conduct waste audits of the general campus by collecting approximately 25 bags from random dumpsters on campus. We identify where they were collected from and weigh them. Each location is sorted into categories; trash, paper, bottles & cans, or composting and weighed again. We calculate the results and design a graph showing how much could have been recycled and diverted from the landfill. We usually find that 30% of what is thrown into the trash could have been diverted.

A brief description of any institutional procurement policies designed to prevent waste:

Procurement includes language in contracts to services providers that requires recycling the 'waste' from the project or service. For example; carpet, scrap metal or shipping cardboard recycling is required.

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

The university's warehouse staff manages campus office furniture storage and exchanges. Departmental Facilities Coordinators share information with each other about surplus they have available. Several departments have 'free tables' or 'office surplus zones' in their departments to share surplus supplies internally.

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

The university has taken steps forward to minimize such prints. All course catalogs, course schedules, departmental newsletters and student/faculty/staff directories have been and continue to be available online. Electronic departmental news can be found here:

<http://www.cmu.edu/piper/links/index.html>

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

Carnegie Mellon University students are given printing quotas of \$40 each of their two semesters and during the summer (access available by their student identification cards.) All printing defaults are set as double-sided and black-and-white and cost 5 cents per print.

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

The student group, Circle K holds a 'Whatever Drive' and collects clothing and other goods to be donated prior to graduation. After graduation, all goods and clothing left from Move-Out are donated to a charity by Housing Services.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

In the biology department, bulk orders are made for radiological products. This process not only saves cost and time in surveying shipments, but reduces waste. EH&S has a hazardous waste minimization policy and procedures in effect that they hold training sessions for laboratory workers.

A brief description of any food waste audits employed by the institution:

A food waste audit was conducted at University Center (UC), on April 2006. This audit was part of a feasibility study for food waste composting collection in Pittsburgh Region.

Food waste sources for the audit at the UC included three food preparation kitchens, three food distribution locations. In preparation for the audit, orientation and training was conducted for 40 dining staff, food vendors participating in the audit, and 3 student volunteers.

During the audit period an average of 358.33 lbs per day of “green” food waste, and 284.66 lbs per day of “yellow” food waste were collected.

This regional feasibility study helped lead the way for a commercial food composting to begin a business in 2008.

We have 5 -2 yd food composting dumpsters located on campus now that are being emptied 3x week. Our vendor audits each dumpster for contamination when it is collected, we composted 500+ tons of food waste last year.

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:

The summer of 2014, the EPA Lean Path Program was implemented in our Dining Services with our Food Vendor, CulinArt.

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

All student dining is 100 % trayless. The faculty and staff lunch program at one of our dining locations makes trays available to accommodate faculty members upon request.

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):

Due to the distributed dining model at Carnegie Mellon and the lack of centralized dish areas, the Dining Services does not provide reusable to-go containers.

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):

Schatz Dining room uses re-useable service ware for faculty & staff lunches and has a food composting station set up in the dining hall. Students use this dining room for breakfast and compostable bowls are used. Several vendors have switched to reduced packaging for to-go containers and one food vendor is using compostable containers.

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:

Dining vendors on campus are currently implementing their own reusable beverage cup programs. There are also compostable cornstarch cups in use university wide. Compostable serve ware and utensils are available as an option in university catered events.

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:

Responsible Party

Barb Kviz
Environmental Coordinator
Facilities Management

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:

1,192.61 Tons

Materials disposed in a solid waste landfill or incinerator :

3,124 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:

As part of the Carnegie Mellon strategic initiative to enhance the scope and impact of our education and research programs related to the environment, the Green Practices Committee was charged in April 1999 to develop a plan for an expanded environmental practices program on campus.

The Green Practices Committee supports and encourages the Carnegie Mellon community to reduce or reuse all items and recycle as many materials as possible. Items include mixed office paper, cardboard, beverage containers, wood waste & pallets, steel & bi-metals, tires, electronic waste, textiles, scrap metal, plant materials, and food waste.

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

Many of dining locations donate their excess food to local food banks and church's. Vendors donate to community-based non-profit feeding programs, including The Light of Life Rescue Mission and the East End Cooperative Ministry. Data is not available on the actual donation amounts; however vendors are quite effective at controlling the amount of waste therefore, donations are limited and occur primarily after large-scale events.

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

Fourteen dining locations in the University Center and Resnik are currently participating in the pre-consumer composting program. Tazza D’Oro at the R-Bar Cafe’ in the Gates and Hillman Center and LaPrima in Wean Hall are both participating with composting their coffee grinds.

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

All vendors, at their discretion, are encouraged to use the compost dumpsters at the Cohon University Center, Gates Hillman, GSIA, Resnik and Morewood Gardens Buildings. While no policies are formally set, some vendors utilize the dumpsters. Several departments collect food waste and hold zero waste events, where all waste generated can be composted. Post consumer food collection was added to the custodial contract and awarded in July 2012 and a post-consumer food composting program was implemented January 2013. As of this submission, we have 50+ locations on campus with post-consumer food composting collection bins.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

EH&S collects all e-waste; televisions, computers & computer peripherals, which includes monitors, keyboards, mice, external drives, printers, copy machines, lab equipment and other devices exclusively plugged into a computer.

FMS recycles cell phones, old floppy or zip disks - cassette or VCR tapes, cd's and jewel cases, 3D printing cartridges, canisters, spools and print engines, alkaline or rechargeable batteries.

Construction and Demolition Waste Diversion

Responsible Party

Janice Held

Project Manager

Campus Design and Facility Management

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

200 Tons

Construction and demolition materials landfilled or incinerated :

350 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:

New Buildings or renovations over 2 million dollars are required to achieve LEED Silver status, and typically the university achieves a 90 – 95% diversion percentage for these projects. The University does encourage waste diversion on smaller projects, and achieves a 20 - 40% diversion due to recycling and donation. We utilize local nonprofits such as Construction Junction and Habitat for Humanity's Recycle to Salvage items on small jobs, such as doors, casework, lights, etc.

Over all, The University achieves 50 – 60% diversion rate for construction debris.

Hazardous Waste Management

Responsible Party

Madelyn Miller

Director

EH&S: Environmental Health & Safety

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:

Carnegie Mellon University's Environmental Health & Safety Department (EH&S) Office, regulated by the Environmental Protection Agency (EPA) and the Pennsylvania Department of Environmental Protection (DEP), manages the safety disposal of all hazardous, universal, and non-regulated chemical waste. To minimize hazardous wastes, EH&S has incorporated a hazardous waste minimization program, stressing proper purchasing, (smaller quantities, lower hazard), proper chemical inventory & maintenance, procedure micro-scaling, chemical sharing, proper waste segregation.

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

Carnegie Mellon University's Environmental Health & Safety Department Office, regulated by the Environmental Protection Agency and the Pennsylvania Department of Environmental Protection, manages the safety disposal of all hazardous, universal, and non-regulated chemical waste.

Waste generators all receive training. Waste requests are made on-line.

All hazardous waste is picked up at the point of generation, (laboratory, studio or shop) by filling out an electronic pickup request form and packaging the waste in special boxes provided by the EH&S.

Electronic waste is also collected by on-line request. Program guidance and operation procedure is available in training, newsletters and on the website.

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

None.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Carnegie Mellon University uses the Chemtracker Chemical Inventory Management System. Authorized users have access to their chemical inventory to make changes, corrections and updates, prepare inventory reports and obtain safety information on their chemicals, all from this system. We encourage all chemical users via our web page, newsletters and training classes, to contact EH&S before purchasing chemicals to see whether they may be shared from a current owner of the item. Chemtracker enables us to find these items.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

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

The Environmental Health & Safety Office manages all e-waste recycling efforts. For the University, recyclable e-waste materials include computer monitors & towers, copy & fax machines, some computer peripherals, and light bulbs. Other e-waste items collected for recycling include alkaline & rechargeable batteries, cell phones, toner, ink jet and copy machine cartridges and all other electronic devices and media.

Requests for pickups are made online, contractors pick up materials at the site of generation. The contractor is audited to ensure maximum level of recycling, plus data destruction.

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

The goal of Carnegie Mellon University's Environmental Health & Safety (EH&S) Office is to handle e-waste recycling and hazardous waste disposal programs responsibly. As such, certain methods like keeping batteries stored properly, packaging light bulbs in boxes with closed lids, only accepting unbroken tubes and bulbs for recycling, etc. are used to ensure that the e-waste is recycled responsibly, basic safety is protected, and environmental standards are met.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.cmu.edu/ehs/waste-environment/hazardous-waste/index.html>

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

Martin Altschul
University Engineer
Facilities Management Services

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.

Submission Note:

The water consumption since 2005 appears to have significantly increased over the years when compared to the FY 2009 data, this is due to a broken meter not accounting for all of the water consumed in 2005.

The number of on-campus residents was obtained from the CMU Factbook 2005~2006 and 2011~2012. Carnegie Mellon does not offer housing for faculty, staff, or graduate students on-campus, campus residents consists of undergraduate and special-degree students.

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

Level of water risk for the institution's main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	198,113,000 Gallons	123,907,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	198,113,000 <i>Gallons</i>	123,907,000 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	3,989	3,744
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,904	8,894
Full-time equivalent of employees	5,055	4,032
Full-time equivalent of distance education students	132.60	106.50

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	6,835,325 <i>Square Feet</i>	6,276,822 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	146 <i>Acres</i>	120 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2004	June 30, 2005

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

FY 2005 was selected to be consistent with earlier STARS reporting

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:

A rainwater barrel on the solar house is used to water the student garden. Rain water collection systems are used at two major buildings for toilets, and at one of these buildings, for an irrigation system.

Harvested rainwater is used at Gates & Hillman and the Collaborative Innovation Center (CIC). The Gates & Hillman building currently uses a 10,000 gallon tank for harvesting and supplies 50 weeks of flushing in a year. The CIC building currently uses a 6,000 gallon tank for harvesting and is used for irrigation and flushing.

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

There are two major types of meters available for tracking the use of water at Carnegie Mellon. One type is meters placed by the Pittsburgh Water and Sewer Authority (PWSA), and the other is internal meters installed on campus by the University. The number of each of these meters on campus are two indicators of the level of accuracy of information for water use. Using the total number of meters on campus, a meter-to-building ratio can be calculated to indicate the amount of metering coverage there is at Carnegie Mellon. It should be noted that while the meter-to-building ratio is greater than one, this does not mean that each building has a meter. A number of buildings have more than one meter and some meters may track water flow through more than one building.

50% of the University campus buildings have water consumption meters employed.

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

Low and ultra-low urinals are used for all new construction and renovations. Other high efficiency fixtures such as touchless faucets are also used.

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):

The institution uses drought tolerant plants on many of its vegetative (green) roofs.

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

A web based water control irrigation system on one of the campus grounds three irrigation systems is used to automatically adjust irrigation practices.

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

Martin Altschul

University Engineer

Facilities Management Services

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:

Carnegie Mellon University follows all local, state and federal stormwater management regulations.

<http://www.3riverswetweather.org/>

The Morewood Gardens Parking Lot has a dry well installed for water run-off, which drains into a vegetative swale and concrete dam.

A 10,000-gallon underground baffled stormwater cistern is used to slow down storm water from the Purnell Center roof.

A 6,000 gallon rain water collection tank is installed in the CIC building and used for flushing and irrigation.

A 10,000 gallon rain water collection tank is installed in the Gates buildings and used for flushing.

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:

Carnegie Mellon University is committed to reducing rain water runoff from coming to its campus from surrounding areas and to reduce the runoff from its own buildings, to protect flooding inside its campus buildings. Since 2009 we have experienced a 100 year flood twice, and have made several infrastructure upgrades to reduce flooding.

We are also working with a surrounding community coalition to reduce water runoff.

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

A 6,000 gallon rain water collection tank is installed in the CIC building and used for flushing and irrigation.

A 10,000 gallon rain water collection tank is installed in the Gates buildings and used for flushing.

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:

None.

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

Carnegie Mellon has over 10 vegetative roofs and 41,159 sq ft of various types including extensive, intensive and tray systems. More data and photo's can be seen on the web.

<http://www.cmu.edu/environment/campus-green-design/green-roofs/index.html>

A brief description of any porous (i.e. permeable) paving employed by the institution:

A parking area for Facilities Management Services vehicles was designed and installed by a Civil and Environmental Senior Project. A permeable surface was chosen to capture rainwater runoff from going down the driveway during rain events.

A brief description of any downspout disconnection employed by the institution:

A project will begin in 2015 to collect rainwater from the main campus building downspouts in an underground storage area to be utilized in cooling HVAC systems.

A brief description of any rain gardens on campus:

Between the Gates Building and Doherty Hall there is a steep slope that has been engineered and landscaped to collect rainwater. At the solar decathlon house there is a small rain garden demonstration project that was built by students. It is being used as an herb garden now.

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

The Morewood Gardens Parking Lot has a dry well installed for water run-off, which drains into a vegetative swale with a concrete dam.

Roberts Hall and Purnell Center have 10,000 gallon storm water tanks that collect rain water and slows it down prior to it entering the combined storm water/ sewer system.

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

The Electric Garage has newly installed bioswales in its parking lot.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The Gates Building landscaping is engineered to capture the maximum amount of storm water from the steep hillsides surrounding it.

The Solar Decathlon House has a Nine Mile Run Watershed Association rain barrel collection system which is used to collect water for the student vegetable garden.

Learn more about this collaboration at

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

The website URL where information about the institution's rainwater management initiatives, plan or policy is

available:

<http://www.cmu.edu/environment/campus-green-design/green-roofs/index.html>

Wastewater Management

Responsible Party

Martin Altschul

University Engineer

Facilities Management Services

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

159,704,000 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

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

Barb Kviz

Environmental Coordinator

Facilities Management

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Green Practices Committee is a group of people that help the university use sustainable practices. We have been meeting regularly over 15 years, and now meet 10 times annually, holding 5 General Body meetings and 5 Working Group meetings. The focus has changed over time, but it has always been an open meeting for any campus green initiative to be discussed and suggestions given for next steps.

Members of the GPC provided support or coordinated the environmental initiatives that are listed below;

Participated in the 2014 Campus Conservation Nationals Electricity Challenge.

CEE Graduate Students project management of the Solar Big Belly outdoor recycling/trash container project – preliminary data collection. Purchased 4 more solar compactor units and coordinating further assessment of outdoor trash/ recycle bins.

Guided Spring Carnival Environmental Committee to coordinate Carnival waste & recycling, Eco-Judging, and PNC Bank \$500 award for most Eco-friendly booth.

Coordinated Orientation Programming, Eco-Fabulous Cook out, move-in cardboard collection, PNC Bank / Green Practices give away of stainless water bottles and Zero Waste Dinner (100% composted).

Green Practices Interns – 1 student recycling, 2 student designers for Scotty Goes Green, 1 student campus biking issues, 1 student food composting & student engagement for the Green Workplace Challenge.

Participation at Events; Taste of Tartans, SEER Environmental Expo, PHA/Health - Help Yourself Fair, CulinArt's Farmers Market.

Provided support for students at AASHE 2013 Conference in Nashville, TN

Waste Management

Participated in Recyclemania 2014, results up from 22.27% to 23.55% recycled, Per Capita Classic 84 out of 362 schools.

Volunteer support for Zero waste (100% composted events), Almost Midnight Breakfast 900+, Staff Picnic 2500 people, Schatz Dining room daily operations, several other departmental events, Staff Council and Green Practices Meetings.

Community Garden installation and upkeep with student volunteers

Coordinated the first Zero Waste Commencement efforts and Caps & Gown Recycling Program.

Biking

Applied for Bike Friendly University League of American Bicyclists and received an Honorable Mention – contacted organization for guidance on how to receive a higher level of designation.

Collaborated with Bike Pittsburgh to hold an annual Biking 101 Class, and provided a Bike to Work Breakfast station.

Staff

Art Staff Meeting presentation about Green Teams and food composting.

Other

FMS and custodians implemented departmental food composting program January 2013, up to 40+ locations, June 2014, including MWG Residence Hall.

Added a food composting program to Grad Student Lounge in Tepper and a food composting dumpster to the GSIA dumpster area. Implement Pre-consumer food composting program in the Exchange.

Added GSIA & Morewood Gardens, five food composting dumpsters on campus now.

2013-14 Green Workplace Challenge support and data entry

Coordinated collection of data for AASHE STARS 2.0 report, due summer of 2014.

Environmental Coordinator is Ad Hoc Green Team Committee. This year the Executive Committee agreed to discuss making the Green Team a standing committee.

NECSC Steering Committee Meetings –Routinely participate in monthly conference calls.

Continue to engage with local, regional, and national colleagues at professional conferences, meetings or webinars to keep pace with the changing sustainability practices.

Use the information in AASHE STARS, ISCN GULF Charter and HECC to develop clear goals for the future of the GPC so we know where we are going and how to know when we've gotten there.

Work with students to implement the Green Office Certification Program.

Work with Human Resources in Learning & Development to develop a program for Green Teams to participate in Scotty Goes Green.

Work with (the campus green coalition), to green large campus events like Orientation & Homecoming and improve student engagement and Eco-Rep structure.

Support students to attend AASHE 2014 Portland, Oregon. Conference abstract accepted, will present about our campus food composting program.

Work with Staff Council Ad Hoc Green Committee members to develop committee goals, Take Your Daughters and Sons to Work Day.

Use the increased capabilities of the Big Belly software to monitor waste and recycling habits on campus.

Worked more closely with Housing to increase the recycling in the Greek Quad and Housing buildings by receiving a Alcoa Bin Grant 2 years in a row. Increase stadium recycling and awareness of recycling trailer by designing the graphics for the sides of the Recycling Trailer.

Our application has been submitted for Tree Campus USA and Bike Friendly University designations for the university.

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:

As part of the Carnegie Mellon strategic initiative to enhance the scope and impact of our education and research programs related to the environment, the Environmental Practices Committee (EPC) was charged in April 1999 by President Cohon to develop a plan for an expanded environmental practices program on campus.

Green Practices Committee Mission

"The Green Practices Committee will strive to develop university practices that improve environmental quality, decrease waste and conserve natural resources and energy, thereby establishing Carnegie Mellon as a practical model for other universities and companies."

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

Green Practices Committee Members
Committee Co-Chairs

Barbara Kviz
Co-Chair, Environmental Coordinator, FMS

bk11@andrew.cmu.edu

Faculty Co-Chair, Position Open
Faculty

Dave Dzombak
Blenko & University Professor, Dept Head Civil & Environmental Engineering

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Neil Donahue
Professor, Chemical Engineering & Chemistry, Center for Atmospheric Particulate Studies, Engineering & Public Policy, Director of Steinbrenner Institute

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H. Scott Matthews
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Trustee

Lowell Steinbrenner
Carnegie Mellon Trustee

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Renee Sajedian
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So-Hee Woo
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Jane Yoon
Green Practices Intern (Design)

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

<http://www.cmu.edu/environment/get-involved/committee/gpc-members.html>

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

Yes

A brief description of each sustainability office:

Staff focused on sustainability and green practices is located in the Facilities Management Services Department. This staff manages building utilities and supports the implementation of university green projects. They encourage the university community to participate in the Green Practices Mission. By tracking a variety of green practices; energy use, green building projects, transportation, procurement, recycling & waste and GHG emissions, the office can then compile and report on the status of our environmental accomplishments for internal and external audiences. Green Practices represents the university in national, state and regional initiatives and organizations.

Working with other campus departments on green initiatives include but are not limited to: Greening the supply chain with procurement services; working in conjunction with campus planners and designers to promote best practices for green building; recommending new products or equipment for energy and water efficient operations; supporting the mission of the Environmental Health and Safety Department to minimize waste or recycle special waste, support government relations on local and community initiatives, and advise student environmental organizations.

Educational aspects of the office include identifying potential student/faculty environmental research projects that use the campus as a laboratory and providing useful recommendations. By developing these research, independent study, and intern opportunities, students gain hands-on experience with real world environmental problems. The office aids in planning and coordinating training or informational programs for the campus community to learn about resource conservation and green initiatives.

The office aims to develop new ways to reduce the university environmental footprint by performing assessments and providing recommendations for pollution prevention, GHG reductions, waste minimization, reuse, recycling and resource conservation.

This office also applies for grants to support green initiatives.

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

2

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

<http://www.cmu.edu/environment/index.html>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Barb Kviz

A brief description of each sustainability officer position:

The Environmental Coordinator provides coordination and program support services for management of resources on campus. Encourages and assists members of the campus community by identifying and implementing conservation opportunities. Works to uphold the Facilities Management Services Mission Statement for sustainable activities. Reports to the Green Practices committee which is comprised of faculty, staff, and students. Co-Chairs the Green Practices Committee (GPC) and guides the agendas of the Sub-committee's.

Promotes waste reduction and expands the campus Reduce, Reuse, Recycling efforts and enhances energy conservation and green building practices.

Supervises work study students or interns and supports all sustainability initiatives on campus by providing council and logistical aid. Additionally, monitors campus recycling collection and contractors who perform recycling services. Responsible for the administration of waste management and recycling.

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

<http://www.cmu.edu/environment/index.html>

Responsible Party

Barb Kviz

Environmental Coordinator

Facilities Management

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	---	---
Research (or other scholarship)	---	---
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	---	---

Other

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

For 11 years Carnegie Mellon has participated in Recyclemania recycling competition and for 4 years we have participated in the Campus Conservation Nationals Electricity reduction competition. We participate in competitions to raise awareness about waste reduction and energy conservation measures that people can take personal responsibility for their actions.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

RecycleMania is a 10 week competition starting in late January, ending in March.

Weekly data is collected and shared on the RecycleMania website comparing our recycling weights to other universities. We have improved our recycling rate annually since the contest started, and have the goal to continue increasing our rate, and reducing our waste annually.

The CCN contest runs 3 weeks in February, and we collect daily electricity usage for 13 resident halls on campus and share that data on the Campus Conservation Nationals website. During the competition Facilities Management Services provides a live electricity usage dashboard, our goal is to have live electricity data available all year.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Barbara Kviz, Environmental Coordinator, University Engineer, Facilities Management Services

A brief description of the plan(s) to advance Public Engagement around sustainability:

In 2014, the Scotty Goes Green Office Certification Program was launched and has 35 departments and 500+ people participating. The focus areas include participation, energy, transportation and commuting, events, recycling, reduce, reuse, and purchasing.

Carnegie Mellon is a member in the Pittsburgh Climate Initiative, Higher Education Climate Consortium, (HECC), and participates in Sustainable Pittsburgh's Green Workplace Challenge.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The Scotty Goes Green Office Certification Program has three levels, bronze, silver and gold. To receive bronze level, a department must conduct a pre-audit & survey and commit to 30 sustainable actions listed on the bronze checklist.

The Pittsburgh Climate Initiative (HECC) has development a Strategic Plan, Goals & Objectives. The Green Workplace Challenge participation the past three years, includes a guide that each participant will gain points for sustainable initiatives, activities or programs. We compete for the highest points and most sustainable institution.

Accountable parties, offices or departments for the Public Engagement plan(s):

Barbara Kviz, Environmental Coordinator, University Engineer, Facilities Management Services

A brief description of the plan(s) to advance sustainability in Air and Climate:

Pittsburgh 2030 Districts Downtown - Oakland

The Pittsburgh 2030 Districts are collaborative, nationally recognized, but local communities of high performance buildings in Downtown and Oakland that aim to dramatically reduce energy and water consumption and transportation emissions, and improve indoor air quality while increasing competitiveness in the business environment and owner's returns on investment.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Existing Buildings and Infrastructure Operations:

50% reductions in energy use, water consumption, and transportation emissions by 2030.

Energy Use: A minimum 10% reduction below the national average by 2015, with incremental targets reaching a 50% reduction by 2030.

Water Use: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Transportation CO2 Emissions: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50%

reduction by 2030.

Indoor Air Quality : To be determined by District Partners

New Buildings, Major Renovations and New Infrastructure - Will be determined project by project.

Immediate 50% reductions in water consumption and transportation emissions, with energy use in the design year reaching carbon neutrality by 2030.

Energy Use: An immediate 70% reduction below the national average, with incremental targets reaching carbon neutral by 2030.

Water Use: An immediate 50% reduction below the District average.

Transportation CO2 Emissions: An immediate 50% reduction below the District average.

Indoor Air Quality : To be determined by District Partners

Accountable parties, offices or departments for the Air and Climate plan(s):

Martin Altschul, University Engineer, Facilities Management Services

A brief description of the plan(s) to advance sustainability in Buildings:

Pittsburgh 2030 Districts Downtown - Oakland

The Pittsburgh 2030 Districts are collaborative, nationally recognized, but local communities of high performance buildings in Downtown and Oakland that aim to dramatically reduce energy and water consumption and transportation emissions, and improve indoor air quality while increasing competitiveness in the business environment and owner's returns on investment.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Existing Buildings and Infrastructure Operations:

50% reductions in energy use, water consumption, and transportation emissions by 2030.

Energy Use: A minimum 10% reduction below the national average by 2015, with incremental targets reaching a 50% reduction by 2030.

Water Use: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Transportation CO2 Emissions: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Indoor Air Quality : To be determined by District Partners

New Buildings, Major Renovations and New Infrastructure - Will be determined project by project.

Immediate 50% reductions in water consumption and transportation emissions, with energy use in the design year reaching carbon neutrality by 2030.

Energy Use: An immediate 70% reduction below the national average, with incremental targets reaching carbon neutral by 2030.

Water Use: An immediate 50% reduction below the District average.

Transportation CO2 Emissions: An immediate 50% reduction below the District average.

Indoor Air Quality : To be determined by District Partners

Accountable parties, offices or departments for the Buildings plan(s):

Martin Altschul, University Engineer, Facilities Management Services

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Dining Services has made it a priority to implement programs and practices that are healthier for you and the environment. Creating a more environmentally friendly dining program means providing you with choices to help you minimize your impact on the environment. Sustainability isn't just a buzzword at Dining Services; it is a way of life we strive to follow everyday.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

We take steps everyday towards a more sustainable dining program to make Carnegie Mellon greener and help the Pittsburgh community.

Our dining vendors purchase foods from local farms and vendors to help support the Pittsburgh community, provide fresher foods and cut down on pollution due to transportation. CulinArt, our primary dining vendor, buys almost 15% of their food from local vendors and serves milk from a local dairy at all of their locations.

Many of our dining locations donate their excess food to local food banks.

Dining Services also works to help the larger global community. Many of our dining locations serve fair trade coffee so you can drink your morning cup with a good conscience.

Good for You and The Environment

Many dining locations around campus serve organic products and hormone-free meat. By choosing to eat organic and hormone-free foods, you are helping fewer pesticides and chemicals enter the environment.

All of the chicken served at CulinArt locations is hormone and antibiotic free.

Entropy, the campus convenience store, has an entire section devoted to organic produce and foods.

Tazza D'Oro, in the Gates and Hillman Centers, is very committed to serving fair trade and organically grown coffee.

Food and Beyond

In 2006, the Carnegie Mellon Café, located in Resnik House, received a Gold LEED Certification from the U.S. Green Building Council. The café was renovated with sustainable materials and improvements were made to make the space more energy efficient. This renovation is just one step in our vision for a greener dining program.

What You Can Do

You can also do your part to decrease our environmental impact. Use the recycling bins provided at our dining locations. Only purchase food that you think you will eat to reduce food waste. Most of our dining locations use a trayless dining program, which has been found to reduce food waste on some college campuses by up to 50%. Take advantage of the organic and fair trade options at many of our dining locations to show our vendors that you support these steps towards sustainability. Together we can make Carnegie Mellon a greener campus.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

Pittsburgh 2030 Districts Downtown - Oakland

The Pittsburgh 2030 Districts are collaborative, nationally recognized, but local communities of high performance buildings in Downtown and Oakland that aim to dramatically reduce energy and water consumption and transportation emissions, and improve indoor air quality while increasing competitiveness in the business environment and owner's returns on investment.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Existing Buildings and Infrastructure Operations:

50% reductions in energy use, water consumption, and transportation emissions by 2030.

Energy Use: A minimum 10% reduction below the national average by 2015, with incremental targets reaching a 50% reduction by 2030.

Water Use: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Transportation CO2 Emissions: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Indoor Air Quality : To be determined by District Partners

New Buildings, Major Renovations and New Infrastructure - Will be determined project by project.

Immediate 50% reductions in water consumption and transportation emissions, with energy use in the design year reaching carbon neutrality by 2030.

Energy Use: An immediate 70% reduction below the national average, with incremental targets reaching carbon neutral by 2030.

Water Use: An immediate 50% reduction below the District average.

Transportation CO2 Emissions: An immediate 50% reduction below the District average.

Indoor Air Quality : To be determined by District Partners

Accountable parties, offices or departments for the Energy plan(s):

Martin Altschul, University Engineer, Facilities Management Services

A brief description of the plan(s) to advance sustainability in Grounds:

Facilities Management Services uses an Integrated Pest Management Plan, and Tree Maintenance Plan. The campus Master Plan also includes green space for any new developments on campus.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The university has applied for the Tree Campus USA designation which includes criteria to follow for the designation.

Accountable parties, offices or departments for the Grounds plan(s):

Steve Guenther, FMS Director of Operations

A brief description of the plan(s) to advance sustainability in Purchasing:

Statement in our Purchasing Policy

o Buyers and Users should utilize suppliers and service providers that make use, to a practicable extent, of materials and services that support the Carnegie Mellon environmental mission and goals of reducing, reusing and recycling. Information regarding the university's Green Practices can be obtained by contacting the Green Practices Environmental Coordinator at 268-7858, or by referencing the Environmental Practices Committee's web site.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

We intend to use the most sustainable purchasing practices possible. For example, we track how much we spend on energy star equipment and computers, the amount of 30% recycled content paper we use, and how much carpet is recycled. Our most recent custodial contract included language to use green cleaning products and support food composting collections on campus. This has greatly reduced the amount of chemicals used on campus.

Accountable parties, offices or departments for the Purchasing plan(s):

Shawn G Fronzaglia, Director, Procurement Services

A brief description of the plan(s) to advance sustainability in Transportation:

Pittsburgh 2030 Districts Downtown - Oakland

The Pittsburgh 2030 Districts are collaborative, nationally recognized, but local communities of high performance buildings in Downtown and Oakland that aim to dramatically reduce energy and water consumption and transportation emissions, and improve indoor air quality while increasing competitiveness in the business environment and owner's returns on investment.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Existing Buildings and Infrastructure Operations:

50% reductions in energy use, water consumption, and transportation emissions by 2030.

Energy Use: A minimum 10% reduction below the national average by 2015, with incremental targets reaching a 50% reduction by 2030.

Water Use: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Transportation CO2 Emissions: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Indoor Air Quality : To be determined by District Partners

New Buildings, Major Renovations and New Infrastructure - Will be determined project by project.

Immediate 50% reductions in water consumption and transportation emissions, with energy use in the design year reaching carbon neutrality by 2030.

Energy Use: An immediate 70% reduction below the national average, with incremental targets reaching carbon neutral by 2030.

Water Use: An immediate 50% reduction below the District average.

Transportation CO2 Emissions: An immediate 50% reduction below the District average.

Indoor Air Quality : To be determined by District Partners

Accountable parties, offices or departments for the Transportation plan(s):

Michelle Porter, Director Of Parking & Transportation Svc, Parking and Transportation Services

A brief description of the plan(s) to advance sustainability in Waste:

For 11 years we have participated in Recyclemania recycling competition.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

RecycleMania is a 10 week competition starting in late January, ending in March.

Weekly data is collected and shared on the RecycleMania website comparing our recycling weights to other universities. We have improved our recycling rate annually since the contest started, and have the goal to continue increasing our rate, and reducing our waste annually.

Accountable parties, offices or departments for the Waste plan(s):

Barb Kviz, Environmental Coordinator, Facilities Management Services

A brief description of the plan(s) to advance sustainability in Water:

Pittsburgh 2030 Districts Downtown - Oakland

The Pittsburgh 2030 Districts are collaborative, nationally recognized, but local communities of high performance buildings in Downtown and Oakland that aim to dramatically reduce energy and water consumption and transportation emissions, and improve indoor air quality while increasing competitiveness in the business environment and owner's returns on investment.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Existing Buildings and Infrastructure Operations:

50% reductions in energy use, water consumption, and transportation emissions by 2030.

Energy Use: A minimum 10% reduction below the national average by 2015, with incremental targets reaching a 50% reduction by 2030.
Water Use: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.
Transportation CO2 Emissions: A minimum 10% reduction below the District average by 2015, with incremental targets reaching a 50% reduction by 2030.

Indoor Air Quality : To be determined by District Partners

New Buildings, Major Renovations and New Infrastructure - Will be determined project by project.

Immediate 50% reductions in water consumption and transportation emissions, with energy use in the design year reaching carbon neutrality by 2030.

Energy Use: An immediate 70% reduction below the national average, with incremental targets reaching carbon neutral by 2030.

Water Use: An immediate 50% reduction below the District average.

Transportation CO2 Emissions: An immediate 50% reduction below the District average.

Indoor Air Quality : To be determined by District Partners

Accountable parties, offices or departments for the Water plan(s):

Martin Altschul, University Engineer, Facilities Management Services

A brief description of the plan(s) to advance Diversity and Affordability:

Diversity is a top priority of Carnegie Mellon University, and has been such for over a decade. It began in 1999 with President Emeritus Jared Cohon's first diversity statement. This sparked several initiatives including the formation of the Diversity Advisory Council, highlighting the inclusion of diversity as a vital element in our 2008 Strategic Plan, and now informing our current work on access, meaningful engagement and representation through the Guiding Principle of University Culture. Throughout these years, diversity at Carnegie Mellon has continued to grow and to evolve. We are a community that understands diverse perspectives and backgrounds breed the intellectual vitality essential for the health and progress of the university.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

The Diversity Resource Guide will provide you with the following:

Information about the status of diversity at Carnegie Mellon

Links to guidelines for recruiting a diverse faculty and staff

Strategies for integrating diversity into daily university processes

Clearinghouse of current university activities that contribute to community success

Diversity Planning Guide

<http://www.cmu.edu/diversity-guide/index.html>

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Everett Tademy, Asst Vice Pres For Diversity & Eq Op SVC

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The Healthy Campus initiative supports a campus environment that is conducive to healthy living for everyone at Carnegie Mellon. Fitness and Exercise, Food and Nutrition, Mental Health, Tobacco-free Living, Preventive Health Care and Safety and Security and the main focus for this initiative.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

By next year, Carnegie Mellon intends to have a tobacco free campus policy implemented.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Paula Martin, University Health Services, Registered Dietician

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

"The Green Practices Committee will strive to develop university practices that improve environmental quality, decrease waste and conserve natural resources and energy, thereby establishing Carnegie Mellon as a practical model for other universities and companies."

The GPC identified areas of opportunity for an expanded environmental practices program at Carnegie Mellon through study of the current state of environmental practices on campus, initiatives at other college campuses and discussions with various Carnegie Mellon groups.

Opportunities are grouped into three categories:

Campus Life
Facility Infrastructure
Transportation

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

In the 2008 CMU Strategic Plan Pillar 1; Research and Artistic Creation

Goal

Through foundational research, artistic creation, creative inquiry, Carnegie Mellon will make significant contributions to society and enhance human welfare by identifying and solving real-world problems.

Strategies

Foundational research and artistic creation are the central processes through which Carnegie Mellon will have impact in five broad areas of focus:

1. Transitioning to an Environmentally Sustainable Society.
2. Improving health and quality of life.
3. Understanding and engaging global societies, economies, and cultures.
4. Understanding human and social behavior.
5. Transforming science and society by advancing information, computation, and communication.

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

<http://www.cmu.edu/environment/index.html>

Governance

Responsible Party

Barb Kviz

Environmental Coordinator

Facilities Management

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:

Carnegie Mellon University students are able to participate in the election process for a variety of governing bodies, such as Student Government, the Undergraduate Student Senate, Graduate Student Assembly, Student Dormitory Council (SDC), PanHellenic Association (PHA), Interfraternity Council (IFC), and Multicultural Greek Council (MGC).

There are four elected Student Government positions that represent the CMU student body: the President, Vice President, Vice President for Organizations, and Vice President for Finance. These positions are elected in April for the next academic year by the entire student body. The Vice Presidents for Organizations and Finance represent and advocate for Student Government Recognized Student Organizations. There are 280 recognized, student-run organizations. These organizations all receive a portion of the Student Activities Fee that is managed by the Vice President for Finance.

The Undergraduate Student Senate represents the undergraduate student population through representatives from each college. There is one representative for each 140 students within each college. The election process occurs in April for the next academic year.

The Graduate Student Assembly represents the graduate student body. Representatives are selected in an informal election process within each Graduate Department. The number of representatives is determined by the number of graduate students within the department. This process occurs throughout the academic year.

The Student Dormitory Council represents and advocates for the resident students living in on campus housing to the administration, to other campus organizations, and to the general public. Each dorm has a representative that attends the SDC General Body.

The Panhellenic Association is the governing council for the 6 sororities on campus.

The Interfraternity Council is a self-governing body representing the 12 member fraternities at Carnegie Mellon.

The Multicultural Greek Council is the governing body for the 3 culturally-based fraternities and sororities on campus.

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

No

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

CMU does not have an overarching “governing body.” There is a President’s Council, however, there are different committees that are a part of decision making at the University.

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

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

Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals

The University has created many avenues to seek student feedback and input through student advisory committees. These are held on the departmental level, as well as on the university level. For example, there is a Presidential Student Advisory Committee that the University President takes point and a diverse selection of students from all majors and years have an opportunity to learn about what is ahead for the University, plus share ideas and feedback to the President.

- Establishing new policies, programs, or initiatives

Carnegie Mellon University students have a formal role in decision-making in regards to establishing new policies, programs, and initiatives. In order for a new student policy to be created or revised, there is an official vetting process. The Undergraduate Student Senate and the Graduate Student Assembly need the opportunity to review drafts and vote on the final version.

Here are a couple of examples where students have had the opportunity to create programs: The Undergraduate Student Senate initiated through a campus-wide referendum (vote) to implement a media fee to be charged to all undergraduate students to pay for a newspaper program, Collegiate Readership Program, through USA Today. This was supported by The Board of Trustees. Another example where students create new initiatives is a newly established credit course on wellness and being successful at CMU, called Thrive@CMU.

- Strategic and long-term planning
- Existing or prospective physical resources

As the University has renewed its 10 year Master Plan, students were represented on the Campus Design & Review Committee. The Campus Design & Review Committee also approves other additions and changes to campus. As part of the master plan, there are extensions being planned for the Jared L. Cohon University Center. Representatives from a couple student organizations related to theatre and media technology were invited to weigh in on aspects of the new Studio Theatre being built in the extension.

The Facilities Management Services has created several task forces and advisory committees to obtain student feedback and input on the physical campus.

- Budgeting, staffing and financial planning

Students are also invited to participate and provide feedback in the university staff selection process to meet candidates that were invited for on-campus interviews.

The VP for Campus Affairs has established a strong relationship with Student Government regarding University financial transparency and updating them regarding tuition increases.

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

The Dean of Students meets bi-weekly with Student Government Executives to update them on campus wide initiatives/programs/issues that might impact students in order to gather feedback, ideas, and share concerns.

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:

Staff Council serves as the voice for staff at Carnegie Mellon University through policy advocacy and community involvement, providing an organization that enables staff to realize their full potential and impact their quality of life. Staff Council is comprised of 60 elected staff members.

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

No

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

are selected:

CMU does not have an overarching “governing body.” There is a President’s Council, however, there are different committees that are a part of decision making at the University.

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

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

- Staff Council is the organization on campus that represents staff who are not represented by Faculty Senate or another collective bargaining agreement. All members of Staff Council are volunteers who are elected to their positions. As a hybrid senate and representative body, the organization is composed of two divisional representatives per university division and an equal number of at-large representatives. Participation is open to all eligible staff regardless of whether they hold supervisory positions or not.
- The university values the contributions of all of its stakeholders, including staff. This is evidenced by the fact that Staff Council has representation on several university-wide committees that help shape the university’s administrative policies and procedures. Examples of these committees include the American with Disabilities Act Compliance Committee, the Parking Board, the Dining Services Advisory Board, the University Discipline Committee, the Sexual Harassment Advisory Panel, Green Practices Committee, etc.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

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

The representative assembly of the Faculty Organization is the Faculty Senate. The Faculty Senate is empowered to conduct all the affairs of the Faculty Organization except for those otherwise specified the Constitution and its Bylaws.

The membership of the Faculty Senate consists of elected members, member ex-officios, and appointed members. The number of members in each of these categories and the length of their terms are specified in the Bylaws.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

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

CMU does not have an overarching “governing body.” There is a President’s Council, however, there are different committees that are a part of decision making at the University.

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

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

- Establishing new policies, programs, or initiatives:
Policy on Policies flow chart,

<http://www.cmu.edu/policies/flowchart.html>

- Strategic and long-term planning:

Strategic Plan 2015 with collaboration from faculty, staff and students,

<http://www.cmu.edu/strategic-plan/index.html>

- Budgeting, staffing and financial planning:

Faculty Organization Bylaws, Item 14: The Budget and Financial Affairs Committee 14.a) The Budget and Financial Affairs Committee consists of no fewer than six and no more than 10 members of the Faculty Organization who hold no administrative appointments. The members of the Budget and Financial Affairs Committee are appointed by the chair of the Faculty Organization for three-year terms of office. Each year, one of the members is selected as chair of the committee by the chair of the Faculty Organization.

14.b) In addition to the members described above, the vice president for finance and planning, the university treasurer, the provost and the chair of the Faculty Organization serve as ex officio members of the committee.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Everett Tademey

Assistant VP for Diversity and EOS
The Office of Equal Opportunity Services

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 Diversity Advisory Council (DAC) was formed in 1999 in order to define the problems and challenges of diversity, craft strategies for making progress and monitor that progress into the future. Since then, Carnegie Mellon has acknowledged more and more the enormous benefit and opportunity derived from engaging a diverse, interdisciplinary community. Carnegie Mellon University will develop leaders from a broad range of backgrounds who possess the knowledge, intellectual and cultural skills and global perspective necessary to benefit the communities with which they are associated. The university will contribute to these outcomes by

- bringing together talent that is broadly representative
- maintaining an environment that fosters meaningful and authentic exchanges which will add to our students' knowledge and skills and engender in all of us a global perspective.

TIMELINE OF THE UNIVERSITY'S DIVERSITY MEASURES:

1997-1998 Strategic plan identifies diversity as a priority.

1998-1999 Special diversity committee develops recommendations, including the creation of the Diversity Advisory Council (DAC).

November 1999 President's letter to the University Community

<http://www.cmu.edu/president/diversity.html>

; DAC meets for the first time.

April 2000 DAC issues its "Problem Statement"

<http://hr.web.cmu.edu/drg/overview/assessingproblem.pdf>

2000-2001 DAC creates work groups that develop recommendations for approval by the DAC.

2001-2002 Implementation of work group recommendations begins.

2002-2003 Moved to a more decentralized implementation of DAC work group recommendations in the colleges and departments; Carnegie Mellon takes a lead position among universities in support of the University of Michigan's Supreme Court appeal on affirmative action.

2006-2007 Focus was on increasing minorities in administration and senior level staff positions and closely monitoring minority undergraduate enrollment.

2007-2008 Analysis of 2006-07 staff survey results and its implications.
Support review of "Community Success" pillar in strategic plan review process.

2008-2009 2008 university strategic plan approved by Board of Trustees;
Community Success pillar revised.

2009-2010 "Guiding Principle for University Culture" drafted.

2010-2011 "Guiding Principle" adopted; implementation begins.

2011-2012 School-based projects ("One Thing") on meaningful and authentic Exchanges underway.

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

4

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

<http://www.cmu.edu/diversity-guide/>

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:

Human Resources' Learning & Development office has facilitated the following examples of cultural training opportunities and activities:

- Workshops on multi-generational workplaces.
- Diversity sensitivity training programs.
- Book discussions on topics of race and culture.
- Courses on intercultural communications.
- Training on how to treat people with disabilities.

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

<https://www.cmu.edu/hr/learning/index.html>

Assessing Diversity and Equity

Responsible Party

Everett Tademey

Assistant VP for Diversity and EOS
The Office of Equal Opportunity Services

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
-

Submission Note:

Although a university-wide assessment of campus climate has not been performed within the STARS 3 year reporting timeline, Carnegie Mellon does engage in surveys which broadly assess where students are spending their time and how involved they are in various aspects of their collegiate experience. Other surveys examine students' satisfaction with eight academic adviser characteristics related to institutional knowledge and its application to educational decisions and four adviser practices related to students' feelings of being valued within the advising relationship.

The Office of Institutional Research & Analysis coordinates the development, administration, and analysis efforts on a series of assessments of admitted students, current undergraduate and graduate students, faculty, and staff. The Office of Institutional Research and Analysis contributes to meaningful work across all areas of Carnegie Mellon University by collecting, organizing, and analyzing information that allows staff and faculty to better understand the CMU community and the environment in which they work.

<https://www.cmu.edu/ira/index.html>

"---" 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) :

The Office of Institutional Research & Analysis (IR&A) coordinates the development, administration, and analysis efforts on a series of assessments of admitted students, current undergraduate and graduate students, faculty, and staff. Each year, IR&A publishes the Carnegie Mellon Fact Book, a compilation of commonly requested information about Carnegie Mellon University. It includes data on admissions, student enrollment conferred, campus facilities, etc. It is a public document made broadly available so that Colleges, departments and administrative units at the university assess diversity. Retention and graduation rates are also published so that academic units can assess diversity, and implement or update internal plans related to student engagement, diversity and achievement. While the university as a whole has not proceeded with a full-scale assessment of diversity and educational equity in this reporting period, pertinent information is given to and used by colleges, schools, and departments to aide them in their affirmative recruitment and retention of diverse students.

Has the institution assessed student diversity and educational equity?:

Yes

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

The Office of Institutional Research & Analysis (IR&A) coordinates the development, administration, and analysis efforts on a series of assessments of admitted students, current undergraduate and graduate students, faculty, and staff. Each year, IR&A publishes the Carnegie Mellon Fact Book, a compilation of commonly requested information about Carnegie Mellon University. It includes data on admissions, student enrollment conferred, campus facilities, etc. It is a public document made broadly available so that Colleges, departments and administrative units at the university assess diversity. Retention and graduation rates are also published so that academic units can assess diversity, and implement or update internal plans related to student engagement, diversity and achievement. While the university as a whole has not proceeded with a full-scale assessment of diversity and educational equity in this reporting period, pertinent information is given to and used by colleges, schools, and departments to aide them in their affirmative recruitment and retention of diverse students.

Has the institution assessed employee diversity and employment equity?:

Yes

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

Carnegie Mellon has prepares and implements its Affirmative Action Program under Executive Order 11246. The Program is results-oriented and is designed to institutionalize Carnegie Mellon's commitment to equal opportunity:

<http://www.cmu.edu/hr/eos/compliance/index.html>

. We complete Affirmative Action Reporting twice per year with written affirmative action programs. Each plan has a diagnostic component that includes a number of quantitative analyses designed to evaluate the composition of the workforce of the contractor and compare it to the composition of the relevant labor pools. Plans also include internal auditing and reporting systems, as well

action-oriented programs designed to increase our minority, female, veteran and disabled employee populations.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

The Office of Institutional Research & Analysis (IR&A) coordinates the development, administration, and analysis efforts on a series of assessments of admitted students, current undergraduate and graduate students, faculty, and staff. Each year, IR&A publishes the Carnegie Mellon Fact Book, a compilation of commonly requested information about Carnegie Mellon University. It includes data on admissions, student enrollment conferred, campus facilities, etc. It is a public document made broadly available so that Colleges, departments and administrative units at the university assess diversity. Retention and graduation rates are also published so that academic units can assess diversity, and implement or update internal plans related to student engagement, diversity and achievement. While the university as a whole has not proceeded with a full-scale assessment of diversity and educational equity in this reporting period, pertinent information is given to and used by colleges, schools, and departments to aide them in their affirmative recruitment and retention of diverse students.

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

<http://www.cmu.edu/hr/eos/compliance/>

Support for Underrepresented Groups

Responsible Party

Everett Tademey

Assistant VP for Diversity and EOS
The Office of Equal Opportunity Services

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.

Submission Note:

Additional URLs

<http://www.cmu.edu/cmarc/>

<http://www.cmu.edu/student-affairs/theword/assurance.html>

http://www.cmu.edu/student-affairs/theword/comm_standards/harassment.html

<http://www.studentaffairs.cmu.edu/student-life/lgbtq/restrooms.html>

<http://www.studentaffairs.cmu.edu/student-life/lgbtq/index.html>

"---" 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:

We are committed to developing engaged, global citizens with an appreciation for diverse people and experiences, a cross cultural fluency, and concern for the welfare of others. We provide a broad range of opportunities for students to discern an understanding of their responsibility to the larger community. Examples of these opportunities include: Community Service initiatives; Leadership programs; Spirituality or faith-based organizations; Multicultural initiatives; Strong Women Strong Girls mentor program

The Carnegie Mellon Advising Resource Center (CMARC) is committed to supporting students in their academic and personal development. We work with students to maximize their educational experience by promoting informed and responsible decision making. As an advocate for diversity and inclusiveness, CMARC promotes social and academic networks between peers, communities, and cultures.

The Carnegie Mellon Advising Resource Center (CMARC) was founded under the name Carnegie Mellon Action Project (CMAP) in 1968. In the spring of 2005, after evaluating Carnegie Mellon's advising needs and in adherence with new educational mandates, CMAP transitioned to the Carnegie Mellon Advising Resource Center (CMARC). It has refocused its advising efforts and broadened its audience without losing sight of the university's commitment to diversity.

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

<http://www.cmu.edu/student-affairs/community>

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:

Carnegie Mellon is firmly committed to intellectual honesty, freedom of inquiry and expression, and respect for the dignity of each individual. Acts of discriminatory harassment or intimidation by a student directed toward any member of the community are inconsistent with this commitment and will not be tolerated.

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

http://www.cmu.edu/student-affairs/theword/comm_standards/non-discrimination

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

Yes

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

Yes

Support for Future Faculty Diversity

Responsible Party

Suzanne Laurich-McIntyre

Assistant Vice Provost For Graduate Educ
Assistant Vice Provost for Graduate Education

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:

Carnegie Mellon University provides mentoring and programmatic activities for underrepresented groups to pursue graduate degrees through a range of avenues in preparation for the professoriate. Students are mentored to participate in the Future Faculty Program through the Eberly Center for Teaching Excellence and Educational Innovation and also programs directed at developing future faculty through the Office of the Assistant Vice Provost for Graduate Education. Financial and mentoring support are also provided for student groups such as the Society for Women Engineers, Women @ School of Computer Science (Women@SCS), Women in Science, Women in Electrical and Computer Engineering (WinECE), Women @ Information Networking Institute (Women@INI), Women in Tepper, Black Business Association, Black Graduate Student Organization, Latino/a Graduate Student Association, Asian American and Pacific Islander Caucus, Students of Color Dinners- joint with the University of Pittsburgh. These are examples of the student organizations which provide supported programming to encourage underrepresented students at Carnegie Mellon University to consider academic careers as part of their programmatic activities.

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

<http://www.cmu.edu/graduate/>

Affordability and Access

Responsible Party

Linda Anderson

Director of Student Financial Aid
Enrollment Services Administration, Student Financial Aid Office

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
-

Submission Note:

Additional URLs

<http://admission.enrollment.cmu.edu/pages/admission>

<http://admission.enrollment.cmu.edu/pages/financial-aid>

"---" 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:

Our institutional awarding practices recognize the importance of affordability. For low income students who possess the academic and leadership attributes we value, these students will receive grants, employment opportunities and low interest student loans to enable them to enroll and remain enrolled. We also have in place a practice that allows us to reevaluate students special financial circumstances annually, to make sure they have adequate financial resources to remain enrolled. This ensures that those students who enroll as first year students, can persist to graduation.

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

We do not have any programs for faculty and staff. We provide extensive training to staff to help them serve families from all income and need levels.

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

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

While we do not have designated scholarship programs for low income students, we have financial aid policies and practices in place which provide the financial aid funding necessary to enable their enrollment and persistence.

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

We provide financial aid counsel as needed, through high school presentations, during the admissions process and during the student's enrollment period.

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

We have a need blind admissions process and therefore we do not do outreach to any segments of our population on the basis of need only. However, we do target high school visits to urban areas with broad diversity

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

Like many other colleges and universities, we use an increasingly larger share of our limited resources to help families cover the cost of enrollment. Federal and state aid resources, awarded on the basis of financial need, are distributed under federal and state guidelines. Carnegie Mellon values diversity and we seek to build a community of people of varied gender, race, academic interest, talent and background, and socio economic background, to accurately reflect the global community and to provide an enlightening experience for our student body.

Also, we seek to enroll students of the highest academic and artistic caliber in each of our six undergraduate colleges. We use our financial aid resources to enroll a class that reflects this goal.

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

Carnegie Mellon's financial assistance program is designed to meet our dual goal of helping prospective students who have demonstrated financial need afford the cost of education and rewarding those students who have outstanding talents and abilities. Need-based financial assistance is used to enroll high-quality students. Highest quality students will receive the most favorable financial assistance packages.

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

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

Yes

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

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Our university financial aid policies and practices for non traditional students are equal to those that we offer for traditional students.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	14
The graduation/success rate for low-income students	92
The percentage of student financial need met, on average	47
The percentage of students graduating with no interest-bearing student loan debt	0

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://admission.enrollment.cmu.edu/>

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

Joyce Heckmann

Asst. VP

Benefits and Compensation

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.

Submission Note:

There is no sustainable compensation policy at Carnegie Mellon. Since contractors are not paid through the Carnegie Mellon University's payroll system, they would be excluded, in case such policy existed.

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

Number of employees:

5,176

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

188

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

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

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

Facilities Management Service workforce are from Local 95, International Union of Operating Engineers Pittsburgh, PA.

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

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

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

[STARS Reporting Tool](#) | [AASHE](#)

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

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

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

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

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

The local legal minimum hourly wage for regular employees:

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

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

<http://www.cmu.edu/hr/benefits/index.html>

Assessing Employee Satisfaction

Responsible Party

Dianne Kenney

Assoc. VP Chief HR Officer

Human Resources

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:

Glassdoor's Top 25 Universities To Work For (2014)

In its fourth annual report, Glassdoor is revealing the Top 25 Universities to Work For (2014), helping employees identify the top colleges and universities to work for across the U.S. Some common themes shared by employees at these top universities are flexible work schedules, strong research programs, a sense of making a positive impact on the world and in others' lives, and great benefits like tuition reimbursement for employees and their families.

BYU Back on Top CMU #2

Based entirely on employee feedback shared on Glassdoor, Brigham Young University (BYU) reclaims the #1 spot with a 4.4 employer rating after falling to #3 on last year's report. Carnegie Mellon University takes the #2 spot (4.3) followed by public university, Clemson University (4.3). Coming in at #4 is Ivy League Princeton University (4.3) and rounding out the top five is Cornell University (4.3). (Ratings based on a 5-point scale, 5.0=very satisfied.)

“At CMU, they strive to lead the way for others. Management supportive of career development and those at the top make it a point to know what you are working on and want input how to assist. Hard work is rewarded.” – Carnegie Mellon University Systems Administrator (Pittsburgh, PA)

<http://www.glassdoor.com/blog/glassdoors-top-25-universities-work-2014/>

“---” 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:

66

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In 2013, Carnegie Mellon University conducted a survey to examine staff (only) professional development needs and interests. The survey was initiated by the university's Office of Professional Development Services with the assistance of the Office of Institutional Research and Analysis. The results of the survey were shared with multiple campus groups. The survey information was utilized to develop new programs and services offered to staff (only) beginning in the fall of 2013.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Professional Development Services partnered with colleagues from across the campus that are responsible for providing training, information and professional development sessions for staff. The mission of Professional Development Services is to offer valuable learning experiences that empower staff members to maximize performance and achieve their full potential.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.cmu.edu/hr/professional-development/who-we-are/index.html>

Wellness Program

Responsible Party

Paula Martin
Registered Dietician
Health Department

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):

For Staff and Faculty

1. LifeWorks, an expanded Employee Assistance Program, is available to employees and their dependents at no cost. Use of any LifeWorks service, from web resources to materials requests to counseling, is always 100% confidential.

LifeWorks is a one-stop resource for expert information, personalized community referrals, telephone or face-to-face consultation, extensive web resources and services, and numerous free resources such as booklets, CD's, audio tapes, manuals, self-evaluations and other freebies.

2. We offer the following services for Carnegie Mellon staff and faculty:

- Massage
- Free and unlimited Quit Smoking Support

- Free 60 min per academic year Medical Nutrition Therapy and Nutrition Education
- Allergy Shots
- Free Blood Pressure Checks
- Free Seasonal Flu Vaccination
- Fee educational programs and workshops

<http://www.cmu.edu/health-services/staff-faculty-services/staff-and-faculty-services.html>

<http://www.cmu.edu/health-services/health-promotion/index.html>

For all community members:

3. Healthy Campus: The Healthy Campus initiative supports a campus environment that is conducive to healthy living for everyone at Carnegie Mellon. This site is a hub that connects you to campus health and wellness resources.

<http://www.cmu.edu/healthy-campus/>

For graduate and undergraduate Students:

4. Comprehensive health services through University Health Services and Counseling and Psychological Services :

All services offer counseling, education, clinical care, and referral

5. Peer education services

<http://www.cmu.edu/health-services/peer-health-advocates/index.html>

6. Mental Health Services

<http://www.cmu.edu/counseling/>

7. Stress Management Services:

<http://www.cmu.edu/health-services/stress-management/index.html>

8. Physical health Services

<http://www.cmu.edu/health-services/index.html>

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

<http://www.cmu.edu/healthy-campus/>

Workplace Health and Safety

Responsible Party

Madelyn Miller

Director

EH&S: Environmental Health & Safety

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.

Submission Note:

Data reported for workers compensation purposes includes all students, both graduate and undergraduate, who receive a W2 forms from CMU.

"---" 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	70	32
Full-time equivalent of employees	8,483	8,120

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

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

A brief description of when and why the workplace health and safety baseline was adopted:

We used data for the most recent annual year 2013, and went back to 2011, so we could see if there was a trend.

A brief description of the institution’s workplace health and safety initiatives:

EH&S provides a broad range of services to the university to promote the protection of its community. We view our community as the students, faculty and administrative staff of the university and the environment in which we live.

Providing services to the university community is a challenging responsibility. It requires our multifaceted EH&S team to find creative ways to ensure compliance with laws, regulations, and university policies in the most efficient manner possible.

Mission Statement

Environmental Health & Safety (EHS) is committed to providing health and safety services that protect the university community and the environment.

Our Goals

- Maximize customer satisfaction.
- Ensure effective and cooperative relationships with our customers.
- Provide campus education relating to Environmental Health and Safety issues.
- Promote a positive and safe work environment.

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

<http://www.cmu.edu/ehs/index.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

Charles Kennedy
Chief Investment Officer
Investment Office

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.

Submission Note:

The university does not have a Committee on Investor Responsibility (CIR) as defined by the STARS 2.9 Technical Manual.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Responsible Party

Charles Kennedy
Chief Investment Officer
Investment Office

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

1,259,400,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	13,700,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	26,600,000 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Carnegie Mellon University has not engaged in shareholder advocacy that promotes sustainability during the previous 3 years.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Charles Kennedy
Chief Investment Officer
Investment Office

Criteria

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

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

Submission Note:

CMU does not publicly disclose its investment holdings.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

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

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

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

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

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

Innovation 2

Criteria

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

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

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

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Innovation 3

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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.

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Innovation 4

Criteria

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

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.

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