Emory 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

Submission Note:

Emory's institutional boundary for the purposes of STARS includes all buildings on our main campus, including Emory University Hospital, all research buildings, and healthcare buildings and clinic spaces. Emory feels that although resource-intensive spaces make our job more challenging, including our healthcare and research facilities in our sustainability goals and in our reporting boundary is the more transparent and accurate choice.

We have determined for the purpose of the AASHE STARS program that Emory's main contiguous campus includes the entire main campus. We have made a conscious decision to include our Healthcare facilities on the Druid Hills campus (which consist of Emory University Hospital, Clinics A and B, the Rehabilitation Center, 1525 Clifton, Winship Cancer Institute and the EUH Education Annex). This operational boundary definition is in congruence with Emory's GHG Emissions Inventory, which included the previously mentioned facilities because Healthcare is a large energy consumer and quality data is available for these locations.

Other Emory facilities/locations that are not directly contiguous to the main campus, with the exception of Clairmont campus, are not considered in the calculation. These other excluded facilities include the Briarcliff Campus, Crawford Long Hospital, Grady Hospital, the Orthopaedics and Spine Hospital, Yerkes Field Station, Wesley Woods, Oxford campus and all other outlying Emory owned facilities.

"---" 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	No
Medical school	Yes	Yes
Pharmacy school	No	No
Public health school	Yes	Yes

Veterinary school	No	No
Satellite campus	Yes	No
Hospital	Yes	Yes
Farm larger than 5 acres or 2 hectares	Yes	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Energy and water metering for the satellite campus, Oxford College, are not sophisticated and data are difficult to obtain due to the complicated billing setup between the utility, the city, and the school. Therefore we feel that no data are better than inaccurate data, but will revisit if and when this becomes more accurate.

Reason for excluding hospital:

Reason for excluding farm:

The Oxford Farm is affiliated with our satellite campus, which we do not include in our boundary for the reasons listed. Additionally, the farm was just established in Spring 2014 and is not fully operational.

Reason for excluding agricultural experiment station:

Narrative:

We have determined for the purpose of the AASHE STARS program that Emory's main contiguous campus includes the entire main campus. We have made a conscious decision to include our Healthcare facilities on Clifton Road (which consist of Emory University Hospital, Clinics A and B, the Rehabilitation Center, the student clinic, Winship Cancer Institute and the EUH Education Annex). This operational boundary definition is in congruence with Emory's GHG Emissions Inventory, which included the previously mentioned facilities because Healthcare is a large energy consumer and quality data is available for these locations.

Other Emory facilities/locations that are not directly contiguous to the main campus, with the exception of Clairmont campus, are not considered in the calculation. These other excluded facilities include the Briarcliff Campus, Emory University Hospital Midtown, Grady Hospital facilities, the Orthopaedics and Spine Hospital, Yerkes Field Station, Oxford campus and all other outlying Emory owned facilities.

Operational Characteristics

Criteria

n/a

The electricity fuel mix was provided by this source from Georgia Power's website:
http://www.georgiapower.com/about-energy/energy-sources/home.cshtml

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

Endowment size:

5,800,000,000 *US/Canadian $*

Total campus area:

679 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

9,885,730 *Gross Square Feet*

Conditioned floor area:

9,885,730 *Square Feet*

Floor area of laboratory space:

1,541,623 *Square Feet*

Floor area of healthcare space:

2,273,411 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

2,312,080 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	39
Geothermal	0
Hydro	1
Natural gas	33
Nuclear	27
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	0

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	0
Fuel oil	5

Geothermal	0
Natural gas	95
Other (please specify and explain below)	0

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

13

Number of academic departments (or the equivalent):

100

Full-time equivalent enrollment:

15,995

Full-time equivalent of employees:

26,518

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

7,836

Total number of graduate students:

6,677

Number of degree-seeking students:

13,898

Number of non-credit students:

615

Number of employees:

30,438

Number of residential students:

4,425

Number of residential employees:

23

Number of in-patient hospital beds:

579

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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:

Data reported for academic year 2013-2014.

Though Oxford College courses are included in the publicly available inventory, these courses are not included in this report for STARS because Oxford is considered outside of the institutional boundary for STARS.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,295	1,743
Number of sustainability courses offered	28	29
Number of courses offered that include sustainability	174	143

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

43

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

75

Number of years covered by the data:

Three

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

Emory University_AC 9_Course List + Descriptions_7.16.14.xlsx

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

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

http://sustainability.emory.edu/page/1046/Sustainability-related-Courses

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

In the summer of 2014, an electronic survey was distributed to all Emory faculty members, requesting whether or not courses taught by faculty from 2010-2013 were sustainability courses, courses that include sustainability, or neither. The data collected and reported here represents courses taught between Fall 2010 and Spring 2013.

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

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

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

Courses were counted only once, regardless of how many sections or offerings were available. However, if two faculty members taught the same course at different times, they were counted as two courses.

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	Yes
Physical education	Yes
Performance arts	Yes

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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:

Data reported for Academic Year 2013-2014.

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

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

1,041

Total number of graduates from degree programs:

4,656

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

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

BA African Studies (2)

BA Anthropology (43)

BA/BS Environmental Studies (38)

BA Latin American and Caribbean Studies (6)

BS Neuroscience and Behavioral Biology (133)

BA/BS Physics & Astronomy (5)

BA Sociology (86)

BBA Business (301)

MDP Masters in Development Practice (12)

MPH Public Health (395)

MPH Environmental Health (36)

BA/MA Women's, Gender, and Sexuality Studies (20)

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

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

Undergraduate Program

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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.*

Submission Note:

Data reported for 2013-2014 academic year.

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

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

Yes

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

Environmental Sciences Major

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

The Department of Environmental Studies' interdisciplinary and integrative curriculum is designed to equip students with key skills and knowledge to understand, confront, and ultimately contribute solutions to complex environmental challenges. The curriculum is rooted in the basic disciplines of ecology and conservation, earth science, and social science and policy. Field and integrative courses compel students to synthesize concepts, methods and practice from these essential disciplines. In required foundation courses, students will be introduced to relevant theories from physical sciences, ecology, economics, political science, and other fields related to environmental studies. Students may earn either a BA or a BS in Environmental Studies, with additional science coursework required for the BS. The same general major requirements apply for students in either degree track.

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

http://www.envs.emory.edu/home/

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):

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):

Sustainability Minor

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

The minor in Sustainability offers students a focused curriculum that incorporates the social, environmental and economic issues facing sustainability efforts. The Minor in Sustainability requires six courses: two core courses and four elective courses. The core courses include IDS 206—an introductory team-taught course—and a two-hour Capstone Seminar. Students minoring in Sustainability will be required to demonstrate their developing body of knowledge and the integration of that knowledge across fields with an electronic portfolio that will be reviewed by a faculty steering committee.

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

http://ila.emory.edu/home/undergraduate/majors_minors/sustainability_minor.html

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

Community Building and Social Change Minor

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

The minor in Community Building and Social Change is designed to offer students from a variety of majors an introduction to the challenges and opportunities for revitalizing and strengthening communities in contemporary urban America. The minor comprises twenty semester hours. Students must complete a three course sequence in community building and social change that includes Community Building and Social Change I, Planning and Evaluating Community-Based Initiatives, and Practicum in Community Building. In addition, two elective courses must be taken.

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

http://college.emory.edu/home/academic/program/minor/community_building_social_change.html

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

Concentration in Environment and Sustainability Management

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

The Concentration in Environment and Sustainability Management is a collaboration between the Department of Environmental Sciences in Emory College and the Goizueta Business School Bachelor of Business Administration (BBA) Program. Participation is limited to BBA students and students who are Environmental Studies majors. This concentration provides knowledge, competencies and experiences for Bachelor of Arts (BA), Bachelor of Science (BS) and BBA students interested in pursuing careers in environmental management. BBA students who complete this concentration will focus on the history, politics and practice of the environmental fields. Environmental Studies students who complete the concentration will acquire grounding in business principles and practices, including management, marketing, finance and strategy. All students will be required to pursue business-related and environmentally focused industry-related electives and to participate in a capstone course that will give them the opportunity to synthesize and validate their evolving perspectives in both an academic and an applied environment.

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

http://envs.emory.edu/home/undergraduate/business_connection/index.html

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

Graduate Program

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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):
Master's in Development Practice

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

The Master's in Development Practice (MDP) program at Emory University is designed to meet the challenge of achieving sustainable development in the face of global poverty, political and ethnic conflict, a degrading natural resource base, and irreversible climate change by combining hands-on learning and field experience with rigorous training in a broad range of academic disciplines. Emory's MDP program capitalizes on its partnership with established international development and research organizations like CARE, the Carter Center and the Centers for Disease Control and Prevention (CDC). These partners' global reach, and the grassroots experience of collaborating organizations in the global South, provides students with invaluable exposure to the way development practitioners operate in the real world and with a perspective on the different institutional contexts in which they will serve after completion of their degrees. There are five main components of the MDP program: 1) Introductory seminar: In the month before their first semester, students take an intensive introductory course that addresses MDP core concepts, history of development efforts, practical and ethical issues in development work. This course includes field visits to local community-based organizations and development projects; 2) The "Global Classroom: Foundations of Sustainable Development Practice," is an information technology-based interactive course that fosters cross-border and cross-disciplinary dialogue. The course allows students and teachers to participate in collective assignments and

co-learning processes; 3) Core courses: Students take core courses in the health sciences, natural sciences, social sciences, and management. In each semester, at least one core course provides opportunities for integration among academic disciplines and across academic learning and practical training; 4) Concentration electives: After their first semester, students select a concentration that combines courses on specific sectors or themes of interest. The concentration that a student pursues depends on the individual's past training, experience and career goals and is decided in consultation with MDP faculty; 5) Field training: Students participate in intensive, "hands-on" field practicum abroad for two successive summers (10 weeks each) after their first and their second academic year. The field practicum provides students the opportunity to gain experience with innovative sustainable development approaches and practice in real-world settings. In addition to the international field practicum, students engage in service learning with community-based organizations that work with underserved populations in the Atlanta area during their first academic year at Emory.

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

http://web.gs.emory.edu/mdp/

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

Master's of Public Health in Environmental Health

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

The Master's of Public Health in Environmental Health (EH) program seeks to train students in a trans disciplinary way so that they can better tackle the environmental health threats of the future. Environmental Health courses rigorously examine health issues, scientific understanding of causes, and possible future strategies to control major environmental health problems in both industrialized and developing countries. Environmental, social, and economic topics are addressed in EH courses, ranging from the molecular to the global, and tackle such issues as pesticides (and their link with neurological disease), air pollution (and its link with cardiopulmonary disease), water pollution, heavy metals, solvents, persistent organic pollutants, urban sprawl, global climate change, and emerging global environmental health problems. Ciannat Howett, Director of Sustainability at Emory University, is an adjunct faculty member in the Department of Environmental Health.

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

http://www.sph.emory.edu/departments_centers/eh/mph_msph/mph_eh.html

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

Master's of Public Health in Global Environmental Health

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

The Masters of Public Health in Global Environmental Health (GEH) program reflects the inherently international and interdisciplinary scope of the field of Environmental Health. Graduates of the MPH program in Global Environmental Health will be trained in the broad contextual issues that frame global environmental health problems, while developing skills in the statistical, epidemiological and laboratory methods necessary to understand the sources, pathways, exposures and health effects of microbial and chemical pollutants, as well as policies and interventions to reduce risk at the household, community and global levels.
Students in the GEH program focus on issues that impact health in the poorest societies, acting to simultaneously alleviate poverty and enhance environmental protection, while promoting sustainable development. Students will develop skills to address complex Global Environmental Health problems, drawing examples and experiences from: the interactions between population, demographics and environment; principles of ecology and environmental processes; natural resource use and sustainability science; agricultural, industrial, and economic development; globalization, global commerce and health; international environmental health policy; and, a household and

community dynamics from a social science, historical, and economic perspective.

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

http://www.sph.emory.edu/departments_centers/eh/geh/index.html

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

Emory's Environmental and Natural Resources Law Program provides students a comprehensive educational experience in which to study a wide array of environmental law issues.

http://www.law.emory.edu/academics/academic-programs/environmental-and-natural-resources-law.ht

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Anthropology (PhD):

http://anthropology.emory.edu/home/graduate/index.html

Graduate students studying anthropology have the option of taking classes on the anthropology of food and nutrition. The curriculum, where it focuses on food, focuses on sustainability in terms of seasonality and locality, and the anthropology department features several professors who are very knowledgeable about sustainable food practices.

Environmental Health Sciences (PhD):

http://www.sph.emory.edu/departments_centers/eh/phd/

This graduate program focuses on the relationship between the environment and human disease. In studying that relationship, students learn to experiment ethically; after all, there will be no streams to study if there are no healthy streams.

Population Biology, Ecology, and Evolution (PhD):

http://www.biomed.emory.edu/PROGRAM_SITES/PBEE/

PBBE students often take environmental science courses as they pursue the study of ecosystems and the populations that live within them. A healthy environment is central to PBBE because without one, there would be no populations to study.

Master in Development Practice / Master of Divinity (Dual Degree):
MDP is on the above list of graduate programs with a focus in sustainability, but this dual-degree program is technically a different degree program.

http://www.candler.emory.edu/academics/dual-degrees/development-practices/index.html

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

No

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

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

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

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

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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.

Submission Note:

Data reported for 2013-2014 academic year.

Additional websites for immersive programs include:

http://abroad.emory.edu/index.cfm?FuseAction=programs.ViewProgram&Program_ID=1703

Note--this webpage is out of date but a more updated one isn't available:
http://www.religion.emory.edu/courses/internMoreInfo.html

"---" *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:

Emory University offers several venues for immersive, sustainability-focused, experiences. Each of these programs includes a combination of in-class and off-campus activities to provide students both with training in the history and theory of sustainability as well as in the field experiences.

1) Internships: Emory University offers undergraduate students the opportunity to receive academic credit for off-campus, unpaid, internships. Through the College Internship Program students with placements at environmental or climate based organizations are encouraged to enroll in a sustainability focused reflection course. In this course students are exposed to primary source readings in each of the areas of the triple bottom line of sustainability – environmental, economic, and social. Since students have positions in varied locations – from the City of Atlanta's Office of Sustainability to community garden organizations – the discussions are necessarily broad, but are intended to expose students to the social justice issues which are wrapped into the umbrella that is sustainability. The course culminates with a digital story presentation where students identify, research, and present a specific sustainability issue - such as deconstruction of buildings versus demolition - discussed in class which they find to be particularly relevant to their internship.

2) Community Building and Social Change Program: Emory University's Community Building and Social Change Fellowship program is a focused and intensive 12-month program. Students apply to the program and a select group is offered the opportunity to augment their typical college courses with training and field work with one of a number of sustainable Atlanta community building initiatives. Coursework in the Fall begins with the history and theories of community building and social change and goes on to examine the roles that corporate, government, and nonprofit sectors play in communities. In the Spring fellows learn methods for community-based research, strategic planning, and community organizing which they then apply during the Summer by working on projects proposed by local community organizations addressing specific challenges related to health, housing and community development, the environment and climate, and social policy. Current Community Building and Social Change fellows are working with the DeKalb Sustainable Neighborhoods Initiative to craft Quality of Life Plans in four high school clusters in DeKalb County, Georgia.

3) Freiburg Environmental Studies and Sustainability Study-Abroad Program: Emory University, in partnership with Albert-Ludwigs-Universitat Freiburg, offers students a study-abroad opportunity focused on the eco-friendly industry which has developed in Freiburg, Germany. Students can take courses in environmental studies, forest ecology, and sustainable innovation – many of which include outdoor research activities in the Black Forest and Rhine River Valley. Courses are designed as three-week modules with an emphasis on hands-on study and experiences with ecological processes and human effects on the environment. Included in the program is also a carbon-offset for the approximate round-trip air travel of each student.

4) Undergraduate Program in Global Research and Development (UPGRADE): Emory's Center for International Programs Abroad administers an undergraduate grant for Emory College students who wish to gain practical hands-on sustainable development training by doing service in developing countries over the summer. This non-credit bearing program allows students to approach their time abroad from a different angle and focuses on students with a distinct set of skills and experiences. In-country supervision and training is done through the Foundation for Sustainable Development.

5) The Ethics and Servant Leadership program (EASL): EASL offers students an opportunity to participate in summer internships, alternative Spring Break trips, and the Forum (an academic year program) while teaching students about service and community involvement. Many of these opportunities provide sustainability-focused immersive experiences, including placements at Emory's Office of Sustainability Initiatives, Decatur High School Community Garden, The Carter Center, Greening Youth Foundation, Park Pride, Trees Atlanta, Urban League, CARE, and Gaia Gardens.

6) Environmental Sciences Service-Learning course (ENVS 491): This program allows students to combine environmental concerns with the planning and implementation of community-based projects. The spring 2014 section of ENVS 491 focused on coal and its impact on people and the environment. Throughout the semester, students investigated the environmental, social, and economic impact of each phase of the lifespan of coal, including extraction, cleaning, transport, and burning. The course incorporated readings on case studies, documentary films, guest speakers, and involvement in Environment Georgia's Solar Campaign (

http://www.environmentgeorgia.org/

). Throughout the semester, students planned and implemented two major projects in conjunction with Environment Georgia: a Solar Town Hall and Lobby Days.

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

http://oucp.emory.edu/our_work/engaged_learning/cbsc_index.html

Sustainability Literacy Assessment

<div align="center">

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

</div>

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:

Data reported for 2013-2014 academic year.

"---" 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:

37.30

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

0

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

OSI_Literacy_Survey_July 2014.pdf

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

Our committee developed an instrument that we hope can be completed in 10 minutes, focused on 4 areas of information:

a. Knowledge of areas of sustainability behavior change that are relevant to student lives
b. Knowledge of Emory's efforts around sustainability
c. Sustainability identity and students' commitments as persons who care about sustainability (to assess shift over their time at Emory).
d. Normal demographic information, so we can analyze surveys and publish results.

The actual survey questions are attached.

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

Faculty from Sociology, Nursing, and Anthropology met in May, 2014, to develop a brief sustainability literacy survey for Emory undergraduate students. Additional faculty in Sociology/Oxford, Biology/Oxford, Japanese, and Public Health supported our efforts. Our goal was to develop a pilot survey, to test whether we can get meaningful results, using the research generated by Drs. Karen Hegtvedt and Cathy Johnson on the sustainability-themed residence hall over the last five years. In future years, we hope to work with one faculty member in sociology who teaches methods and another in nursing at the graduate level to do a full survey of both graduate and undergraduate students in late March of 2015.

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

An online survey was distributed to all undergraduate students in July 2014, including graduating seniors and rising freshman. To enhance participation, given that our pilot will occur in the summer, we offered a raffle for three $100 Amazon gift cards. A follow-up survey will be administered to all undergraduate students in approximately 3 years.

In future years, we hope to work with one faculty member in sociology who teaches methods and another in nursing at the graduate level to do a full survey of both graduate and undergraduate students, starting in late March of 2015.

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

The survey was edited and re-edited in June and mounted on Qualtrics and disseminated to all undergraduates in early July, 2014. Results are currently being collected and assessed.

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

Incentives for Developing Courses

Responsible Party

Peggy Barlett
Goodrich C. White Professor
Anthropology

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:

Emory began the Piedmont Project in 2001, which offers a program of incentives to infuse sustainability across the curriculum by faculty from every unit of the university. The program accepts up to 20 applicants a year, provides a stipend of $1,000, and requires a 2-day May workshop, summer independent time to develop a new syllabus or new course module, a follow-up field trip and lunch to share results of the work, and a follow-up dinner a year later to discuss continuing growth in understanding about sustainability. Faculty have participated from both of Emory's liberal arts undergraduate colleges, the graduate school of arts and sciences, and all six professional schools (Business, Law, Medicine, Nursing, Public Health, and Theology). Departments involved include languages (Spanish, French, Italian, Chinese, and Russian), mathematics, chemistry, biology, physical education and dance, sociology, anthropology, psychology, political science, history, economics, English, comparative literature, liberal arts, journalism, women's studies, religion, philosophy, classics, art, theater, and music. Faculty syllabi are posted on the Piedmont Project website.

The Piedmont Project has continued for thirteen years and a survey in 2006 determined that several thousand students a year are affected by the new or renovated courses. Over 197 faculty have participated, and impacts are felt in a sustainability Minor, renovated medical and nursing school curricula, new teaching techniques, faculty research programs, and new interdisciplinary collaborations. The adoption of sustainability as a core principle of the University during the 2005 strategic planning process is widely regarded as attributable to the breadth of participation in the Piedmont Project.

Over 150 graduate students have also participated over eleven years in the Piedmont Teacher Training Fellowship program. While not all these students are able to offer a sustainability-related course as a result of the training, due to departmental teaching needs, but all prepare a new syllabus on a subject related to sustainability. Students receive $500 as extra pay for their participation in a one-day workshop and syllabus development efforts.

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

Each program participant receives a $1,000 stipend, workshop assistance, and any needed consultation to develop a new syllabus or new course module related to sustainability. Participants also attend an follow-up field trip and lunch where they share results of their summer work, and a follow-up dinner a year later to discuss continuing growth in understandings about sustainability.

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

http://piedmont.emory.edu/

Campus as a Living Laboratory

Responsible Party

Peggy Barlett
Goodrich C. White Professor
Anthropology

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	Yes
Public Engagement	Yes
Other	Yes

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:

In a course on "Biophilic and Green Design," students developed a design for a green facility for Emory.

A graduate student in Environmental Health measured heterogeneity in pulmonary response to a prescribed commute.

In the Foundations of Sustainability course, a student produced a short film correcting common misunderstandings of carbon emissions on campus.

In the Foundations of Sustainability course, a student investigated the potential for Renewable Energy Credits if Emory invested in co-generation technologies, producing both heat and electricity.

In the Foundations of Sustainability course, a student assessed the effectiveness of campus energy conservation competitions.

In the Foundations of Sustainability course, a student studied standby energy and best practices for promoting smart power strips.

In the Foundations of Sustainability course, a student worked with university staff and outside contractors on a new vehicle lease agreement to green the fleet of rental vehicles available on campus.

For the Sustainability Minor Capstone, a student assessed the strengths and weaknesses of natural gas as a vehicle fuel for greening Emory's fleet.

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:

In a Sustainable Development course, students chose personal behavioral modification projects using alternative transportation on campus, sustainable food options, energy reduction strategies, and other sustainability-related challenges.

In a course on "Biophilic and Green Design," students developed a design for a green facility for Emory.

A graduate student in Environmental Health developed a standardized method for the creation of animal area hazard signs at the Yerkes National Primate Research Center.

In an Environmental Policy course, a fieldtrip uses a current construction project on campus to assess sustainability issues.

In an introductory Sociology course, students use the dining hall, residence halls, and college grounds as experimental locations to violate low-level norms and raise a small ruckus to investigate how people might react to norm violation comparatively based on social location, non/participation in student governance, race, class, gender, nation of origin, etc.

In an Environmental Studies course, Oxford students study local county Smart Growth principles and assess their LEED gold residence hall.

In the Foundations of Sustainability course, a group of students created a survey to investigate how well dorm residents understand the green features in their buildings.

In the Foundations of Sustainability course, a student compiled data from research on green roofs, demonstrating their value in future building retrofits.

In the Foundations of Sustainability course, a student assessed the effectiveness of campus energy conservation competitions.

In the Foundations of Sustainability course, a group of students investigated whether users are more likely to leave lights on in LEED buildings or older buildings.

In the Foundations of Sustainability course, a student studied standby energy and best practices for promoting smart power strips.

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:

As a class project in an Italian course, students volunteer in campus vegetable garden and use a residence hall kitchen for two cooking classes (led by instructor and dining services chef), to explore sustainable food and the culture of Italy.

In a Sustainable Development course, students chose personal behavioral modification projects using alternative transportation on campus, sustainable food options, energy reduction strategies, and other sustainability-related challenges.

As a Sustainability Minor Capstone project, a student mapped all edible plants on campus and created a web-based guide for future gleaners.

In an introductory Sociology course, students use the dining hall, residence halls, and college grounds as experimental locations to violate low-level norms and raise a small ruckus to investigate how people might react to norm violation comparatively based on social location, non/participation in student governance, race, class, gender, nation of origin, etc.

Students in Environmental Studies surveyed the Oxford College campus about the Meatless Monday Program and presented results to a group of stakeholders at the end of the semester.

In a biology class, students complete a food and nutrition unit that includes logging their food intake, then evaluating their diet based a several nutritional guidelines; the unit includes evaluation of the food service offerings and recommendations to the campus food committee for improving these choices.

In the Foundations of Sustainability course, a group of students surveyed members of the campus community to assess the impact of the Emory Farmer's Market.

In the Foundations of Sustainability course, a student created a map of edible plants on campus.

In the Foundations of Sustainability course, a student filmed the compost, trash and recycling containers outside a dining facility to determine the most common mistakes and develop a strategy to improve signage.

In the Foundations of Sustainability course, a group of students investigated the potential for a campus-based hydroponic system.

In the Foundations of Sustainability course , a student researched best practices among universities for promoting plant-based diets.

In the Foundations of Sustainability course, a group of students assessed potential improvements to a student-operated sustainable coffee cart.

For the Sustainability Minor Capstone, a student constructed a demonstration hydroponic system for a campus dining facility, highlighting its potential for locally sourced food.

For the Sustainability Minor Capstone, a student developed a plan for "Meatless Mondays" in university dining facilities.

In the Foundations of Sustainability course, a group of students worked with area food banks to develop a process for distributing fresh vegetables from the university's educational gardens.

For the Sustainability Minor Capstone, a student created a field-guide to edible wild plants on campus, including a printed and online map.

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:

In a Sustainable Development course, students chose personal behavioral modification projects using alternative transportation on campus, sustainable food options, energy reduction strategies, and other sustainability-related challenges.

In a course on "Biophilic and Green Design," students developed a design for a green facility for Emory.

In an Environmental Policy course, a fieldtrip uses a current construction project on campus to assess sustainability issues.

In an Environmental Studies course, Oxford students study local county Smart Growth principles and assess their LEED gold residence hall.

In the Foundations of Sustainability course, a student produced a short film correcting common misunderstandings of carbon emissions on campus.

In the Foundations of Sustainability course, a group of students created a survey to investigate how well dorm residents understand the green features in their buildings.

In the Foundations of Sustainability course, a student investigated the potential for Renewable Energy Credits if Emory invested in co-generation technologies, producing both heat and electricity.

In the Foundations of Sustainability course, a student compiled data from research on green roofs, demonstrating their value in future building retrofits.

In the Foundations of Sustainability course, a student assessed the effectiveness of campus energy conservation competitions.

In the Foundations of Sustainability course, a group of students investigated whether users are more likely to leave lights on in LEED buildings or older buildings.

In the Foundations of Sustainability course, a student studied standby energy and best practices for promoting smart power strips.

For the Sustainability Minor Capstone, a student assessed the strengths and weaknesses of natural gas as a vehicle fuel for greening Emory's fleet.

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:

In a "Contemporary Issues in Dance" class, one student final project option is to choreograph a dance on a individually-selected physical site on campus that is evocative of "place" for the individual student (and adhering to guidelines presented on course unit on constructing environmental dance).

In a Sustainable Development course, students chose personal behavioral modification projects using alternative transportation on campus, sustainable food options, energy reduction strategies, and other sustainability-related challenges.

As a Sustainability Minor Capstone project, a student mapped all edible plants on campus and created a web-based guide for future gleaners.

Students in an Environmental Sciences course write reflections on the various aspects of the ecology in the Lullwater campus forest reserve.

In an "Ecology of Emory" course, the class produced a field guide to the plants of campus.

In an interdisciplinary course that involves a written reflection component, students are taken to specific places on the Emory campus and asked to reflect on the historical and biological significance of the place. Darwin's notion of struggle for existence, for example, is discussed. Other topics include: differences between nature and city; traces of urban development in a natural setting; traces of Emory, Atlanta, US, or American history on the place; significance of students' presences in this place.

A graduate student in Environmental Health developed a commissioning process and computer monitoring system for Emory University past and future cistern systems.

A graduate student in Environmental Health developed a standardized method for the creation of animal area hazard signs at the Yerkes National Primate Research Center.

In an introductory Sociology course, students use the dining hall, residence halls, and college grounds as experimental locations to violate low-level norms and raise a small ruckus to investigate how people might react to norm violation comparatively based on social location, non/participation in student governance, race, class, gender, nation of origin, etc.

In a biology class, students learn (and are tested on) the native trees and shrubs of the Southeast Piedmont region over the seasons, using the campus grounds. Class activities include landscaping, planning and coordination with the campus services staff.

In a biology class, students learn about local invasive species and work on the Oxford College Forest Restoration Team. Students learn about forest systems, biodiversity, the landscaping industry, and the Emory Sustainability Goals for forest restoration. Students also partner with the City of Oxford for Arbor Day to assist with public dialogue around trees and invasive species. The local community was invited to join in learning about invasives and in restoration work.

In an Environmental Studies course, Oxford students study local county Smart Growth principles and assess their LEED gold residence hall.

In an Environmental Studies class, based on historic campus planning documents, a student demonstrated the value of greenspace to the character of the campus.

In the Foundations of Sustainability course, a student created a map of edible plants on campus.

In the Foundations of Sustainability course, a student investigated available technologies for harvesting and storing rainwater runoff from parking structures to be used in irrigating sports fields.

In the Foundations of Sustainability course, a student studied the potential for mitigation banking credits through riparian restoration projects on campus.

For the Sustainability Minor Capstone, a student created a field-guide to edible wild plants on campus, including a printed and online map.

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:

In a Sustainable Development course, students chose personal behavioral modification projects using alternative transportation on campus, sustainable food options, energy reduction strategies, and other sustainability-related challenges.

In the Foundations of Sustainability course, a student researched ionized water as a green cleaning product for campus.

For the Sustainability Minor Capstone, a student constructed a demonstration hydroponic system for a campus dining facility, highlighting its potential for locally sourced food.

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:

In a Sustainable Development course, students chose personal behavioral modification projects using alternative transportation on campus, sustainable food options, energy reduction strategies, and other sustainability-related challenges.

A graduate student in Environmental Health measured heterogeneity in pulmonary response to a prescribed commute.

In an Environmental Studies Class, a group of students gathered data on un-recycled cans and bottles at fraternity parties and proposed strategies for diverting recyclables. The students also highlighted the need for safe, sustainable transportation to after-hours parties at area bars.

In the Foundations of Sustainability course, a student researched the history of race, class, and transportation access in Atlanta to support Emory's advocacy for a proposed regional sales tax targeting transportation.

In the Foundations of Sustainability course, students created a survey to inform changes to shuttle schedules.

For the Sustainability Minor Capstone, following the defeat of a proposed regional sales tax targeting transportation, a student assessed the future of bicycle, pedestrian, and mass transit projects surrounding the university.

In the Foundations of Sustainability course, a student worked with university staff and outside contractors on a new vehicle lease agreement to green the fleet of rental vehicles available on campus.

For the Sustainability Minor Capstone, a student assessed the strengths and weaknesses of natural gas as a vehicle fuel for greening Emory's fleet.

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:

In an Environmental Policy course, a fieldtrip uses a current construction project on campus to assess sustainability issues.

In an Environmental Studies Class, a group of students gathered data on un-recycled cans and bottles at fraternity parties and proposed strategies for diverting recyclables. The students also highlighted the need for safe, sustainable transportation to after-hours parties at area bars.

In the Foundations of Sustainability course, a student filmed the compost, trash and recycling containers outside a dining facility to determine the most common mistakes and develop a strategy to improve signage.

In the Foundations of Sustainability course, a student investigated the process used to recycle and/or dispose of Emory's e-waste, assessing the company the university contractor against industry best-practices.

In the Foundations of Sustainability course, a group of students developed strategies to increase recycling rates at fraternities.

For the Sustainability Minor Capstone, a student re-established a council of sustainability representatives from campus Greek organizations, which sponsored a clothing swap event.

In the Foundations of Sustainability course, a group of students created a video, "Emory's Trash Can…," showing the total value of recyclable and compostable waste 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:

Students in an Environmental Sciences course write reflections on the various aspects of the ecology in the Lullwater campus forest reserve.

A graduate student in Environmental Health developed a commissioning process and computer monitoring system for Emory University past and future cistern systems.

In an Environmental Policy course, a fieldtrip uses a current construction project on campus to assess sustainability issues.

In the Foundations of Sustainability course, a group of students created a survey to investigate how well dorm residents understand the green features in their buildings.

In the Foundations of Sustainability course, a student researched ionized water as a green cleaning product for campus.

In the Foundations of Sustainability course, a student investigated available technologies for harvesting and storing rainwater runoff from parking structures to be used in irrigating sports fields.

In the Foundations of Sustainability course, a group of students investigated the potential for a campus-based hydroponic system.

In the Foundations of Sustainability course, a student compiled data from research on green roofs, demonstrating their value in future building retrofits.

In the Foundations of Sustainability course, a group of students compiled potential educational materials for a campus water reclamation project, to be used with elementary school groups.

For the Sustainability Minor Capstone, a student constructed a demonstration hydroponic system for a campus dining facility, highlighting its potential for locally sourced food.

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

A graduate student in Environmental Health developed a commissioning process and computer monitoring system for Emory University past and future cistern systems.

Students in Environmental Studies surveyed the Oxford College campus about the Meatless Monday Program and presented results to a group of stakeholders at the end of the semester.

In a biology class, students learn (and are tested on) the native trees and shrubs of the Southeast Piedmont region over the seasons, using the campus grounds. Class activities include landscaping, planning and coordination with the campus services staff.

In a biology class, students complete a food and nutrition unit that includes logging their food intake, then evaluating their diet based a several nutritional guidelines; the unit includes evaluation of the food service offerings and recommendations to the campus food committee for improving these choices.

In a biology class, students learn about local invasive species and work on the Oxford College Forest Restoration Team. Students learn about forest systems, biodiversity, the landscaping industry, and the Emory Sustainability Goals for forest restoration. Students also partner with the City of Oxford for Arbor Day to assist with public dialogue around trees and invasive species. The local community was invited to join in learning about invasives and in restoration work.

In an Environmental Studies course, Oxford students study local county Smart Growth principles and assess their LEED gold residence hall.

In an Environmental Studies class, based on historic campus planning documents, a student demonstrated the value of greenspace to the character of the campus.

In the Foundations of Sustainability course, a student investigated the history and management of the Green Fund, created by students to collect voluntary contributions to sustainability projects. After three years, SGA had not in fact collected or distributed any funds.

In the Foundations of Sustainability course, a student developed a social media strategy for promoting campus sustainability initiatives.

For the Sustainability Minor Capstone, a student re-established a council of sustainability representatives from campus Greek organizations, which sponsored a clothing swap event.

In the Foundations of Sustainability course, a group of students developed a user-friendly e-book compiling information on sustainability initiatives.

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:

In a course on "Biophilic and Green Design," students developed a design for a green facility for Emory.

In an interdisciplinary course that involves a written reflection component, students are taken to specific places on the Emory campus and asked to reflect on the historical and biological significance of the place. Darwin's notion of struggle for existence, for example, is discussed. Other topics include: differences between nature and city; traces of urban development in a natural setting; traces of Emory, Atlanta, US, or American history on the place; significance of students' presences in this place.

In the Foundations of Sustainability course, a student researched the history of race, class, and transportation access in Atlanta to support Emory's advocacy for a proposed regional sales tax targeting transportation.

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

In a "Contemporary Issues in Dance" class, one student final project option is to choreograph a dance on a individually-selected physical site on campus that is evocative of "place" for the individual student (and adhering to guidelines presented on course unit on constructing environmental dance).

Students in an Environmental Sciences course write reflections on the various aspects of the ecology in the Lullwater campus forest reserve.

In a course on "Biophilic and Green Design," students developed a design for a green facility for Emory.

A graduate student in Environmental Health measured norovirus and rotavirus prevalence in immunocompromised patients and nosocomial infections in Emory's Egleston and Scottish Rite Children's Hospitals.

A graduate student in Environmental Health developed a standardized method for the creation of animal area hazard signs at the Yerkes National Primate Research Center.

A graduate student in Environmental Health assessed custodial ergonomics among Campus Services custodial staff.

In a biology class, students complete a food and nutrition unit that includes logging their food intake, then evaluating their diet based a several nutritional guidelines; the unit includes evaluation of the food service offerings and recommendations to the campus food

committee for improving these choices.

In the Foundations of Sustainability course , a student researched best practices among universities for promoting plant-based diets.

For the Sustainability Minor Capstone, a student constructed a demonstration hydroponic system for a campus dining facility, highlighting its potential for locally sourced food.

For the Sustainability Minor Capstone, a student developed a plan for "Meatless Mondays" in university dining facilities.

In the Foundations of Sustainability course, a group of students worked with area food banks to develop a process for distributing fresh vegetables from the university's educational gardens.

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:

In a course on "Biophilic and Green Design," students developed a design for a green facility for Emory.

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:

Students in Environmental Studies surveyed the Oxford College campus about the Meatless Monday Program and presented results to a group of stakeholders at the end of the semester.

In a biology class, students learn about local invasive species and work on the Oxford College Forest Restoration Team. Students learn about forest systems, biodiversity, the landscaping industry, and the Emory Sustainability Goals for forest restoration. Students also partner with the City of Oxford for Arbor Day to assist with public dialogue around trees and invasive species. The local community was invited to join in learning about invasives and in restoration work.

In the Foundations of Sustainability course, a group of students created a survey to investigate how well dorm residents understand the green features in their buildings.

In the Foundations of Sustainability course, a student researched the history of race, class, and transportation access in Atlanta to support Emory's advocacy for a proposed regional sales tax targeting transportation.

In the Foundations of Sustainability course, a group of students compiled potential educational materials for a campus water reclamation project, to be used with elementary school groups.

For the Sustainability Minor Capstone, following the defeat of a proposed regional sales tax targeting transportation, a student assessed the future of bicycle, pedestrian, and mass transit projects surrounding the university.

In the Foundations of Sustainability course, a group of students worked with area food banks to develop a process for distributing fresh vegetables from the university's educational gardens.

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:

In a biology class, students learn (and are tested on) the native trees and shrubs of the Southeast Piedmont region over the seasons, using the campus grounds. Class activities include landscaping, planning and coordination with the campus services staff. (Biodiversity)

In a biology class, students learn about local invasive species and work on the Oxford College Forest Restoration Team. Students learn about forest systems, biodiversity, the landscaping industry, and the Emory Sustainability Goals for forest restoration. Students also partner with the City of Oxford for Arbor Day to assist with public dialogue around trees and invasive species. The local community was invited to join in learning about invasives and in restoration work. (Biodiversity)

In the Foundations of Sustainability course , a student researched best practices among universities for promoting plant-based diets. (Education)

In the Foundations of Sustainability course, a student produced a short film correcting common misunderstandings of carbon emissions on campus. (Education)

In the Foundations of Sustainability course, a student developed a social media strategy for promoting campus sustainability initiatives. (Education)

In the Foundations of Sustainability course, a group of students compiled potential educational materials for a campus water reclamation project, to be used with elementary school groups. (Education)

For the Sustainability Minor Capstone, a student constructed a demonstration hydroponic system for a campus dining facility, highlighting its potential for locally sourced food. (Education)

For the Sustainability Minor Capstone, a student developed a plan for "Meatless Mondays" in university dining facilities. (Education)

In the Foundations of Sustainability course, a group of students developed a user-friendly e-book compiling information on sustainability initiatives. (Education)

In the Foundations of Sustainability course, a group of students created a video, "Emory's Trash Can…," showing the total value of recyclable and compostable waste on campus. (Education)

In the Foundations of Sustainability course , a group of students developed a proposal for "green dollars," a local currency supporting green businesses and campus-based initiatives. (Funding)

For the Sustainability Minor Capstone, a student created a field-guide to edible wild plants on campus, including a printed and online map. (Education)

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Peggy Barlett
Goodrich C. White Professor
Anthropology

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.

Submission Note:

Data reported for 2013-2014 academic year.

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

Number of the institution's faculty and/or staff engaged in sustainability research:
90

Total number of the institution's faculty and/or staff engaged in research:
986

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

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

68

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:

Peggy F. Barlett, Anthropology
Peter Little, Anthropology
David Nugent, Anthropology
Carol M Worthman, Anthropology
Huw Davies, Chemistry
Michael C Heaven, Chemistry
Craig Livingston Hill, Chemistry
Tianquan Lian, Chemistry
Stefan Lutz, Chemistry
Eri Saikawa, Environmental Science
Tracy Yandle, Environmental Science
Vincent Bruyere, French and Italian
Elena Conis, History
Patrick Nicholas Allitt, History
Thomas Rogers, History
Cathryn Johnson, Laney Graduate School
Victoria Ann Powers, Math & Computer Science
Naama Harel, ME and S Asian Studies
Andrew Mitchell, Philosophy
John J. Stuhr, Philosophy
Cynthia Willett, Philosophy
Michael Rich, Political Science
Karen Hegvedt, Sociology
Eloise B. Carter, Oxford College Biology
Deric Shannon, Oxford College
Peter Roberts, Organization & Research
Mindy Goldstein, Turner Environmental Law Clinic
Ani Satz, School of Law
Barbara Woodhouse, Barton Clinic
Carrie Ann Cwiak, GYN OB: Family Planning
Dong Shin, HMO: Medical Oncology
Mamoru Shoji, HMO: Medical Oncology,
Guillermo E. Umpierrez, MED: Endocrinology
James M. Hughes, Med: Infectious Disease
Vincent Marconi, Med: Infectious Disease
Xiaonan Wang, Med: Nephrology

Francois J. Villinger, Pathology

Robert J. Geller, Peds: General

Lawrence Scahill, Peds: Marcus

Alicia Smith, Psych: General Dept.

Sarah Blanton, Rehab: Rehabilitation

Kristin Dunkle, Behavioral Science & Health

Kathleen Rae Miner, Behavioral Science & Health

Frank Wong, Behavioral Science & Health

Lance A. Waller, Biostatistics, Environmental Health

Dana Barr, Environmental Health

Karen Levy, Environmental Health

Justin Victor Remais, Environmental Health; Epidemiology

Michele Marcus, Epidemiology

Deborah A. McFarland, Global Health; Health Policy & Management

Steven D. Culler, Health Policy and Management

Andrea Christina White, Theology & Culture

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

Faculty survey

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

Robert Agnew, Samuel Candler Dobbs Professor, Department of Sociology has carried out research on the social consequences of climate change, including climate change and crime. His article, "Dire Forecast: A Theoretical Model of the Impact of Climate Change on Crime," appeared in Theoretical Criminology.

Jennifer R. Ayres, Assistant Professor of Religious Education and Director of the Religious Education Program in the Candler School of Theology, researches issues of faith formation in ecological context, social activism, and popular culture. She is the author of Good Food: Grounded Practical Theology (Baylor, 2013), in which she focused her attention on religious responses to the global food system, and Waiting for a Glacier to Move: Practicing Social Witness (Pickwick, 2011). Her current research explores educational practices that cultivate ecologically-attuned Christian faith.

Peggy F. Barlett, Goodrich C. White Professor, Department of Anthropology and Faculty Liaison to the Office of Sustainability Initiatives is co-editor of Sustainability in Higher Education: Stories and Strategies for Sustainability (MIT Press, 2013). She received the inaugural AASHE Faculty Sustainability Leadership Award and carries out research on campus food systems and innovative strategies for institutional change. She serves on the Board on Agriculture and Natural Resources of the National Research Council.

Berry Brosi, Assistant Professor, Department of Environmental Sciences has been funded by NSF, NIH, and USDA to explore honey bee declines using an ecological and evolutionary approach, including the consequences for plant reproduction of pollinator removal. He is a lead author in the IPBES (UN-sponsored Intergovernmental Platform on Biodiversity and Ecosystem Services) "Global Assessment of Pollination and Pollinators." The causes and ecosystem functional consequences of pollinator declines are of critical societal relevance, given the central role of bees as pollinators in both natural ecosystems as well as the human agricultural enterprise.

Rosemarie Garland-Thomson, Professor of English and Women's Studies, is a specialist on accessibility and sustainability, disability access, human centered design, and cultural disability studies. Her current book-in-progress, entitled Habitable Worlds, concerns the logic

and design of inclusive public space.

Mindy Goldstein, Director of the Turner Environmental Law Clinic and Associate Clinical Professor of Law focuses her work on sustainable energy and climate change, urban agriculture and farming, water quality and coastal resource protection, natural resource allocation, environmental justice, conservation, and land use. She was instrumental in the new urban agriculture ordinance that puts the City of Atlanta in the forefront of food access legislation.

Jeremy Hess, in the Departments of Emergency Medicine and Environmental Health, carries out research on the health effects of climate change, climate change adaptation, global health, and public health preparedness. A senior medical advisor for the Climate and Health Program at the Centers for Disease Control and Prevention, he was lead author on the 2012 IPCC Special Report on Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation as well as a lead author on the current US National Climate Assessment.

Uriel Kitron is Professor and Chair of the Environmental Sciences department and his research focuses on the environmental risk factors of infectious disease with an emphasis on climate change, urbanization, agricultural practices, and conservation. Focusing on diseases such as dengue, malaria, schistosomiasis, chagas disease, and West Nile virus, he works on the environmental risk factors of transmission dynamics and ecology of the insect vectors and the mammalian and avian reservoir hosts in large-scale collaborations funded by NIH, NSF and CDC.

Karen Levy, Assistant Professor, Department of Environmental Health, Rollins School of Public Health does research on the ecology and epidemiology of waterborne and enteric diseases. Using environmental microbiology and environmental epidemiology, she studies water quality, food safety, and the impact of climate and land use change on the transmission of diarrheal diseases. Some recent work documents the spread of antibiotic resistance in coastal Ecuador.

Tianquan (Tim) Lian, William Henry Emerson Professor, Department of Chemistry carries out fundamental research of novel low cost and highly efficient solar energy conversion concepts. Current research efforts are focused on the preparation, characterization and fundamental understanding of photovoltaic and photocatalytic nanomaterials.

Peter D. Little, Professor and Chair of Anthropology and Director of the Emory Program for Development Studies, is a specialist in development, political economy and pastoralism in East Africa. His recent work on political reform links environmental shifts, climate change, and globalization to dimensions of institutional change, as seen in his new book: Economic and Political Reform in Africa: Anthropological Perspectives (Indiana University Press, 2013).

Wesley Longhofer, Assistant Professor, Organization & Management is a specialist in organizational sociology, institutional theory, nonprofits and philanthropy, corporate social responsibility, international law, and the environment. His current research includes a collaborative, cross-national study of the effect of environmental organizations on power plants' carbon emissions, as well as a number of papers on child rights and environmental policies.

Linda McCauley, Dean of the Nell Hodgson Woodruff School of Nursing, is conducting research on the effects of climate change and increased heat on the health of agricultural workers and also on methods to provide pesticide education to workers speaking indigenous languages. She is a member of the Institute of Medicine's Board on Population Health and the Roundtable on Environmental Health. Most recently she served on the National Academy of Sciences Advisory Group for the Gulf Research Program.

Dierdra Reber, Assistant Professor, Department of Spanish, researches contemporary Latin American and U.S. media (film, television, advertising, and political discourse) to explore the cultural shift from reason, which became dominant with the birth of free-market capitalism in the eighteenth-century age of revolution, to a greater emphasis on feeling, emotion, and sensory perception, as described in her new book, Coming to Our Senses: Affect and an Order of Things for Global Culture. Current work also combines interests in postcolonial studies and contemporary sustainability discourse to understand the construction of social legitimacy and power.

Justin Remais, Associate Professor, Department of Environmental Health, Rollins School of Public Health was recently awarded $2.5 million by the NSF Water, Sustainability and Climate Program to address waterborne disease risks in a changing and variable climate, using as test sites well-studied regions in western China and northern Ecuador. The project brings together earth scientists, environmental engineers, mathematical modelers, social scientists, and epidemiologists from five universities to develop open-source computational models for estimating the risk of infectious disease transmission in changing environments. Recent publications also address food safety and water sanitation challenges in China and modeling approaches for estimating health co-benefits of greenhouse gas mitigation strategies.

Eri Saikawa, Assistant Professor, Environmental Sciences and Environmental Health, Rollins School of Public Health. Funded by NOAA, the Energy Foundation, and NSF, her research focuses on the source and the magnitude of emissions linked to air pollution, ozone depletion and global warming, the modeling of past, present, and future global soil nitrous oxide emissions, global CFC-12 emissions, the seasonal and inter-annual variability of nitrous oxide emissions/mixing ratio, quantifying the impacts of Chinese vehicle emissions on regional air quality and health, and analyzing indoor air quality in Tibet. The impacts of these emissions on humans and on society, possible policy measures, as well as the role of politics in the policymaking process are also part of her work.

The website URL where information about sustainability research is available:

http://sustainability.emory.edu/page/1047/Faculty-Research

Support for Research

Responsible Party

Peggy Barlett
Goodrich C. White Professor
Anthropology

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.

Submission Note:

Data reported for 2013-2014 academic year.

More information about support for sustainability research and learning includes:

Specific Library Resource Guides Currently on line:
• Sustainability Films for the Social Sciences by Selina Gallo-Cruz
• Sustainable Development by Lori Jahnke
• Development Studies by Tim Bryson, Hikmat Faraj, Phil MacLeod, Elizabeth McBride, Robert O'Reilly, Michael Page, Guo-Hua Wang
• African Studies Research Guide: News by Elizabeth McBride
• Development Data Resources, including Social Indicators by Robert O'Reilly.
• Environment and Natural Resources by Robert O'Reilly
• Development Studies by Tim Bryson, Hikmat Faraj, Phil MacLeod, Elizabeth McBride, Robert O'Reilly, Michael Page, Guo-Hua Wang
• Selected Data Resources for ECON 362-000 Economic DevelopmentEnvironmental Studies Films List by Kristan Majors Chilcoat
• International Environmental Policy
• Environmental, Health & Development by Kristan Majors Chilcoat
• African Studies Research Guide by Elizabeth McBride
• Climate Change and Society Resources to support SOC 389-002: Sociology of Climate Change
• DANC 190/THEA 190 - The Art of Eating by James Steffen

- Research Guide to Urban Atlanta by Elizabeth McBride
- International Environmental Policy by Kristan Majors Chilcoat
- Political Science 385: Labor, Policy and Development (Spring 2014) by Chris Palazzolo
- ENVS 458: Fishers & Fisheries by Kristan Majors Chilcoat
- Health and Disease in Africa by Elizabeth
- Economics 411: Money and Banking by Robert O'Reilly, Chris Palazzolo
- Political Science 385/African American Studies 385: New Black Political Leadership by Chris Palazzolo
- ENVS 225: Institutions & the Environment by Kristan Majors Chilcoat
- Readings in Anthropology •Biocultural Anth by Lori Jahnke
- Literature and Environment Research Guide •Ecocriticism section by Christina Colvin |

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

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

Yes

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

The Office of Sustainability Initiatives provides an Incentives Fund to support research, campus-based projects, and the development of new rituals to promote sustainability on Emory's campuses. All faculty, staff and students, including Emory Healthcare and Oxford College members, are eligible to apply. Funds may be used for supplies, materials, publicity, and travel costs (excluding equipment). Proposals are welcome in all areas, with priority given to proposals in the areas of recycling, sustainable food systems, energy reduction, alternative transportation, and connection to 'place'. Research and rituals must be carried out on campus.

http://sustainability.emory.edu/page/1036/Incentives-Fund

For undergraduate students who would like to participate more fully in meaningful research early on in their academic careers, Emory College offers Scholarly Inquiry and Research at Emory (SIRE). SIRE promotes undergraduate research projects through grants, faculty-student research partnerships, and summer research stipends. Many students take advantage of this research and funding opportunity to engage in sustainability-focused research. Past examples include a sustainability minor that used SIRE funds to research "Sustainability on Campus," including challenges and successes toward student-engagement, and faculty-student research partnership on "Environmental Concerns: How Does "Living Green" at College Matter?: A naturally occurring field experiment at Emory to compare the attitudes, identities, behaviors, and perceptions of environmental issues of first-year students living in the "green" dorm."

http://college.emory.edu/home/academic/research/sire/

The Center for Community Partnerships (CFCP) also sponsors a Graduate Fellowship for Engaged Research, which seeks applicants experienced and interested in one or more of the following topic areas: community building and social change; equitable development and neighborhoods (especially topics related to gentrification, neighborhood revitalization, and displacement); social policy (especially public education, welfare, and workforce development); community-based health concerns; the environment and sustainability; immigrant and refugee communities; communications and media production (audio, video, print and/or web); and engaged learning or

service learning pedagogy. We also have a Sustainability Fellow funded by this CFCP program who is a graduate student who develops our sustainability-related community outreach internships and other student opportunities. Additionally, CFCP's Sustainable Partnerships for Atlanta Neighborhoods (SPAN) grant funds student research projects focusing on maximizing the well-being of the urban environment and its natural resources like green space and waterways as health-enhancing, recreational, and community-building assets, and promoting environmentally conscious land-use and housing-development strategies.

http://oucp.emory.edu/our_work/community_work/environment_sustainability.html

The Fox Center for Humanistic Inquiry provides a variety of grants to faculty and students for various projects in the humanities, including issues of social justice, equity, and diversity.

http://chi.emory.edu/

The Global Health Institute Individual Field Scholars Program promotes student learning by linking academic study with practical experience in the field. Individual scholars conduct short-term global health projects focusing on under-served and/or vulnerable populations around the world. Applicants can conduct projects either abroad or within the United States, however, they must demonstrate a significant need in the population with whom they propose to work. Scholarship recipients receive up to $3,000 to conduct their projects.

http://cipa.emory.edu/programs/research/global.html

The Sustainability Minor requires all students in the program to carry out a capstone research or outreach activity on sustainability issues for which they receive two credits. This research project may be part of Honors Research, study abroad, an internship, or other academic course. Student research within this department is incentivized by course credit and mentorships.

http://devstudies.emory.edu/undergraduate/research.html

At Emory, Anthropology and Sustainability are intimately related and Emory's anthropology department is lucky to have several professors with interest in the sustainability field. For students of anthropology, sustainability research is incentivized by internships and grants.

http://anthropology.emory.edu/home//undergraduate/research.html

Students in the Development Studies department are incentivized to research sustainability through mentorships and internships.

http://devstudies.emory.edu/undergraduate/research.html

Students in the Environmental Sciences department are incentivized to research sustainability through mentorships and funding.

http://envs.emory.edu/home/research/index.html

Doctor of Medicine students are incentivized to research sustainability by funding and mentorships.

http://www.med.emory.edu/research/index.html

Students at the Turner Environmental Law Clinic are incentivized to study sustainability by mentorship (those who conduct research work closely with one of four full-time faculty members) and externships.

http://www.law.emory.edu/academics/academic-programs/environmental-law.html

Sustainability research in the Environmental Health department is incentivized by mentorships and course credit.

http://www.sph.emory.edu/departments_centers/eh/eh_research.html

Epidemiology degree candidates are incentivized to research sustainability topics by mentorships and assistantships.

http://www.sph.emory.edu/departments_centers/epi/research/index.html

Masters in Development Practice students are highly encouraged to incorporate sustainability into their studies. Research into sustainability is incentivized by course credit, mentorships, and internships.

http://web.gs.emory.edu/mdp/about/glance.html

PBEE (Population Biology, Ecology, and Evolution (PhD)) research typically involves deep appreciation for environmental systems and the importance of preserving them. Such research is incentivized by funding, mentorships, and course credit.

http://www.biomed.emory.edu/PROGRAM_SITES/PBEE/research/index.html

Students in the Rollins School of Public Health Master of Public Health (MPH), Master of Science in Public Health (MSPH), and Environmental Studies and Enviromental Health (BS/MPH) programs are strongly interested in sustainability and accordingly, often conduct research in the field. Sustainability research is incentivized by funding and mentorships for all three degree programs.

http://www.sph.emory.edu/research/

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

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:

Emory offers all faculty financial support for research through the University Research Committee.
The URC is a standing committee of the Faculty Council of the University Senate and awards competitive small research grants, especially in fields for which there is little or no external funding or to explore new areas of research that are likely to attract outside support. All regular, full-time faculty members of the University are eligible and proposals are reviewed by five broad discipline-based subcommittees. Sustainability-related projects have been awarded from this fund.

http://www.urc.emory.edu/about/index.html

The Center for Faculty Development and Excellence, an office of the Provost, offers small grants to support Academic Learning Communities that foster faculty collaboration and often lead to future research efforts. Currently, CFDE has supported work in both Climate Change and Sustainable Food Studies areas. Also available are mini-grants to support engaged scholarship in teaching which have been used by faculty for sustainability-related efforts. The CFDE has a focus on Public Scholarship, and it also supports faculty with subvention funds for publication.

http://cfde.emory.edu/index.html

The Office of Sustainability Initiatives provides an Incentives Fund to support research, campus-based projects, and the development of new rituals to promote sustainability on Emory's campuses. All faculty, staff and students, including Emory Healthcare and Oxford College members are eligible to apply. Funds may be used for supplies, materials, publicity, and travel costs (excluding equipment). Proposals are welcome in all areas, with priority given to proposals in the areas of recycling, sustainable food systems, energy reduction, alternative transportation, and connection to 'place'. Research and rituals must be carried out on campus.

http://sustainability.emory.edu/page/1036/Incentives-Fund

The Piedmont Project is a curriculum development effort that seeks to foster an invigorated intellectual community to address global issues and local environmental awareness. Faculty workshops, graduate student work, new course and module development as well as cross-disciplinary dialogue are key efforts for the project, and these sometimes result in research collaborations and grants as well as teaching innovation.

http://piedmont.emory.edu/

The Center for Community Partnerships sponsors a mini-grant program for faculty, which provides financial, technical, and personnel support to faculty and staff for pilot research projects that provide a direct and tangible benefit to communities in the greater Atlanta area. While this grant does not directly specify sustainability-research, a number of grant recipients conduct research in areas of social justice, equity, and the environment. The research must be sought by one or more community organizations, government agencies, or nonprofit organizations and must have a direct and tangible benefit for or application in the community. Grants of up to $5,500 are available and awards are made three times a year.

http://oucp.emory.edu/about_oucp/

The Fox Center for Humanistic Inquiry provides a variety of grants to faculty and students for various projects in the humanities, including issues of social justice, equity, and diversity.

http://www.chi.emory.edu/

The Institute of Critical International Studies helps promote Emory College's goal of global citizenship in a plural world. This goal entails scholarship and outreach to understand societies and cultures and to help reduce inequality and injustice, both across the world and in our international community at home. This mission entails recognition of and interchange with foreign scholars, students and immigrants, as well as the promotion of international scholarship and foreign experience among Emory faculty and students.

http://www.icis.emory.edu/

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

http://web.library.emory.edu/research-learning/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:

For promotion and tenure, scholarship is evaluated based on its advancement of knowledge and is not restricted by departmental or disciplinary boundaries. Reviews of candidates whose research is interdisciplinary tend to be expanded by seeking input from experts from multiple fields, including those outside the department or outside the school/college, as appropriate. The promotion and tenure process has shown that Emory values and rewards research efforts that impact multiple fields and cross disciplinary boundaries. The university-wide committee that advises the president and provost on promotion and tenure issues is itself multi-disciplinary and seeks additional input in its decisions from a broad spectrum of experts to ensure that interdisciplinary research is adequately reviewed. Special mention is made of encouragement for interdisciplinary research in the Principles for Promotion and Tenure, but Emory's size and strong history of support for interdisciplinarity in hiring, retention, and funded programs speaks for itself.

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

http://www.emory.edu/strategicplan/

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:

Several specialized librarians cooperate to build the university's collections in sustainability-related fields. There is a dedicated Environmental Studies librarian, as well as Anthropology and other related fields. Collections in Theology, Law, Business, and Public Health also support sustainability-related teaching and research.

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

http://web.library.emory.edu/library-materials/collections/policies.html

Access to Research

Responsible Party

Peggy Barlett
Goodrich C. White Professor
Anthropology

Criteria

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

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

Submission Note:

Most of the information about Open Access at Emory can be found at these sites:

https://open.library.emory.edu/

http://guides.main.library.emory.edu/OA

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

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

68

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

68

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

OpenEmory is an Open Access repository of faculty authored articles:
OpenEmory is a new service of the Emory University Libraries, created following the Open Access Policy passed by Faculty Council in March 2011. OpenEmory will serve faculty interests by providing an opportunity for the faculty of Emory to disseminate their scholarly articles as widely as possible through open access, making them freely available throughout the world, without charge. Also, OpenEmory will promote greater research impact, assist in retention of authors' copyrights, and ensure preservation of faculty scholarship. All Emory faculty members will have the option to deposit their articles in OpenEmory, in compliance with publisher policies.

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Electronic Theses and Dissertations:

Emory Library uses the Electronic Theses and Dissertations (ETD) repository since 2008, accepting master's theses and dissertations from Laney Graduate School. The ETD repository has since been expanded to accept honors theses from Emory College, theses from the Candler School of Theology and from the Rollins School of Public Health. The dissertations and theses stored in the Emory ETD repository are discoverable by search engines such as Google, and in many cases are made available by their authors immediately via PDF download.

https://etd.library.emory.edu/

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A copy of the open access policy:

The open access policy:

The following Open Access Policy was unanimously approved by Faculty Council at the March 15, 2011 meeting. This text was revised based on faculty feedback and through Faculty Council discussions.

Open Access Policy Text

The Faculty of Emory University is committed to disseminating the fruits of its research and scholarship as widely as possible. In addition to the public benefit of such dissemination, this policy is intended to serve faculty interests by promoting greater reach and impact for articles, assisting authors' retention of distribution rights, and ensuring preservation.

In keeping with these commitments, the Faculty calls upon Emory University, through its Libraries, to create an Open Access repository of faculty authored scholarly articles.[1] Each faculty member[2] grants to Emory University permission to capture and make available his or her scholarly articles the author has chosen to distribute as Open Access and to reproduce and distribute those articles for the purpose of open dissemination. In legal terms, each Faculty member grants to Emory University a nonexclusive, irrevocable, royalty-free, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles the author has chosen to distribute as Open Access, in any medium, and to authorize others to do the same, provided that the articles are not sold for a profit. The Emory Faculty author remains the copyright owner unless that author chooses to transfer the copyright to a publisher.

Scholarly articles authored or co-authored while anyone is a member of the Faculty would be eligible for deposit in the repository unless the Faculty member entered into an incompatible licensing or assignment agreement, such as transferring all copyrights to a publisher. Emory Faculty may embargo scholarly articles from distribution for a specified period of time if a publishing agreement made by the Faculty member is determined to be incompatible with immediate distribution in Emory's repository.

To assist the University in distributing the scholarly articles, each Faculty member may choose to provide an electronic copy of the final author's version of the article at no charge to the Libraries in an appropriate format (such as PDF) specified by the Libraries. The Libraries may make the article available to the public in Emory's Open Access repository. In cases where an embargo period has been specified, the article may be archived in an Emory repository without open access for the period of the embargo, or a complete citation for the article may be submitted when deposit in the repository is incompatible with an assignment made by the faculty member.

This policy applies to scholarly articles for which the faculty author is copyright as defined in Emory's Intellectual Property Policy (Policy 7.6). Any question as to whether a faculty member is the copyright owner of a scholarly article shall be resolved as provided in Emory's Intellectual Property Policy.

The Faculty calls upon the Library Policy Committee, the Provost's Office and the Libraries, in collaboration with the Faculty Council, to develop and monitor an implementation plan for this policy. The LPC and LIbrary, in consultation with the Provost's Office, will submit annual reports to Faculty Council for the first three years of the policy implementation. The policy and service model will be reviewed after three years and a recommendation on revisions to the policy presented to the Faculty Council.

[1] A scholarly article is defined here as in the Budapest Open Access Initiative, that which scholars give to the world without expectation of payment. This encompasses peer-reviewed journal articles, and any unreviewed preprints which they may wish to put online. (

http://www.soros.org/openaccess/read.shtml

)

[2] For the purposes of this policy, a Faculty member is a person employed at Emory under the Faculty Handbook with either a continuous or limited appointment. (

http://www.emory.edy/PROVOST/documents/facultydevelopment/Faculty_Handbook.pdf

)

Prologue for Emory's Open Access Policy

The enduring goal of a university is to create and disseminate knowledge. Emory's vision is to become

"A destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action."

-- Emory Strategic Plan, Where Courageous Inquiry Leads: 2005-2015

An approach to create positive transformation through scholarship is for Emory faculty to make their research available as Open Access. By making Emory faculty scholarship freely accessible everywhere, we raise the visibility of this work, and we further the intellectual community here at Emory. In this context, an Open Access Policy is a rights-retention instrument ensuring that members of the University Community may choose to post works of scholarship that are accessible to the world without charge. An Open Access Repository at Emory provides the mechanism and infrastructure to assure permanency and free access to these works.

The Library Policy Committee (LPC) approached the Center for Faculty Development and Excellence (CFDE) to facilitate discussing Open Access within the Emory community. In April 2009, the Emory Faculty Council approved the request for a series of Open Access Conversations with the faculty, with the goal of developing an Open Access Policy for Emory. The LPC and CFDE held these conversations in the 09/10 academic year.

The LPC and CFDE met with 13 key faculty groups from all colleges and schools of the university and spoke with more than 400 faculty members. An Open Access webpage for Emory at

http://guides.main.library.emory.edu/OA

brought additional transparency to the process. The Spring 2010 issue of Academic Exchange (

) focused on Open Access and digital publishing. The first draft of the OA Policy was reviewed and discussed by Faculty Council in November 2010 and February 2011.

Based on the feedback from faculty during these Open Access Conversations, there is clearly support for the concept of Open Access to faculty articles, although questions were expressed over the resulting workload burden for faculty members and details of implementation. In response to these questions, the Library Policy Committee submits the attached revised Open Access Policy which seeks to serve the faculty's interest by allowing articles to receive open distribution, simplifying the author's retention of distribution rights, and aiding preservation, without adding to the workload of faculty members. The revised Open Access Policy will continue to serve as a mechanism for Emory to preserve the work of Emory scholars in a permanent digital repository and provide access to the work to anyone who seeks it.

The website URL where the open access repository is available:

http://guides.main.library.emory.edu/print_content.php?pid=43389&sid=2144393

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

The Office of Scholarly Communications manages Emory's open access repository, develops related policies, and provides services for faculty and students. This office is part of the Library and Information Technology Services (LITS) unit at Emory. More information at:

http://web.library.emory.edu/research-learning/copyright-services/scholarly-communication-offic

e.html

. The Scholarly Communications Office also administers the Open Access Publishing Fund

https://open.library.emory.edu/authors/oa-fund/

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

https://open.library.emory.edu/

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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:

Data entered for 2013-2014 academic year.

http://www.osls.emory.edu/programs/orientation/leaders.html

http://www.emory.edu/HOUSING/ABOUTUS/rha.html

http://sustainability.emory.edu/page/1035/Student-Groups

"---" *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:

13,898

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

Resident Advisor Program

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

7,656

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

All Resident Advisors (RAs) and Sophomore Advisors (SAs) receive sustainability training during RA/SA Training in August. RAs and SAs incorporate this sustainability knowledge into hall programming throughout the year. For example, during the 2013-2014 school year, RAs organized a Earth Hour celebration, a reusable water bottle decorating party to promote use of reusable water bottles, and an off-campus field trip to teach residents how to use Atlanta's public transportation system.

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

Resident Advisor (RA) and Sophomore Advisor (SA) applicants apply online and participate in an interview with professional staff and students and a group process activity. Based on their applications, recommendations and performance in the interview process, they are selected for the position.

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

All Resident Advisors (RAs) and Sophomore Advisors (SAs) receive sustainability training by Office of Sustainabilty staff during RA/SA Training in August. RAs and SAs incorporate this sustainability knowledge into hall programming throughout the year. RAs and SAs in Few and Evans Halls, which are part of the Living Green First Year Living/Learning community, receive additional training in sustainability.

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

Resident Advisors (RAs) and Sophomore Advisors (SAs) receive staff support from the Office of Residence Life & Housing. All RAs receive a stipend in addition to free room and board.

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

Orientation Leaders Sustainability Training

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

1,526

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

Orientation Leaders (OLs) serve as a University liaison to all new students and families. OLs work with faculty to assist incoming students in their transition to Emory and help familiarize new students with resources on campus. Orientation Leaders have the responsibility of representing the University to students and their families during an intensive, week-long, Orientation session held the week prior to the start of classes. Beginning in fall 2013, OLs received sustainability training by Office of Sustainability staff and are responsible for teaching incoming students about Emory's sustainability initiatives, particularly Emory's waste reduction program and goals.

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

Orientation Leaders (OLs) submit an application and are interviewed by the Office of Student Leadership and Service. OLs are selected based on the following criteria:
-Must be a full-time Emory University undergraduate student
-Must have at least a 3.0 overall grade point average
-Have pride in being an Emory student and want to share that pride with new students.
-Can relate effectively to various cultures, backgrounds, lifestyles, personalities, etc.
-Are involved in the campus community.
-Desire to be a leader and role model on campus and in the community.
-Have high standards of ethical behavior and professionalism.
-Have a positive attitude
-Work well under pressure
-Have creativity, flexibility and a sense of humor
-Understand the importance of a liberal arts education
-Have a willingness to assist first year students in their adjustment to academic life.

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

Orientation Leaders receive sustainability training by the Office of Sustainability during their August training prior to Orientation. OLs are asked to teach incoming students about Emory's sustainability initiatives, particularly Emory's waste reduction program and goals.

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

Orientation Leaders are all student volunteers but receive staff support and training from the Office of Student Leadership and Service.

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

Residence Hall Association (RHA) Sustainability Chairs

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

7,656

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

The Residence Hall Association (RHA) works to promote the goals and purposes of the University as related to residential living, as well as to serve as the student voice. RHA Sustainability Chairs promote sustainability through several mediums. One student serves as an Executive RHA Sustainability Chair and each individual residence hall has its own RHA Sustainability Chair, whose job it is to develop his or her own initiatives and support the Executive Chair. This structure allows RHA to reach all Emory Students in an efficient manner and spread sustainability efforts campus-wide. Examples of peer-to-peer education in 2013-14 includes: educating fellow students in their halls to organize zero waste events and conducting several waste audits of the waste streams of residence halls.

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

The Executive RHA Sustainability Chair is appointed following an interview process by the RHA President and Vice President in late spring. Each hall's RHA Sustainability Chairs is appointed by their Hall Council in the fall of each year.

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

The Office of Sustainability conducts a half-day training for all RHA Sustainability Chairs at the beginning of the fall semester. In this training, chairs learn details about Emory's sustainability initiatives and effective methods for inspiring and creating behavior change in their peers and fellow residents.

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

The Residence Hall Association provides funding for the Sustainability Chairs. The Office of Sustainability supplements this budget, as needed. A paid graduate intern with the Office of Sustainability oversees the program, manages the training, and provides organizational support.

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):

http://www.emory.edu/HOUSING/JOBS/ra.html

Student Orientation

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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:

Data reported for 2013-2014 academic year.

"---" *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:

Since 2007, the Office of Sustainability Initiatives (OSI) has partnered with schools throughout Emory in varying capacities to incorporate sustainability into new student orientation. Listed below are Emory's current efforts to integrate sustainability in orientation.
• All incoming students (undergraduate, transfers, and graduate) receive either reusable water bottles, reusable bamboo utensil sets, or farmers market tote bags that include Emory's sustainability goals to encourage sustainable behaviors from the beginning of their time at Emory.
• The Office of Sustainability has a booth at orientation fairs/expos with Emory College, Rollins School of Public Health, School of

Nursing, School of Medicine, School of Law, and Laney Graduate School. The Office of Sustainability participates in a post-orientation student engagement expo hosted by the School of Theology.

• The Office of Sustainability leads a campus sustainability tour during Orientation which is open to all incoming students and their parents.

• In 2009, Emory held its first "Zero-Waste" Orientation and participation and numbers increase each year. Composting and recycling bins are provided for major events such as the Orientation Fair, Parent's Breakfast, and in some years, the Coke Toast, so that all materials from these events are diverted from the landfill. Student volunteers are stationed by waste receptacles to educate students and their parents about how to properly recycle or compost waste. Orientation planners are presented to by the Office of Sustainability Initiatives and are contacted for reminders to plan their Orientation events as Zero Waste events.

• For several years, new Emory undergraduate students have received sustainability tips and a general introduction to sustainability at Emory in a flyer and/or via the Orientation Blackboard website. Information on alternative transportation options and "back to school" shopping tips are sent to all incoming students and parents prior to arriving on campus.

• In 2013, Orientation Leaders distributed water bottles from OSI to all incoming undergraduates during a required meal during Orientation week. All freshmen also received a cinch bag with a link to the sustainability pledge (

www.sustainability.emory.edu/pledge

) in their residence hall and all graduate schools received water bottles, tote bags, or reusable bamboo utensils set to provide to their incoming students.

• OSI and the Educational Garden Project have tables to provide information to incoming students at the Orientation Fair. Zip Car and Bike Emory are also present at the fair, offering bike safety tips, bike check-out program, and alternative transportation information.

• The Sustainability Showcase (formerly known as the Green Activities Fair) has been held for the past six years in collaboration with Few and Evans Halls during Orientation Week. Representatives from sustainability-related student organizations and Emory departments provide information on how students can get involved on campus.

• All Resident Advisors (RA), Sophomore Advisors (SA), and Orientation Leaders (OLs) receive sustainability training by Office of Sustainability staff.

• Laney Graduate School and School of Nursing students watch the 30-minute "Emory as Place" video during orientation. This film highlights Emory and Atlanta's history, civil rights struggles, environmental challenges, and opportunities for students to contribute. There is a table at the Graduate School Orientation with information about sustainability, alternative transportation and Bike Emory, and the School of Nursing takes students on a woods walk during orientation.

• At the Goizueta Business School, the BBA Program Orientation has moved in recent years to reduce the amount of paper distributed to students and instead direct them to a list of helpful websites.

• In Candler School of Theology's Orientation, Emory's Director of Sustainability Initiatives, Ciannat Howett, has presented at a sustainability panel in past years.

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

http://sustainability.emory.edu/page/1062/Welcome-to-Emory

Student Life

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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.

Submission Note:

Data reported for 2013-2014 academic year.

Additional web page for cultural arts events, installations, etc:
https://blogs.emory.edu/omps/2013/11/08/trashion-show/

Additional web page for programs through which students can learn sustainable life skills:

http://www.emory.edu/HOUSING/ABOUTUS/rlh.html

Additional web pages for sustainability-focused student employment opportunities:

http://sustainability.emory.edu/page/1034/Internships

http://www.emory.edu/HOUSING/JOBS/ra.html

http://www.sph.emory.edu/current_students/REAL/index.html

"---" *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	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes

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

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

Emory has a number of student organizations that work on issues related to sustainability.

Student Sustainability Forum
Emory's Student Sustainability Forum is a group of student leaders from sustainability-related organizations. Members of the Forum are from Emory College and the professional schools. The forum meets biweekly so student sustainability leaders can share experiences of their efforts in working towards a more sustainable Emory. Within these informal dialogues, students learn about the exciting work of fellow groups. The Forum is also a chance for organizations to find intersections in missions where they can collaborate.

Emory Environmental Alliance
Emory Environmental Alliance (EEA) is a student led undergraduate environmental organization that works with Emory and the Office of Sustainability Initiatives to affect institutional change. Club members initiate projects, organize events, and educate fellow students. Projects aim to encompass both social and environmental issues.

Slow Food Emory
Slow Food Emory is a campus chapter of an international movement to promote good, clean, and fair food. These three simple words represent multiple dimensions of food, including sustainable agriculture, preserving biodiversity, producing food without the use of harmful chemicals, ensuring a fair wage for producers and laborers, and allowing equal access to this food that we cherish. Slow Food Emory works to promote these values on campus through eating and cooking together, discussing food access and production issues, educating peers to think critically about their food and its origins, and other activities that reconnect us with the pleasure of eating and the unquantifiable value of food.

Rollins Environmental Health Action Committee (REHAC)
REHAC's mission is to encourage students to make environmentally friendly decisions in their daily lives and raise awareness about environmental justice issues in our community and around the world. REHAC provides free fair trade coffee every week to students who bring their own mug to school, hosts fundraisers for natural disaster relief efforts, encourages students to use alternative transportation,

hosts socials to talk about environmental issues, and participate in art projects to decorate stairwells to encourage students, staff and faculty to take the stairs. REHAC also screens films on environmental issues and volunteers with alternative transit organizations and environmental justice organizations.

Global HEED
Global HEED (Global Health, Education, and Economic Development) is the Emory chapter of the eponymous non-profit. Global HEED seeks to foster the development of servant-leaders and social entrepreneurs in order to empower and engage communities to holistically address their issues and concerns. They act locally and internationally to promote sustainable development that is both environmentally conscious and comprehensive. During the school year, Global HEED collaborates with local non-profits to help address issues related to health, education, and economic development. They also provide students the opportunity to network with professionals pursuing similar interests. During the summer, members have the opportunity to participate in the Global HEED Healthcare Fellowship in Guatemala.

RHA Sustainability Representatives
The Residence Hall Association (RHA) works to promote the goals and purposes of the University as related to residential living, as well as to serve as the student voice. RHA works to promote Emory's sustainability initiatives and programs through several mediums. The Executive Council Sustainability Chairs develop campus-wide efforts that are both interactive and informative. Each individual residence hall has its own RHA Sustainability Chair as well, whose job it is to develop his or her own green initiative and support the Executive Chairs. This structure allows RHA to reach all Emory students in an efficient manner and spread sustainability efforts campus-wide.

Outdoor Emory Organization
The Outdoor Emory Organization (OEO), which annually retains a membership of 350 or more students, is Emory's largest student-run organization and is one of the largest and most active university outdoors organizations in the country. OEO operates in line with Leave No Trace and includes this practice in the curriculum used to train trip leaders. The group organizes a number of weekend trips around the Southeast including whitewater rafting, hiking, rock climbing, and skydiving. The trips are subsidized by money from the Student Government Association (SGA) to increase their affordability for Emory students. Every year, OEO leads three-day Student Outdoor Adventure Retreat (SOAR) trips for incoming students, which take place before students move in and begin orientation and give incoming students the opportunity to meet other new faces and learn about Emory from upperclassman while sleeping under the stars, rafting down a river, climbing rocks, or riding horses through the countryside.■

Generation Response
Generation Response is Emory's environmental/humanitarian magazine. Generation Response gives Emory students a voice on local, national, and international humanitarian and environmental issues. Writers shed light on the people and organizations at Emory and in the greater Atlanta area that are making a positive difference in response to issues. In doing so, the students hope to connect Emory to Atlanta and act as a sort of mutualistic sustainable forum, in which we give sustainable Atlanta organizations publicity to the Emory community and in turn Emory students can seek out these organizations to get involved. The ultimate goal of Generation Response is to encourage Emory students to get involved in making a positive difference in the world. It's about reaching out, so that this generation can respond and take responsibility for our future.

Green Bean Coffee
The Green Bean is a student-run coffee business committed to nurturing the community and environment while maintaining a practical and profitable business. Student employees are involved in the evolution of business practices and provide a fuel of creativity. The Green Bean aims to be a long-lasting and community-friendly campus resource, both for great tasting coffee and tea, and for sustainability education. The Green Bean sells coffee from Cafe Campesino, a fair trade and organic coffee roaster in Americus, Georgia, as well as products from other local suppliers, including Atlanta Fresh grass-fed yogurt. The Green Bean is located inside Cox Hall Food Court. The Green Bean was started from an Incentives Grant issued by the Office of Sustainability Initiatives.

Net Impact
Net Impact is an international nonprofit organization with a mission to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world. Net Impact members are current and emerging leaders in corporate social responsibility, social entrepreneurship, nonprofit management, international development, and environmental

sustainability who are actively improving the world.

Greeks Go Green
Greeks Go Green helps promote sustainability initiatives within Fraternity and Sorority Life and around campus.

Emory Undergraduate Global Health Organization
EUGHO (Emory Undergraduate Global Health Organization) serves to provide information and opportunities for student action concerning international health issues. EUGHO tries to enlighten students on graduate opportunities in the field of global health that reach beyond the obvious public health school options. EUGHO participates in volunteer opportunities both on and off campus with EGHO, Emory's graduate school global health organization. These activities include Quilt on the Quad, World AIDS day, Medshare International, health walks, and educational trips to the CDC and the Carter Center.

Emory Global Health Organization
The Emory Global Health Organization is a student organization based at Emory's Rollins School of Public Health (RSPH). The group seeks to engage in issues of global health outside the classroom by organizing community service events, advocacy campaigns and networking opportunities. Membership is open to the entire Emory University student body, as well as faculty, staff and alumni.

Environmental Law Society
The Environmental Law Society seeks to provide information and to take an active role in the legal dimensions of environmental interests. The group participates in hikes, hosts a Sustainability Week and occasionally invites speakers.

Volunteer Emory
Volunteer Emory's (VE) mission is to collaborate with agents of change for service projects and social justice work that promote learning about self and society. VE runs several weekly sustainability-related service trips in Atlanta, including to Trees Atlanta, local community gardens, and re:Loom, a local non-profit organization that employs recently homeless community members and trains them how to weave upcycled materials into beautiful rugs, scarves, and other products. VE also has large-scale service days in the fall semester (Emory Cares Day) and on Martin Luther King Day. Past trips have included tree plantings with Trees Atlanta and streambank restoration in Lullwater Preserve on Emory's campus, among others. Additionally, VE runs Alternative Fall & Spring Breaks which expose students to issues such as food production/consumption/security, community building/home security, homelessness, hunger, and poverty through service learning.

Graduate Sustainability Group
The Graduate Sustainability Group (GSG) group is a student-led response to the important social and environmental challenges facing the world as a whole and those specific to our local community, namely that of Emory University and greater Atlanta area. GSG recognizes that engaging graduate students in sustainability on both the academic and practical levels opens up important opportunities for scholarship and for incubating the next generation of leaders in social and environmental sustainability. In an effort to foster engagement with sustainability, with all of its challenges and opportunities in a spirit of commitment, rigor, and community, GSG provides opportunities for Emory University students, faculty, and staff to meet and discuss sustainability issues and topics and their relation to issues of both theory and practice on and off the Emory campus. The organization seeks to create an intellectual and, at times, physical space for support, reflection, critique and practical action with regards to our common social and environmental concerns.

Campus Kitchens Emory
Campus Kitchens Emory (CKE) is a new student-run organization at Emory that is developing plans to repurpose and donate unused food to local kitchens and food pantries. In Spring 2014, CKE piloted their donation program and collected and donated several hundred pounds of food. A full launch will begin in Fall 2014. This group is a branch of the national Campus Kitchens organization which operates on multiple campuses across the nation. CKE's mission is to fight hunger in Atlanta through sustainable food waste management while simultaneously fostering an awareness of our consumption and our role in sustainable practices. Campus Kitchens Emory engages students from various groups and organizations in volunteer work that benefits the campus as a whole, fostering community development both at Emory and in Atlanta.

Oxford Sustainability Club

Oxford College's Sustainability Club is the Oxford campus' primary source of environmentally friendly programming. The club combines service and education in a social setting to make sustainable concepts more accessible. Members and non-members alike apply the lessons from these events to their day-to-day lives. This helps promote a lasting culture of environmental responsibility at Oxford.

Candler School of Theology Creation Keepers

The Candler Creation Keepers offers community for students who want to explore their devotion to God as expressed through Creation care. They are responsible for maintaining Candler's Educational Garden and meet regularly to tend it. They also plan and lead several events as part of Emory's Earth Month celebrations, including outdoor worship services, a preaching pageant, and an alternative transportation breakfast that aims to provide sustainably grown and justly traded coffee and food for students who get to Emory via bike, bus, car-pool, or any means alternative to single-passenger car. They enjoy fellowship over meals made from locally produced foods, and work to promote greater ecological awareness at Candler and in our local congregations.

The website URL where information about student groups is available:

http://sustainability.emory.edu/page/1035/Student-Engagement

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 Emory Sustainability Vision set a goal to "include community gardens in the university landscape plan for aesthetic and educational purposes." Currently, Emory has five active small educational food gardens on campus that highlight sustainability and food, including one garden on the Oxford campus. These food gardens are maintained by a team of staff, students, neighbors, and faculty, and harvests are shared within each team. All of the gardens are managed using organic gardening techniques.

Emory's educational gardens are part of a growing sense of what it means to live sustainably, including:

-Increasing awareness of local food and education about what food crops look like and how they grow.

-Reminding passersby that eating locally reduces fossil fuel use and addresses global warming.

-Offering locales of respite and stillness, spaces to withdraw from the ordinary round of academic life.

-Fostering an awareness of seasons and the bioregion of which we are a part.

-Offering meaningful work that increases attachment to place.

-Educating about ethnic traditions and crops from around the world.

The Educational Gardens are governed by teams of faculty, staff, and students.

Additionally, Oxford College has recently hired a farm manager to run an organic farm across the street from Oxford's campus. Slated to be in full operation by fall 2014, the farm will be used to grow food for the dining hall and community, model the use of sustainable farming techniques to support the local community and to provide education and training opportunities for our students on the issues of sustainability. The farm will produce a diversity of vegetables, as well as orchard fruit, cut flowers and shitake mushrooms grown on hardwood logs. Lessons from the farm will be incorporated into the classroom curriculum. Faculty from across Oxford will be invited to use the farm as a resource in their teaching. The Oxford farm is not student-governed.

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

http://sustainability.emory.edu/page/1008/Sustainable-Food

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

The Green Bean is a student-run coffee business committed to nurturing the community and environment while maintaining a practical and profitable business. Student employees are involved in the evolution of business practices and provide a fuel of creativity. The Green Bean aims to be a long-lasting and community-friendly campus resource, both for great tasting coffee and tea, and for sustainability education. The Green Bean sells coffee from Cafe Campesino, a fair trade and organic coffee roaster in Americus, Georgia, as well as products from other local suppliers, including Atlanta Fresh grass-fed yogurt. The Green Bean is located inside Cox Hall Food Court. The Green Bean was started from an Incentives Grant issued by the Office of Sustainability Initiatives.

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

http://sustainability.emory.edu/page/1035/Student-Engagement

A brief description of the sustainable investment or finance initiatives:

Student Environmental Fund
The Student Environmental Fund was created out of a campaign during the fall of 2008 to establish a green fee at Emory University. This campaign was started by Emory's Student Government Association with help from the Emory Environmental Alliance. Emory's Student Government Association (SGA) created a survey during this time that was distributed to the whole student body to gauge support for a green fee. Nearly 2,000 Emory students from across the University participated in taking the survey. Through it, the majority of Emory students indicated that they would be personally willing to give extra money with tuition to increase sustainability at Emory; however, the majority also opposed a new mandatory fee outright for every student. Thus, SGA leaders and campus administration responded by creating the Emory Student Environmental Fund. Money raised by the Student Environmental Fund is appropriated by a committee of students advised by the Director of Sustainability Initiatives. Student Environmental Fund money may be appropriated at the committee's discretion to any project from one of the following three categories:
(1) The purchase of or investment in clean renewable energy in the Southeastern United States;
(2) Student driven projects or services that produce measurable benefits to the environment;
(3) Student Government Association Revolving Green Fund* projects.
Student Environmental Fund projects must demonstrate that they are above and beyond those things Emory is already doing to preserve the environment, and thus, donations will not be offset by reduced spending on environmental preservation by other parts of the university.

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:

Emory annually participates in Campus Sustainability Day (October), Arbor Day Celebration and Tree Planting (February and/or April) and Earth Day (April), all of which typically feature many events on campus.

Each fall, students in a 1-credit anthropology course put on a Sustainable Food Fair, in collaboration with the Office of Sustainability Initiatives and Emory Dining. This lively midday event features music and roughly 40 stands of locally grown fresh food for sale, chefs offering delectable samples, stores featuring sustainably grown foods and other products, and nonprofits in the Emory area that are part of the sustainable food movement. 2013 was

Green Networking Night, hosted annually by the Career Center and Office of Sustainability, brings over 50 representatives of environmental organizations in Atlanta to network with Emory students.

Emory's Sustainable Food Initiative and the Emory Farmer's Market regularly host events to educate Emory students and community members about sustainable food. Events in 2013 included the "Berry Bash" highlighting local blueberries, "Tomato Centric" with a tomato tasting, "Favorite Flavors of Summer", "Ice Cream Social" with a local ice cream producer, and "Pumpkin Fest" with local pumpkins.

In addition, as opportunities arise, the Office of Sustainability hosts lectures and seminars for students and the general public. For example, in 2013, the Office of Sustainability brought Amory Lovins, cofounder of the Rocky Mountain Institute, to campus for a free lecture and partnered with a school of pubilc health student group to host Bridget Luther, President at Cradle to Cradle Products Innovation Institute, for a free lunchtime lecture.

A list of sustainability-related events can be found on the Office of Sustainability Initiatives website.

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

http://sustainability.emory.edu/page/1016/Sustainability-Events#/?i=3

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

In spring 2012, the Center for Creativity & Arts along with the Center for Women at Emory celebrated March's Women's History Month with the "Women and Water" performance and lecture series, examining how lives of women across the world intersect with water. This series included:
• "Women, Water, and Microfinance: Agents of Global Empowerment," a talk by April Rinne, director of WaterCredit, who discussed the relationship between women and water within the framework of gender relations and state policy
• "Women and Water: Empowering Women to Create a Sustainable Future," a talk by national environmental advocate and eco-living expert Laura Turner Seydel who discussed the impact of women's rights on environmental conservation and global access to safe water
• Rollins School of Public Health presented "Constructive interference: A dialogue on sanitation and health through inquiry and art," an interdisciplinary exploration of the impact of safe sanitation on human health
• Environmental artist John Grade returned to Emory's campus to speak about his body of work as well as the experience of creating "Piedmont Divide," a two-part sculptural installation using recycled materials mounted on Emory's campus during the previous fall

In addition, each year, the Office of Multicultural Programs and Services (OMPS) hosts a 'Trashion Show' as part of their 'Unity Month.' Participants use recycled goods to make articles of clothing and groups create dance routines to showcase their fashions. In fall 2013, attendees were encouraged to bring unwanted textiles to donate to a local non-profit, re:Loom, which provides employment to homeless or recently homeless individuals by training them to weave upcycled materials into rugs, scarves, and other products.

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

http://news.emory.edu/stories/2012/02/er_water_women.s_history_month/campus.html

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

The Outdoor Emory Organization (OEO), which annually retains a membership of 350 or more students, is Emory's largest student-run organization and is one of the largest and most active university outdoors organizations in the country. OEO operates in line with Leave No Trace and includes this practice in the curriculum used to train trip leaders. The group organizes a number of weekend trips around the Southeast including whitewater rafting, hiking, rock climbing, and skydiving. The trips are subsidized by money from the Student Government Association (SGA) to increase their affordability for Emory students. Every year, OEO leads three-day Student Outdoor

Adventure Retreat (SOAR) trips for incoming students, which take place before students move in and begin orientation and give incoming students the opportunity to meet other new faces and learn about Emory from upperclassman while sleeping under the stars, rafting down a river, climbing rocks, or riding horses through the countryside.■

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

https://blogs.emory.edu/oeoadventureorientation/

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

First year students at Emory have the opportunity to participate in the Living-Learning Communities as part of Emory's First Year at Emory experience, run by the Office of Residence Life and Housing. There are six Living-Learning Communities: "Citizenship: Your Passport to Emory", "Living Green: Sustainability in the 21st Century", "Global Cultures: Bringing the World to Emory", "Leadership at Emory", "Creativity & Innovation", and "Social Entrepreneurship: Inspire, Ignite, Impact". While the "Living Green" program is the one most directly focused on sustainability, each of these experiences incorporates aspects of sustainability, equity, and social justice into hall programming and the overall residence hall atmosphere. Within the Sophomore Year at Emory program, there is also a themed-living floor called "Green Action", which consists of a group of students who have self-selected to take their commitment to a sustainability living experience to an advanced level of activism.

The website URL where information about the theme is available:

http://www.emory.edu/HOUSING/LLC/first.html

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

Emory's Office of Residence Life and Housing believes "learning that occurs outside of the classroom can often be as valuable as learning that takes place in an academic setting." To that end, all staff are trained before students arrive in the fall as well as during the Resident Advisor class on how to incorporate sustainability themes and elements into their programming for residents. Resident Advisors in the sustainability-themed halls (Few & Evans Hall, Green Action in Woodruff Residental Hall) are required to focus a portion of their programming on sustainability. Some examples of programs in the past year include teaching residents how to make their own environmentally safe cleaners, how to use Atlanta's public transportation, how to use less water and energy when washing and drying clothes, and how to incorporate seasonal, fresh food from our campus Educational Garden Projects into food programs.

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

http://www.emory.edu/HOUSING/ABOUTUS/rlh.html

A brief description of sustainability-focused student employment opportunities:

A variety of sustainability-focused student employment opportunities are available for Emory undergraduate and graduate students. The Center for Community Partnerships (CFCP) offers year-long fellowships for PhD students in the Graduate School and for graduate students in Law, Business, Nursing, Public Health, Theology, and Medicine. These fellowships include: an Engaged Teaching Instructor who teaches a Foundations of Sustainability course; a Community Partnership Fellow who partners with CFCP, the Office of Sustainability, and community partners to enhance engaged sustainability learning opportunities for students in the community; and an Engaged Teaching Assistant who supports the Masters in Development Practice program.
The Office of Sustainability hires paid undergraduate and graduate student interns throughout the academic year and summer to assist staff with on-campus initiatives.
Residence Life and Housing hires undergraduate Resident Advisors (RAs). All RAs are trained before students arrive in the fall as well as

during the Resident Advisor class about sustainability on how to incorporate sustainability themes and elements into their programming for residents.

Students work at Green Bean Coffee which serves fair trade, organic coffee/tea and educates customers about the importance of these products.

At the Rollins School of Public Health, the Rollins Earn and Learn (REAL) program provides funding for master's level public health graduate students to support their academic interests with applied public health experiences in federal, state, and county government agencies, Emory-affiliated programs, and non-profit organizations throughout Atlanta. Many of the REAL placement sites are sustainability-focused.

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

http://oucp.emory.edu/our_work/engaged_learning/grad_fellows.html

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

Starting in 2014, graduating seniors have the opportunity to sign a graduation pledge at an Alumni Association event leading up to Commencement. All seniors who sign the pledge are given a pin with the Office of Sustainability's oak leaf logo to wear during Commencement ceremonies. The pledge incorporates the concepts in the Graduation Pledge Alliance's pledge but also be specific to Emory's culture and goals around sustainability. "I pledge to explore and consider the social, economic, and environmental consequences of my decisions and to use the knowledge I gained at Emory to improve the quality of life for current and future generations in my community and beyond."

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

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

Each year, the Office of Sustainability Initiatives administers the Sustainability Incentives Fund to support research, campus-based projects, and the development of new rituals to promote sustainability on Emory's campuses. Creative proposals are welcomed that seek new knowledge, support new behavior patterns, and foster cultural change. Faculty, staff, and students from Emory University and Emory Healthcare are eligible to apply for the Sustainability Incentives Fund. Funds may be used for supplies, materials, publicity, and travel costs. Proposals are welcome in all areas, with priority given to proposals in the areas of waste, sustainable food, energy, alternative transportation, and connection to "place." Research and rituals must be carried out on campus.

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

http://sustainability.emory.edu/page/1036/Incentives-Fund

Outreach Materials and Publications

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

Submission Note:

Data reported for 2013-2014 academic year.

"---" 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	Yes
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	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The Office of Sustainability Initiatives website serves as a central resource for Emory's sustainability vision, efforts, news, events, organizations, policies, guidelines and initiatives. In addition, the website provides links to other related websites, including Emory Recycles, the Emory University LEED Map,Transportation and Parking Services, Bike Emory, Outdoor Emory Organization, and the

Emory Piedmont Project. The Office of Sustainability Initiatives plans to update its website in Winter 2014.

The website URL for the central sustainability website:

http://sustainability.emory.edu/

A brief description of the sustainability newsletter:

The Office of Sustainability Initiatives publishes an online newsletter twice a year that is distributed to the Emory community and surrounding neighborhoods. OSI also issues sustainability notices through the Sustainability Listserv, which updates subscribers about sustainability events and news around campus. Currently, the listserv has 2,017 subscribers, and notices are sent out roughly 3-4 times a month.

The sustainability website also features an "Articles and Resources" section, which serves as an online compilation of News and Articles related to sustainability efforts and events at Emory.

Lastly, sustainability features prominently in numerous campus newsletters including "Emory Magazine", "Emory Report", and Campus Services' "Newsbeat," which regularly features green efforts of the Facilities Management Department.

The website URL for the sustainability newsletter:

http://sustainability.emory.edu/page/1018/Articles-and-Resources

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

Emory's Office of Sustainability manages a Twitter account (@EmoryGreen), Facebook page (Emory Sustainability), and Pinterest page specifically focused on Sustainability.

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

http://facebook.com/emorysustainability

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

The Scholarly Inquiry and Research at Emory (SIRE) Program serves as the primary vehicle for showcasing undergraduate student research. SIRE promotes undergraduate research projects through grants, faculty-student research partnerships, and summer research stipends, offering advantages to both students and faculty. Undergraduate Research Symposiums are held bi-annually and feature student research from all disciplines. While this symposium is not focused directly on sustainability research, numerous research projects in the past have related to sustainability. Some examples of previous research projects in sustainability research include: "British Missionary Attitudes to Food and Related Culture" by Romana Perez (Fall 2012); "Tufted Deer Habitat Selection in the Motianling Land Trust Reserve, Sichual Province, China" by Heidi Ma (Fall 2012); "Antibiotic Resistant Bacteria in Rivers and Streams of Northern Coastal Ecuador" by Gouthami Rao (Spring 2012); "Behavioral Response and Mortality of Grass Shrimp Palaemonetes pugio Exposed to South Louisiana Crude Oil and Hiclean Chemical Dispersant" by Gwyneth Manswer (Spring 2012); "Responses to Natural Disasters in the Ottoman Empire" (Spring 2013); "Climate of Crisis: America in the Age of Environmentalism" (Spring 2013); "Effects of Bee Species Losses on Foraging Behavior" (Spring 2013); "Ecology of Infectious Diseases in Ranomafan, Madagascar" (Spring 2013).

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

http://college.emory.edu/home/academic/research/sire/

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

All LEED certified buildings at Emory feature a LEED certification plaque. There is also additional signage around campus that highlights particular green features of some of the LEED buildings. 19 of Emory's buildings are equipped with a building dashboard that measures and displays total electricity, heating energy, cooling energy, water consumption and per-floor electricity use. In many of our LEED certified buildings, a number of plaques highlight various green features of the building, including natural lighting and recycled material used in construction.

During the initial phase of construction of a new building, construction signage is used to educate about green building features. For example, for a new hospital tower construction project, the construction fencing highlights the project's compliance with the University's "No Net Loss of Tree Canopy" Policy and will update construction fencing signage during each phase of construction with appropriate sustainability features of the project.

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

http://sustainability.emory.edu/page/1007/green-buildings/green-space

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

In the main dining halls, there is signage to highlight the local and organic foods available in the dining area, as well as signs instructing customers about recycling and composting. Cling stickers at each food station indicate if the food is obtained from the state of Georgia or Emory's 8 state region, as defined in the Emory Sustainability Local Food goal. Emory's Cox Hall food court is piloting a "Zero Landfill Waste" program, given that Styrofoam is the only landfill waste that Emory produces. New and improved signage was developed and installed throughout the food court, including chalk boards with updated local & sustainable food options and "how to" descriptions for recycling and composting.

Outdoor light pole banners, electronic signs, posters, and hard copy flyers draw attention to Emory's Educational Garden projects, Emory Farmer's Market, Local Food specials, and other sustainable food initiatives. The Emory Dining Sustainability website and a "Sustainability News corner" in Emory Dining's monthly electronic newsletter also highlight sustainable food options and tips.

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

http://www.emory.edu/dining/Sustainability.php

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

The Emory Grounds Department uses signage around campus to indicate water conservation efforts, indicating when irrigation is provided by underground cisterns and the use of plant species that use less water. The recent installation of 2 rain gardens and a bioswale have prompted the design of additional signage, not yet available.

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

http://www.campserv.emory.edu/facilities_management/exterior_services/grounds.html

A brief description of the sustainability walking map or tour:

In May 2010, Emory launched a comprehensive online, interactive campus sustainability map in conjunction with Emory's Walk n' Roll campaign. Using the layered map, people can view the locations of Emory's educational food gardens, Bike Racks and shower facilities, building tours of Emory's LEED certified buildings, Cliff shuttle routes, recycling options, and guides to campus plant life, history, arts and more. Pocket-sized sustainability maps have been produced and are distributed to new students, staff and guests, portions of this map have been added to the University's mobile app, and in-person sustainability tours are given upon request.

In addition to the online Sustainability Map, the "Emory as Place" Guided Lullwater Walks provide a one hour and fifteen minute introduction to the history, ecosystems, and ethical responsibilities inherent in Lullwater Preserve as part of Emory University's legacy. Exercises include story-telling, identification of plants and their historical Creek and Cherokee usage, and discussion of Emory's commitment to sustainability. These guided walks are open to all Emory community members and are regularly taken by first year residents as part of their hall programming.

The website URL of the sustainability walking map or tour:

http://sustainability.emory.edu/html/map/index.html

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

Both the Office of Sustainability Initiatives and the Office of Transportation and Parking websites provide information to commuters about Emory's many alternative commute options, including Bike Emory (features Bike Map), Cliff Shuttles (features Cliff Shuttle schedules and real-time locater), subsidized MARTA passes, and more. The Transportation and Parking office developed a real-time shuttle locator that is available as a web page or a mobile app.

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

http://transportation.emory.edu/

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

The Office of Sustainability Initiatives provides pedestrian information by linking to Atlanta's PEDS website. PEDS is an organization that advocates for a walkable Atlanta. Bike Emory provides bicycle maps of the Atlanta area, including Emory's campus, and offers regular bicycle safety classes for free through collaboration with the Atlanta Bicycle Coalition. The OSI website also links to the Map My Ride website where bicyclists can post information about bike routes in metro Atlanta.

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

http://bike.emory.edu/

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

Emory's "Living Green: Sustainability in the 21st Century Living Learning Community" is a program available to first year students at Emory which fosters student commitment to a living green lifestyle through various hall programs. In addition, residence hall bulletin boards and hall decorations highlight various green living tips ranging from energy reduction to recycling.

Beginning in Fall 2012, Green Action is a Second Year at Emory living-learning community that builds upon the theme of Living Green into the second year residence life experience. This community occupies one floor of the Woodruff Residential Center. Residents have an active voice in what's included in the residential programming, events, and education of this sustainable community. Residents also have an opportunity to sit on a Green Action leadership council to control programming and events that take place in Woodruff Residential Center, within the Second Year at Emory program, and among the greater Emory and Atlanta communities.

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

http://www.emory.edu/HOUSING/LLC/green_about.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:

Emory's student newspaper, The Emory Wheel, provides regular coverage of sustainability and has a regular beat reporter focusing on campus life and sustainability.

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

http://www.emorywheel.com/

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

Generation Response is officially "Emory's Environmental/Humanitarian magazine" written by Emory students. The magazine covers local, national, and international humanitarian and environmental issues. Articles shed light on the people and organizations at Emory and in the greater Atlanta area that are making a positive difference in response to the issues.

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

http://generationresponse.wordpress.com/

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

Yes

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

Sustainability initiatives in Emory Healthcare are routinely covered in print and electronic publications and occupy a permanent space in Emory Healthcare's intranet, accessible to staff.

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

http://www.emoryhealthcare.org/employee/food-and-you/sustainability.html

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

Yes

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

Featured prominently around Emory's campus are light-post banners that promote various sustainability initiatives and sustainability tips to the Emory community and visitors. The banners advertise upcoming events, highlight energy saving tips, and promote Emory's Sustainability Pledge which asks community members to choose particular sustainability efforts that they already do or they will complete in the near future.

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

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

No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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:

Data reported for 2013-2014 academic year.

More website links for energy campaign:
http://sustainability.emory.edu/page/1010/energy-awareness

"---" *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):

Energy Awareness Campaign and Reduction Competition

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

Energy Awareness Campaign and Building Energy Reduction Competition:
Campus-wide energy reduction campaigns are organized each October by the Office of Sustainability Initiatives. A prize goes to three buildings with the greatest reduction of energy use in comparison with October in the previous year. Outreach efforts include articles and posters, banners around campus, signs near elevators, etc. The campaign and competition includes administrative buildings, classroom buildings, and residence halls.

The 2013 campaign kicked off with a event including a film screening of "Kilowatt Ours" with sponsorship from Georgia Interfaith Power and Light. The student organization Greeks Go Green assisted with marking and communications, including creating chalk drawings leading up to the competition,designing yard signs, and organizing a space heater roundup with collected space heaters donated to the American Kidney Fund.

Weekly themes helped to make this years competition even more interactive. During the third week of the competition, the Office of Sustainability Initiatives organized a light bulb swap, following the theme of the week, in order to promote the use of high efficiency lighting. Students, faculty and staff could exchange an incandescent bulb for a compact fluorescent bulb during a two-day period in the Dobbs University Center. Other themes included 'turn off lights and appliances,' 'take the stairs,' and 'unplug or use a surge protector to destroy vampire loads.' The themes, along with energy reduction tips, were communicated through various forms of electronic and social media including Facebook and Twitter.

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

The total energy reduction among buildings during the 2013 Energy Competition and Awareness Campaign amounted to 523,194 kWh of electricity, resulting in $36,378 in electricity cost savings. In terms of CO2 emissions, there was a 407 ton reduction from these buildings compared to 2012.

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

http://sustainability.emory.edu/cgi-bin/MySQLdb?VIEW=/viewfiles/view_press.txt&pressid=809

The name of the campaign (2nd campaign):

Recycling Competition

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

Each year, Emory Recycles organizes a recycling competition between all buildings, and awards a $3,000 prize for the winner to spend on dedicated recycling equipment for the building.

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

In 2013, the Goizueta Business School was the winner of the Emory Building Recycling Competition. The school increased its overall recycling by 3,243 pounds from April 2012 to April 2013, recycling a total of 9,832 pounds.

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

http://news.emory.edu/stories/2014/02/er_take_note_building_recycling_contest/campus.html?utm_source=ebulletin&utm_medium=email&utm_campaign=EmoryReport_EB_020414

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

Zero-Waste Commencement:
Beginning during Emory's 2010 Commencement and continuing in all years since, College and professional school Commencement events began to be organized as zero-waste events. Emory Recycles provides equipment for composting and recycling to help graduates, guests, faculty, and staff place their waste in the proper containers and keep it out of the landfill. A number of events have volunteers and balloons at their waste stations to help keep compostables and recyclables out of the landfill and educate guests about the zero-waste event. This effort has become so successful that it is difficult to measure the number of events that are Zero Waste or the landfill diversion rate! Commencement Ad found here:

http://news.emory.edu/tags/topic/commencement/thumbs/EmoryReport_2013commencement.pdf

Don't Dump It, Donate It!:
This event is coordinated by the Emory Recycles Program in coordination with several local Atlanta charities. This drive gives students an opportunity to donate items such as clothes, bedding, or furniture they no longer have use for to local Atlanta charities. During the 2013 drive, 18,000 pounds of clothing, furniture, small household items, and food were donated to charitable organizations. More information here:

http://campserv.emory.edu/fm/recycling/

and here:

http://campserv.emory.edu/fm/recycling/dontdump.html

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The Green Office program is a voluntary program where participating offices and departments are given tools and training for making more sustainable decisions and changing behavior.

The Green Lab program is a voluntary program where participating labs are given tools, training, and are eligible for funding to support more sustainable purchasing and behaviors.

Employee Educators Program

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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*.

Submission Note:

Data reported for 2013-2014 academic year.

"---" *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:

32,178

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

Sustainability Representatives

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

32,178

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

The Office of Sustainability has named sustainability representatives for all major campus buildings to assist Emory in achieving its sustainability vision. These individuals were nominated by a dean or departmental supervisor based upon their respect among colleagues and their leadership capabilities to help Emory achieve its sustainability goals.

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

The sustainability representatives attend monthly meetings hosted by the Office of Sustainability Initiatives where they receive information and training from various speakers about ongoing sustainability initiatives and campaigns. The sustainability representatives in turn help to implement these programs run through the Office of Sustainability Initiatives and other organizations on campus working on sustainability-related issues.

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

The sustainability representatives receive advice, research, support, and training from the Office of Sustainability (OSI) to carry out sustainability campaigns and programs in their building and/or area. They also receive support from various departments around campus during implementation of projects within their buildings, and often utilize OSI interns for research and implementation support.

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

http://sustainability.emory.edu/page/1027/Sustainability-Representatives

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

Sustainable Food Committee

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

32,178

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

Committee members are appointed by the President based upon nominations from the Sustainable Food Committee Committee and its Chair.

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

The Chair provides orientation to each new member of the Sustainable Food Committee. There are also informational programs associated with the regularly scheduled Sustainable Food Committee dinners.

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

The Office of Sustainability and Emory Dining fund and provide staff support for the Sustainable Food Committee meeting dinners, the Fall Food Fair, and the Emory Farmers' Market.

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

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:

The Emory Staff & Faculty New Employee Orientation Guide, distributed to each new Emory faculty and staff hire, begins with an introduction to the university's Strategic Themes and University-wide Initiatives, which include a high-priority on sustainability. The guide also provides information about Alternative Work Arrangements, Childcare at Emory, Community Involvement, Equal Opportunity Programs (EOP), and Transportation at Emory (includes various alternative transportation options).

Every new Emory employee is sent a welcome message from the Office of Sustainability Initiatives with a link to a "Emory as Place" video that orients them to the ecological, historical, and cultural elements of Emory.

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

http://sustainability.emory.edu/page/1013/Emory-as-Place

Staff Professional Development

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

The Office of Sustainability Initiatives runs a Sustainability Representatives program in which each academic and research building designates a staff or faculty member to participate in outreach activities around sustainability. Reps then schedule times to train and teach their building occupants about recycling, energy and water saving strategies, sustainable food issues, and other relevant topics. Reps assemble monthly for educational and planning meetings.

As recycling and compost programs are installed in buildings, offices, and departments, waste trainings are provided by the Office of Sustainability Initiatives and Emory Recycles to enure that building occupants understand Emory's program and its components. These are scheduled as needed, and always available upon request.

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

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

http://sustainability.emory.edu/page/1027/Sustainability-Representatives

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

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

Criteria

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

Each partnership conforms to one of the following types:

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

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

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

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

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

Submission Note:

Additional websites with information about community partnerships:

http://osls.emory.edu/volunteer_emory/

http://www.sph.emory.edu/current_students/rollins_teer/

http://www.ethics.emory.edu/pillars/citizenship/EASL/index.html

http://www.college.emory.edu/home/academic/scholar/prospective/activities.html

http://urbanhealthinitiative.emory.edu/index.html

http://www.law.emory.edu/academics/academic-programs/environmental-law/turner-clinic.html

http://sustainability.emory.edu/page/1019/Programs-and-Partners

"---" *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:

•Volunteer Emory (VE) offers students the chance to engage in the community through weekly service trips, alternative breaks, large scale special events, and social justice dialogues. VE's mission is to collaborate with agents of change for service projects and social justice work that promote learning about self and society. Community partners for weekly service trips have included: Gaia Gardens, Refugee Family Services, Medshare, Clarkston Community Food Pantry, Trees Atlanta, and Global Growers.

• re:loom: One of Emory's newest partnerships is with re:loom, a program of the Atlanta Initiatives for Affordable Housing. Emory "upcycles" its old uniforms and other textiles, by donating them to re: loom which decreases landfill waste and helps Emory works towards its waste diversion goals. re:loom employs and empowers homeless and low-income individuals to weave old textiles into products like purses, hammocks, and rugs. It also serves as a source for vocational training and health-care benefits for its workers, many of whom are women who have not had the education, training, or stable domestic situation to acquire or maintain employment. Several Emory student groups have volunteered at re:loom's weavehouse. This partnership was the winner of the Community Strong category in the Metro Atlanta Chamber's E3 Awards.

• Rollinsteers: The Rollins School of Public Health fosters community partnerships through its "Rollins-teer" service learning program. Since 2007, each year 500+ student volunteers work with at least 25 local charities and organizations like the Atlanta Community Food Bank, the Atlanta Union Mission, and West Oakland Community Park. Students are divided into project teams lead by a 2nd year student or faculty member to promote interaction between members of different parts of the institution. This program simultaneously strengthens Emory's relationship with volunteer organizations, promotes public health, and is a valuable service-learning opportunity for students and faculty.

•The Center for Ethics' Ethics and Service Leadership (EASL) Program sponsors the Servant Leadership Summer internship program, a funded summer internship program that places qualified Emory University students in Atlanta-area nonprofits, government agencies, and socially responsible businesses. EASL internship opportunities include CARE, Center for Civil and Human Rights, the Center for Disease Control (CDC), Eco-Action, East Lake Foundation, Greening Youth Foundation, Livable Communities Coalition, Trees Atlanta, and the Urban League. The Servant Leadership Summer Internship Program is designed to enrich students' lives and integrate the practical, intellectual, and spiritual components of work, while deepening understandings of responsibility, service, and vocation. The initiative includes eight weeks of on-site work, weekly group meetings, readings, and portfolio projects.

• The Scholarship and Service (SAS) summer program offers Emory Scholars an opportunity to work as an intern over the summer in an Atlanta non-profit organization. In addition to study discussion sessions, Scholars have opportunities for personal reflection and mentoring. A Theory Practice Learning program, SAS helps expand the scholar's knowledge about Atlanta, their particular service setting, themselves, and others, as they discover how they best learn and serve as part of a community. Internships placements have

included Sustainable Atlanta, the Atlanta Community Food Bank, the International Rescue Committee, and Global Growers.

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):

• Emory-Grady Urban Health Initiative
The Emory-Grady Urban Health Initiative began in 2011 through the efforts of William Sexson, MD of the Emory University School of Medicine and Carlos Del Rio, MD of the Emory University School of Medicine and the Rollins School of Public Health at Emory University. In recognition of the substantial health challenges and disparities experienced by local urban residents and the incredible health sciences resources present in Atlanta, the Urban Health Initiative was developed to be a unique hub for interdisciplinary and academic-community partnerships around significant urban health issues. The Urban Health Initiative continues to grow and evolve in response to community and academic partners. As the landscape changes, the Urban Health Initiative is committed to changing, learning, and strengthening right along with it. The mission of the Urban Health Initiative is to improve the health of and decrease disparities among diverse and underserved populations in Atlanta. The organization forges vital university and community partnerships in health care, education, and community planning, with all partners working to change the trajectory of health for the children, youth, and families of metropolitan Atlanta and the state of Georgia. Their community partners include the Center for Black Women's Wellness, HEALing Community Center, RING, Super Giant Foods, Grady Memorial Hospital, Families First, Atlanta Local Food Initiative, and Charitable Connections.
One of the major projects of the Urban Health Initiative is the Super Giant Community Garden, located in the Bankhead area of Atlanta. The mission of the Super Giant Community Garden is to work with the community to create happier & healthier individuals through educational gardening. The vision is to nourish this Northwest Atlanta (zip code 30318), a very low resourced area into a flourishing community. As the first community garden in the nation to be located in the parking lot of a grocery store of a low-income neighborhood, the Super Giant Community Garden addresses the pressing environmental health issue of healthy food access in Northwest Atlanta. The Urban Health Initiative received a Coca Cola Foundation start-up SPAN grant and, with the community, built the garden in winter 2014. This project is part of a larger Healthy Hub plan that includes renovations to the existing grocery store, the teaching garden, a teaching kitchen, a HEALing Community Center point of service, a laundromat, and store staff trained as lay health educators. We have just celebrated our first harvest, whose fruits were enjoyed by community gardeners, grocery store staff, and students. Future garden harvests will be split into thirds among the community members, the grocery store, and sold locally to restaurants. All proceeds will be reinvested in the garden. If you would like more information on the Super Giant Community Garden, please visit

http://supergiantgarden.wix.com/emoryuhi

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Another major project of the Urban Health Initiative is the Community Supplemental Transportation Initiative, which includes the Transportation Ministry and the Labor Limo. The vision of the Community Supplemental Transportation Initiative is to provide targeted low-income residents in Atlanta with reliable access to needed services that are social determinants of health. The Transportation Ministry addresses the lack of reliable transportation options for low-income residents in the Neighborhood Planning Units (NPU) V and L in metropolitan Atlanta. The focus of this project is transporting community members without access to transportation to needed services, such as the laundromat, grocery store, and medical, dental, and federal social service offices. On Wednesday, July 9, 2014, the Transportation Ministry had its first ride for the residents of Rolling Bends, a Section 8 housing complex in Northwest Atlanta, provided by a grant from the Trinity Presbyterian Church.
The Community Supplemental Transportation Initiative was developed as a result of conversations with women at the Center for Black Women's Wellness, Atlanta Healthy Start Initiative, who had delivered pre-term, low birthweight babies. We learned low resourced women call 911 when they go into labor. The team learned this results in a $2000 Medicaid bill, with $300 reimbursed. We are

developing a less costly Labor Limo for targeted women in early, healthy labor. Both The Labor Limo and the Community Supplemental Transportation Initiative Transportation Ministry have received funding from the Emory Office of Sustainability.

• Atlanta Lettuce Project (ALP): ALP will be a sustainable grassroots enterprise that utilizes a business model created to transform impoverished communities while meeting the needs of Atlanta's anchor institutions, including Emory University. ALP employees will grow lettuce through hydroponic methods to control for climate, optimize yield, save water, and control pests without pesticide use. ALP will be a cooperative that is owned by its employees, who will mainly be residents of the surrounding neighborhood. Each of the forty employees will receive a living wage, benefits and have profit-sharing rights to the enterprise. Emory's Social Enterprise Center in the Goizueta Business School has worked closely with this project to ensure that the business model for this enterprise will produce positive results for all stakeholders. The goal is for ALP's production to be scaled up over the course of three years and ultimately supply around 3.6 million pounds of lettuce a year to anchor institutions and eventually individual consumers. In order for this enterprise to launch, though, ALP needed committed consumers, and Emory University, along with other anchor institutions, has affirmed its future purchase of lettuce from this local source. Emory has a goal of 75% of food served in its hospitals and cafeterias being sourced locally and/or sustainably by 2015. This commitment to purchasing lettuce from ALP is an important step towards reaching this goal, and also is a significant source of economic development for one of Atlanta's resource-poor neighborhoods. Citywide, ALP also offers an opportunity to reduce the shipments of lettuce from California and Arizona that currently provide over 90% of Atlanta's lettuce, which will reduce environmental impacts and improve product quality.

•Turner Environmental Law Clinic: Emory's Turner Environmental Law Clinic at the Emory University School of Law provides free legal assistance to individuals, community groups, and nonprofit organizations that seek to protect and restore the natural environment for the benefit of the public, while training law students to be effective environmental attorneys with high ethical standards and a sensitivity to the natural environment. Some of the Turner Clinic's partners and clients include: Alliance for Nuclear Accountability, Center for a Sustainable Coast, Friends of the Earth, Georgia Organics, GreenLaw, National Sustainable Agriculture Coalition, National Resources Defense Council, Savannah Riverkeeper, Southern Alliance for Clean Energy, and the Southern Environmental Law Center.

• Medshare: Since 1998, Emory has partnered with Medshare, a nonprofit based in Decatur, Georgia. Medshare collects unused and sterile medical equipment and supplies from several Emory Healthcare locations and sends the materials to over 72 developing countries worldwide. Free clinics and nonprofit organizations within the United States are eligible to receive these supplies as well. This initiative simultaneously supports social health and wellbeing, and diverts waste from landfills. A variety of Emory student groups and programs, including Volunteer Emory and Rollinsteers, volunteer on a regular basis at Medshare in addition to regular Emory Healthcare staff and physician volunteer groups.

•Farmworker Family Health Program: The School of Nursing maintains a summer clinic for migrant farm workers in southern Georgia, which provides basic healthcare to under-served populations. This program is a two week intensive immersion learning experience, where faculty and students relocate from an urban to a rural community to provide health care to migrant and seasonal farm workers and their families. Episodic care of farmworkers may be the only health care they receive during the year and during these clinics, children receive physicals necessary to enter the school system. Students face real-world health care challenges such as working with interpreters and medical supply shortages and interdisciplinary collaboration enables all students to appreciate the contribution of other health professionals to the well-being of the person.

•Community Building and Social Change Fellowship: Emory's Community Building and Social Change (CBSC) fellowship was founded in 2001. This year-long program introduces a select group of Emory undergraduates to the challenges of building community in contemporary urban America. Each CBSC fellow works in collaboration with community leaders and teachers and focuses their research and service on challenges related to health, housing/community development, the environment, or social policy. Examples of successful initiatives by CBSC fellows include expanding community and school gardens in the Edgewood neighborhood, working to reduce crime in refugee communities, and organizing community efforts to create green wealth opportunities in Atlanta neighborhoods.

•Project SHINE (Students Helping In Naturalization and English) Emory is a community-engaged learning initiative administered by the university's Center for Community Partnerships. SHINE provides Emory students with learning opportunities through civic engagement with the metro Atlanta area's rapidly growing immigrant and refugee population – new Americans learning English, studying to become

U.S. citizens, or enrolled in school. Students serve as tutors or teacher's assistants in English as a Second Language classes, citizenship preparation classes, or after-school programs. Project SHINE maintains partnerships with 10 metro-area organizations that conduct classes and host tutoring sessions, including community centers, primary schools, and technical colleges. Over the past decade, more than 1,000 Project SHINE volunteers have assisted thousands of immigrants and refugees in metro Atlanta. Since 2009, 10 Emory faculty members have partnered with Project SHINE to include an engaged-learning experience featuring SHINE into their courses. Established in 2004 as the local affiliate of the nationwide organization, Project SHINE Emory addresses a growing social need to assist new Americans with English language skills, earning citizenship, and furthering their education.

•Catalyzing Social Impacts course: MBA and BBA students at Goizueta Business School gain experience analyzing and then developing solutions to the complex challenges currently faced by organizations, including Truly Living Well, Better World Books, and the Atlanta Wealth Building Initiative, that strive to generate meaningful social impacts. The class enables the university to engage with and support community partners. Each organization receives at least 280-420 business consulting hours during the semester.

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:

Graduation Generation
Established with a $1 million gift from Emory alumnus and trustee Rick Rieder 83B, Graduation Generation involves more than a dozen community organizations, government agencies and philanthropic entities in collaboration with Emory University, Atlanta Public Schools (APS) and Communities in Schools of Atlanta (CIS). Together these partners are developing a comprehensive set of linked programs and activities to address issues and opportunities for excellence throughout the Maynard H. Jackson High School cluster, including its middle and elementary schools, and the East Atlanta neighborhoods they serve: Edgewood, Reynoldstown, Kirkwood, and East Lake. Graduation Generation aims to increase the academic success rates of K-12 students and the rates at which students successfully transition to and complete high school. But, students need more than a high school diploma; they also need the knowledge and skills necessary for college and/or career – and for life. Recognizing that helping students prepare for success in life demands attention to the whole child, Graduation Generation is a cross-sector, multifaceted initiative that focuses on what happens in school and in the community. The program recognizes that a range of factors impact a child's well-being and academic achievement – factors such as housing quality and affordability, safety and crime, availability of affordable and nutritious food, environment toxins and access to health care, and participation in physical activities.
With an initial focus on Sammye E. Coan Middle School in East Atlanta, Graduation Generation has already seen academic performance improve substantially in most subjects. Based on CRCT scores, improvements include: 9% in 6th grade math; 6% in 6th grade social studies; 12% in 7th grade science; 9% in 7th grade social studies; 14% in 8th grade language arts; and 23% in 8th grade science. Absenteeism decreased by 17% and disciplinary referrals declined by 10%. Previously waning enrollment increased by 16%, from 275 to 320, during academic years 2011 and 2012. Historically low parent involvement doubled, thanks to community outreach that listened to concerns and responded with new programs that emphasize mentoring, encourage healthy lifestyles, and provide emergency aid.
More than 200 Emory people – including five faculty members, 40 staff members, and 150 students – worked with more than 500 public school students. Emory professors contributed more than 300 hours to design and implement three new courses. Graduate students from Emory's Center for Science Education spent 1,800 hours with high school teachers to incorporate problem-based learning into one-third of middle school classes. University students tutored 200 middle school students to reinforce learning and prepare for adequate yearly progress (AYP) testing, and tutored more than 300 elementary and middle students in reading. Emory students and staff worked with more than 60 elementary students in science, technology, engineering, and mathematics (STEM) club activities and with 20 high school students to teach Kingian Nonviolence Principles.
Among many projects supported by Graduation Generation, the Edible School Garden was among the first programs that promoted

engagement and academic growth for Coan Middle School students. They and other students in the cluster of schools continue to enjoy opportunities to engage in experiential learning by planting, growing, and harvesting crops, such as sweet potatoes, garlic, onions, tomatoes, and kale and using recipes to create meals from their yield. Students have made massaged kale salad and sweet potato pies, among other dishes. They completed a lesson on plant reproduction, including the role of honeybees in the pollination process. They researched problems related to the massive honeybee deaths that have swept the country and greatly affected pollination of large-scale vegetable and fruit production. Students also learned the parts of the flower and found out how to determine if a vegetable plant reproduced by cross-pollination or self-pollination. As part of this investigation, students dissected a flower.

A significant component of the Edible School Yard program was a garden class that engaged teachers across grade levels in math and science. For example, an Emory student worked closely with a 7th grade science teacher to plan a number of lessons, including one that allowed students to plant, harvest, and measure several varieties of carrots grown under differing sun exposure conditions. This early phase of Graduation Generation was supported through a federal Learn & Serve grant.

The early governance structure for Graduation Generation emerged from multiple stakeholder meetings that included community members, non-profit organizations, funding organizations, the Atlanta Public Schools, Communities In Schools of Atlanta, and Emory University representatives. Initially, the governance structure included an advisory committee and an executive committee designed to guide the activities of the collaborative. After significant changes with Atlanta Public Schools, there was general agreement to move the guidance of Graduation Generation to a Partnership Advisory Committee presided by the director of the East Region of Atlanta Public Schools, who is responsible for the Maynard Jackson High School cluster. This new structure continues to include multiple stakeholders, while parent engagement strategies at each school have become the most effective point of contact for engaging community members.

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

Sustainable Purchasing Leadership Council: Emory is a founding member of the Sustainable Purchasing Leadership Council (SPLC). SPLC is a non■profit organization whose mission is to support and recognize purchasing leadership that accelerates the transition to a prosperous and sustainable future. SPLC oversees a number of programmatic activities, including membership, tool development, professional development, convenings, awards, and a leadership recognition program.

The website URL where information about sustainability partnerships is available:

http://oucp.emory.edu/our_work/engaged_learning/graduation_generation.html

Inter-Campus Collaboration

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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:

A number of professors and administrators, including Professor Peggy Barlett and Director of Sustainability Initiatives, Ciannat Howett, regularly give national presentations on issues related to sustainability. Through the Piedmont Project, Emory sponsors a national workshop on teaching faculty how to integrate sustainability into their classrooms. Emory staff, faculty, and students participate and present regularly at the annual AASHE conference, the Smart and Sustainable Campuses Conference, Practice Greenhealth's CleanMed Conference, and the annual Georgia Campus Sustainability Network Conference.

The Office of Sustainability Initiatives regularly hosts tours for other universities to come see first-hand Emory's strides and accomplishments related to sustainability.

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:

Emory collaborates with other local institutions through its work with Sustainable Atlanta, the Atlanta Local Food Initiative, Georgia Organics, the Georgia Campus Sustainability Network, Southface, and the Atlanta Better Buildings Challenge. Regionally, Emory is an active leader in the Southeast Sustainability Network of higher education. On the national and international level, Emory is a member of AASHE, utilizes the resources and attends the annual CleanMed Conference of Practice Greenhealth, and is a member of I2SL (International Institute for Sustainable Laboratories).

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

Emory's Office of Sustainability Initiatives is an active participant in the Southeast Sustainability Network group by participating in and leading some of these monthly conference calls and attending the newly annual retreat. We regularly communicate with our colleagues within and outside of this group to share best practices, problem-solve, celebrate successes and analyze failures.

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

Continuing Education

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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:

11

Total number of continuing education courses offered:

311

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:

Environmental Health and Safety Management Systems

Students in the program, designed in conjunction with Emory University's Environmental Health and Safety Office, will be trained in conducting analysis at multiple levels and establishing priorities for gap resolution. Basic tools that can be used on multiple management system components are provided to assist with connecting system components during implementation. Tool templates include a road map that illustrates implementation status, a compliance register, an inspection scorecard, a process map, beta testing, and metrics that illustrate value. Academic Environmental Health and Safety (EHS) professionals and others working within life science and research-related organizations are welcome in this four-day workshop.

Landscape Design I: Understanding the Site

Intended for hobbyists, amateur landscape designers and professionals wishing to broaden their residential design skills, the course will provide vital foundational concepts for creating functional crowd pleasing landscape plans. Students will learn to assess landscape conditions found in typical residential settings as well as outdoor room components popular in today's market. Basic design terms and processes and creating a base map, site inventory, and an analysis map will also be covered.

Landscape Design II (Residential): Designing Winning Landscape Plans

In the second part of the foundational course for our landscape design program, students will use the skills developed in part one to create functional landscape diagrams and apply preliminary design guidelines and principles. By learning and practicing basic graphic skills, students will be able to create visually appealing plans. Students will then draw conceptual master plans using and demonstrating an understanding of the master plan process including the use of form and spatial compositions. Incorporating the elements of sustainability will be woven through every lesson.

Right Plant, Right Place: Succeeding with Plants

Designed for the person who wants to get down and dirty with plants that really work in the garden--no high maintenance, low tolerance plants allowed. Learn to use the best plants for your area and how to create stunning plans that thrive for years to come. Learn how to select the right plant for the right place and stop wasting time and money on plants that look miserable for years.

Sticks and Stones: Hardscapes Made Simple

No matter how good your skills are with plants, you will never be a complete landscape designer if you do not understand how to effectively design walls, patios, decks, fences, and arbors. Come learn the fundamentals and secrets of hardscape construction by taking your designs to a whole new level. Using wood, stone, bricks, and mortar can be expensive and time-consuming, so don't take chances.

Bringing the Master Plan to Life: Mastering Plan Graphics

Bring your landscape plans to life by adding dynamic colors, graphics and pictures. No matter how great your designs are, you need a way to communicate your vision and this class will show you how.

Capstone

This is the class that pulls all your landscape design skills together. You will choose a real project, interview the client, analyze and inventory the site, develop a design program, create a beautiful design and finally put together an installation budget. This is the class that ties together all the phases of landscape design and gives you confidence to tackle your next project.

Landscape Painting with Wayland Moore

Improve your technique and paint with confidence—further your knowledge of this fascinating medium from an internationally recognized artist with limited edition prints in galleries thought the United States. This class will offer personal assistance to students wishing to enhance their individual artistic profiles. Students are advised to register with previously established knowledge and ability with acrylics.

Special Events Intensive: Nuts and Bolts

Logistics day brings you an overview of venue selection, vendor selection, and the tips and tricks to work in and with both critical elements. Understand contracts and how to negotiate the best deals to support your message. Develop effective and realistic timelines for event production. Consider the environmental impacts of events and how to minimize negative consequences. Special emphasis on event safety and creating outdoor event spaces safely and effectively.

Special Events Intensive: Event Technology

Get up close and personal with the latest in special event technology which can change take an event to new levels. We'll explore technology on the backend (guest registration, planning software, etc.) and the tools-of-the-trade integrated into event environment including lighting (hands on), sound, and projection. Learn what it takes to do-it-yourself, choose environmentally friendly technology options, and how to speak a common language with technology vendors. Explore a 3D event CAD rendering program with real-world examples from major events planned in the area.

Principles of Design

Explore the latest color and design trends and how to use them to create spaces that inspire. Examine the characteristics of fabrics and learn how to select effectively the appropriate fabric for the scheme, including mixing patterns and colors. Create eye-catching rooms by discovering the levels of quality and best uses of furniture. You will be introduced to simple, computer assisted software applications that will allow you to change colors and other design elements in real time on your computer screen. This class will also reveal the importance of incorporating "green design" into your master plan and why green is now a standard in the design industry.

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

Yes

A brief description of the certificate program:

The sustainability certificate program includes 25 class sessions over three separate courses and a final capstone project. Sustainability presents both opportunities and challenges to us as individuals and as leaders within local and national institutions. This certificate will explore the difficult dilemmas presented by the profound paradigm shift of sustainability and provide case studies of how Atlanta area pioneers are responding. With attention to concrete strategies for change as well as leadership skills, the certificate will offer the student a firm foundation for leading change toward a more sustainable future. Alternating among specific topics such as water, energy, and food, the course will strengthen understandings of the interconnected challenges on national, regional, and local levels. Personal dimensions of change are also important, and we develop our resilience and capacities to lead over the long term.

Year the certificate program was created:

2,012

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

http://cll.emory.edu/classes.cfm?cx=017121136450989422361%3Aoct7u_efxnm&cof=FORID%3A11%3BNB%3A1
&ie=UTF-8&pt=2&q=sustainability&sa=Go#0

Community Service

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Additional website URL where information about Emory's community service initiatives is available:
http://cfcp.emory.edu/

For employee volunteer opportunities:
http://www.hr.emory.edu/eu/employees/giving/giving.html

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

Number of students engaged in community service:

9,800

Total number of students :

13,898

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:

190,000

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

Yes

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

Emory offers several courses with a service-learning component. These courses require a certain number of community service hours and are featured on the student's transcript. In some cases, students may work out an agreement with an academic dean in which service involvement will count for course credit. Students that participate in community service for course credit will see that designated on their transcript.

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

No

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

Emory Community Giving offers employees the opportunity to help over 400 nonprofit community groups which address an array of health, human-service, community, and environmental needs. The program yearly solicits employee contributions from October through December. Employees can donate through payroll deduction or write a check.

Volunteer Emory is a program of the Office of Student Leadership & Service that facilitates service opportunities and social justice work for Emory students, faculty, staff and alumni.

The Emory University Hardship Fund is designed to assist staff and faculty members who are experiencing a temporary financial hardship due to a catastrophic event. The Fund is funded by voluntary charitable donations from faculty and staff as well as any other entity wanting to assist Emory community members facing unexpected financial challenges.

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

http://osls.emory.edu/volunteer_emory/index.html

Community Stakeholder Engagement

Responsible Party

Ciannat Howett
Director
Sustainability Initiatives

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*.

Submission Note:

Please see Theme 3 on page 7 of the Strategic Plan document (Creating Community – Engaging Society).

www.cliftoncommunitypartnership.org

www.cctma.org

Emory Center for Community Partnerships:

http://cfcp.emory.edu/

CFCP's Engaged Learning Projects and Programs:
http://cfcp.emory.edu/our_work/engaged_learning/index.html

CFCP's Community Engagement Strategies:

http://cfcp.emory.edu/about_oucp/strategies.html

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:

Emory has a formal structure for engaging community and civic stakeholders. For nearly a decade, Emory's Executive Vice President for Business and Administration has met quarterly with community members. In addition, Emory has formed an advisory group for community members and business in our local area, called the Clifton Community Partnership (CCP). The CCP Advisory Group also meets quarterly with Emory administration. The feedback gained from civic leaders in these fora inform Emory's planning decisions.

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

Emory University's Center for Community Partnerships is committed to equitable partnerships with all stakeholders, including the residents and organizations of underserved communities.
Community partners bring unique and essential assets to the table and are meaningfully engaged participants in all aspects of partnership initiatives. This includes, for example, project conceptualization, design, implementation, evaluation, dissemination, and utilization.

A place-based engagement strategy supports our commitment to equitable partnerships. Such an engagement strategy is consistent with community building paradigm, provides coherence and focus, increases both depth and breadth of engagement, and connects the efforts of multiple Emory departments, divisions, programs.

Our work, in collaboration with our community partners, addresses the root causes of persistent problems related to poverty, affordable housing and equitable development, health disparities and access to care, educational outcomes, natural resource preservation and sustainable development, new Americans, and crime and justice, among others.

The Clifton Community Partnership (CCP) is an initiative founded by Emory to provide a framework in which to engage the Clifton Corridor community (the area within a three mile radius of Emory's core campus) in productive dialogue to develop a vision for the future and work together on implementation. The CCP Advisory Group meets quarterly and is comprised of local leaders from neighborhood and civic associations, businesses, government, non-profit organizations and employers in the Clifton Corridor. The CCP focuses on quality of life initiatives that have a significant and positive impact on the community. These include:
• Live Locally – encouraging housing in the Clifton community that will appeal to local employees, let them live near their jobs and reduce the number of commuter cars on area roads.
• Walk Anywhere – walking supports safe and vibrant streets and can be a healthy viable commute option.
• Commute Creatively – reducing the number of local residents and employees who travel on area roads in single occupancy vehicles – commute differently and reduce congestion, improve air quality.
• Enhance Vibrant Neighborhoods – improving the community by supporting local shops, restaurants, entertainment and activities.

The CCP has an informative and interactive website, produces a quarterly newsletter and communicates regularly with the Advisory Group as needed.

List of identified community stakeholders:

1. Ailey Camp Atlanta
2. Atlanta Community Food Bank
3. Atlanta-Fulton County Public Library System
4. Atlanta Housing Association of Neighborhood-Based Developers (AHAND)
5. Atlanta Housing Authority
6. Atlanta Prosperity Campaign
7. Atlanta Public Schools
8. Atlanta Regional Commission
9. Atlanta Weed and Seed
10. Beacon of Hope
11. Center for Pan Asian Community Services
12. Center for Working Families of the Annie E. Casey Foundation
13. Center Helping Obesity in Children End Successfully (CHOICES)
14. City of Atlanta Office of the Mayor
15. City of Atlanta Office of Sustainability
16. City of Refuge
17. Communities in Schools of Georgia
18. Community Building Coalition of Northwest Atlanta (CCNA)
19. Community Foundation for Greater Atlanta
20. Clarkston Community Center
21. Clarkston Scottdale Opportunity Zone
22. Dekalb County Human and Community Development
23. DeKalb County Schools
24. Dekalb Technical College
25. East Lake Terrace Neighborhood Association
26. ECO-Action
27. Edgewood Community Church
28. Four Corners Primary Care Clinic, Inc.
29. Fugees Family
30. Georgia Association of School Nurses
31. Georgia Campaign for Adolescent Pregnancy Prevention
32. Georgia Chapter of the Sierra Club
33. Georgia Coalition to End Homelessness
34. Georgia Commission on Women
35. Georgia Department of Community Health
36. Georgia Department of Early Care and Learning - Bright from the Start
37. Georgia Department of Education
38. Georgia Department of Juvenile Justice
39. Georgia Department of Labor
40. Georgia Department of Public Health - Maternal and Child Health
41. Georgia Family Connection Partnership
42. Georgia Partnership for Excellence in Education
43. Georgia PTA
44. Georgia School Counselors Association

45. Georgia School Superintendents Association
46. Georgia STAND UP
47. Global Village School
48. HEALing Community Center
49. Housing Authority of Dekalb County
50. I Must Achieve the Goal to Excel (I.M.A.G.E.)
51. Interfaith Children's Movement of Metropolitan Atlanta
52. International Rescue Committee
53. Latin American Association
54. Mayson Avenue Cooperative
55. National Wildlife Federation
56. Neighborhood Nexus
57. Nieghborhood Planning Unit G
58. Neighborhood Planning Unit V
59. NeighborWorks America
60. Partnership for Southern Equity (PSE)
61. Phoebe Putney Memorial Hospital's Network of Trust School Health Program
62. Pittsburgh Community Improvement Association
63. Refugee Family Services
64. Refugee Women's Network
65. Sagal Radio
66. Southeast Atlanta Communities for Schools (SEACS)
67. STAR (Southern Truth and Reconciliation)
68. Sustainable Atlanta
69. Trinity Presbyterian Church
70. Twin Cedars Youth and Family Services
71. United Way of Metropolitan Atlanta
72. Voices for Georgia's Children
73. West Atlanta Watershed Alliance
74. Whitefoord Community Program
75. WRFG
76. Ben Franklin Academy
77. Centers for Disease Control and Prevention
78. Children's Healthcare of Atlanta at Egleston
79. City of Decatur
80. Emory Conference Center Hotel
81. The University Inn
82. Veterans Affairs Medical Center
83. Veterans Affairs Regional Office
84. Wesley Woods Center of Emory University

Maria Balais
Executive Director, Leadership DeKalb

Robert L. Brown, FAIA
Board Member, Georgia Department of Transportation
Architect / Urban Planner

Mary Hinkel
President, Mason Mill Civic Association

Justin Critz
President, Druid Hills Civic Association

Brittany Cunningham
Principal, Druid Hills High School

Natalie Disantis
Druid Hills Resident
Wesley Woods Health Center

Jeffrey Dufresne
Executive Director, ULI Atlanta District Council

Ron Foust
Druid Hills Resident
Emory Office of Information Technology

Todd Hill
Chair, Alliance to Improve Emory Village
Druid Hills Resident/Landscape Architect

Renee Huskey
Druid Hills Resident

Mary Leight
Briarwood Hills Civic Association
LeightWorks: Workplace Learning

John Maximuk
Director of Design, Environment and Construction
City of Decatur

Leonardo McClarty
President, DeKalb Chamber of Commerce

Lyn Menne
Assistant City Manager & Director of Economic Development
City of Decatur

Martha Pacini
President
Victoria Estates Civic Association (COVE)

Pamela Papner
President, Virginia Highlands Civic Association
Executive Director, AT&T Mobility

Julie Ralston
Druid Hills Resident
Communications Director, Atlanta Regional Commission

Thayra Riley
Sustainability Specialist
Centers for Disease Control & Prevention

Doris Robinson
Druid Hills Resident
Realtor

Suzan Rowe
President, Clairmont Heights Civic Association

Sally Sears
Druid Hills Resident
Executive Director of the Southfork Conservancy

Clyde Shepherd, III
Vice President, Toco Properties

Arnold Silverman
Druid Hills Resident
President, Silverman Construction Management

Kathleen Sobush
Community Planner-Transportation
Centers for Disease Control & Prevention

Marshall Orson
DeKalb County Board of Education - District 2
Principal, Melbourne Partners, LLC

Henry Batten
President & CEO, Lindbergh LaVista Corridor Coalition, Inc.

Sally Flocks
President & CEO, PEDS (Pedestrians Educating Drivers on Safety)

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

Emory University participates in scores of community partnerships each year, far too many to meaningfully summarize here. Last year, for example, more than 5,600 Emory students and 60 faculty members invested thousands of hours working in partnership with over 200 community organizations under just one Emory initiative – Sustainable Partnerships for Atlanta Neighborhoods (SPAN). Student commitments ranged from service learning to community building and community-engaged scholarship activities.

One of SPAN's farthest-reaching impacts has been helping DeKalb County, Georgia, to transform the way it works with neighborhood residents to improve life in their communities – while helping the county revitalize neighborhoods.

Through its work with one SPAN component – the DeKalb Sustainable Neighborhoods Initiative (DSNI) – the county is beginning to form more inclusive and equal partnerships with neighborhood residents in its community building efforts. The Community Building and Social Change (CBSC) Fellows Program – a flagship program of Emory's Center for Community Partnerships – is a key player in this effort.

In 2009, the DeKalb Department of Community Development invited CBSC to help the county more effectively respond to neighborhood needs. CBSC collaborated with the East Lake Terrace Neighborhood Association, a community organization in a neighborhood that had experienced a great deal of investment in the early 2000s with the tide of gentrification driven by speculative investors with no long-term stake in the area.

With the market downturn in the late 2000s, residents faced abandoned and foreclosed homes, declining property values, decreasing numbers of homeowners, and poorly kept properties. Residents and the neighborhood association were ready to organize around strategies and solutions to stabilize their neighborhood, building on the assets of the community and its people. A team of four CBSC Fellows worked directly with neighborhood leaders and residents to identify the vision, priorities, and potential strategies for strengthening the neighborhood.

In 2010, DeKalb County launched the Comprehensive Neighborhood Housing Initiative (CNHI) to develop and implement a more comprehensive approach for stabilizing and strengthening neighborhoods. A pilot program was created and targeted to a portion of the neighborhood.

In 2011, the county again invited the CBSC Fellows to work with them and the community, this time looking specifically at the CNHI pilot and in particular at options for dealing with the high rate of foreclosed and abandoned properties. Fellows worked closely with neighborhood leaders, residents, and other stakeholders to fully assess neighborhood conditions, including completion of a comprehensive housing inventory and convening of several community forums and workshops.

At the end of the summer the CBSC Fellows presented their findings to ELT neighborhood leaders, DeKalb County community development officials, and a host of other public, private, and nonprofit leaders concerned with the quality of life in DeKalb neighborhoods. Although CBSC Fellows acknowledged the contributions of DeKalb's Comprehensive Neighborhood Housing Initiative, they strongly encouraged the county and other stakeholders to think more comprehensively and move beyond simply a "bricks and mortar" approach for strengthening neighborhoods.

The DeKalb partners took the work of CBSC Fellows seriously. Shortly thereafter the Department of Community Development changed its name to the Department of Human and Community Development, and in 2012 invited CBSC Fellows to help the county launch a more comprehensive approach to neighborhood revitalization that would be directly tied to the county's five-year 2013-2017 Consolidated Plan.

Two teams of CBSC Fellows worked with the county in 2012 to assist with launching the DeKalb Sustainable Neighborhoods Initiative (DSNI). The initiative drew heavily on the report prepared by 2011 CBSC Fellows, as well as lessons learned from Chicago's New Communities Program.

In May 2012, the county announced two neighborhood clusters – McNair and Cross Keys middle school/high school clusters. Each worked with a team of CBSC Fellows to establish a steering committee and governance structure, devise a plan for fostering community engagement throughout the cluster, and craft a plan that outlined the vision, priorities, and potential strategies for improving quality of life.

In 2013, the county and CBSC Fellows expanded their efforts to help create quality of life plans for two additional neighborhood clusters. During summer 2014, CBSC fellows are assisting all four clusters with implementing those plans.

Related to the neighborhoods and businesses surrounding the Emory campus, the CCTMA and the CCP organizations/representatives and local community stakeholders actively engaged in community planning charettes providing instructive feedback and ideas on the transit

route and location of stations for the Clifton Corridor Transit Initiative (CCTI). The collective community input and recommendations culminated in the unanimous approval by the MARTA board of the Locally Preferred Alternative, allowing the CCTI to progress to the next phase of the federally required process to receive funding.

In addition, the CCP organizations/representatives advocated to defeat state legislative attempts to divide local neighborhoods into several new cities, which would have split existing boundaries of neighborhoods and communities of interest.

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

http://www.emory.edu/strategicplan/

Participation in Public Policy

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:

Emory's Sustainability Vision calls on the university to be a catalyst for sustainability in the immediate community, the region, and beyond. To fulfill Emory's commitment to promoting sustainability in our community, Emory has advocated for a number of federal, state, and local policies that support sustainability.

Among our advocacy priorities with the Association of American Universities (of which Emory is a member of the Government Relations Steering Committee) is advocating for the Department of Energy's Office of Science. We weighed in as energy research authorization legislation has been considered in the House (which was not optimal), and advocated in support of strong and consistent funding levels both in that bill and in the House Energy and Water Appropriations Subcommittee. We have been successful in holding Office of Science funding at its FY14 level of $5.1 billion.

Later this year, Emory plans to host a sustainability tour for Members of Congress and the Executive Branch to see, first-hand, Emory's sustainability initiatives.

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

In addition to the description above, Emory continues to provide leadership in advancing the Clifton Corridor Transit Initiative (CCTI), an 8.7 mile light rail line from the Lindbergh MARTA station, linking to the Clifton Corridor and ultimately extending to the Avondale

MARTA station. With over 30,000 employees in the Clifton Corridor, the largest activity center in the metro Atlanta region having no direct access to a MARTA station or the interstate system, the CCTI is critical to the future of this thriving economic area. Emory and MARTA, along with its partners in the CCTMA and other community stakeholders, participated in extensive community outreach and input that concluded in the recommendation of the Locally Preferred Alternative, which was officially adopted by the MARTA board in 2012.

Currently, MARTA, in conjunction with other regional partners including the CCTMA, is conducting the Environmental Review & Impact Statement, which could take up to two years to complete. This study will assess various conditions in the Corridor including environmental analysis and mitigation, alignment and cost refinement, station locations/design and other potential impacts and will involve ongoing community outreach and public hearings. Throughout this study, simultaneous efforts to secure funding for the subsequent Preliminary Engineering and Final Design phases as well as construction and operating funds for completion of the rail line will be vigorously pursued. The anticipated timeline for completion of the rail line to the Clifton Corridor is ten years, if funding is available.

Emory continues to be actively engaged in advancing the CCTI and potential funding opportunities through consistent involvement in various organizations including local and state chambers of commerce, the Atlanta Regional Commission, the Georgia Regional Transportation Authority, MARTA and other organizations advocating for transportation alternatives.

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

The question is not applicable because Emory is a non-profit organization and does not make political contrbutions.

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

http://www.gca.emory.edu/

Trademark Licensing

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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? :

Yes

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

Hospital Network

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

No

Is the institution a member of the Healthier Hospitals Initiative?:

Yes

Is the institution a member of Practice Greenhealth?:

No

A brief description of the hospital's sustainability initiatives:

Emory's Sustainability Vision and goals include both the University and Emory Healthcare, therefore all initiatives and goals are pursued in all of Emory's 5 major hospitals, 3 major clinics, and numerous outlying facilities. Particular efforts in waste reduction, energy use reduction, sustainable and local food procurement, and sustainable purchases are ongoing. Emory Healthcare signed the Healthy Food in Healthcare Pledge in 2011, and joined the HHI Less Waste and Leaner Energy Challenges in 2014. Emory University Hospital Midtown committed to a 20% reduction in energy and water use by 2020 as part of the Atlanta Better Buildings Challenge.

The website URL where information about the hospital's sustainability initiatives is available:

http://sustainability.emory.edu/

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

Brent Zern
Environmental Engineer
Campus 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 (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

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

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

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

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

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

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

Submission Note:

The data provided in this credit is based off of GHG Emissions Inventory conducted for FY 2005 and FY 2012.

Emory's GHG Emissions Inventory includes the adjacent Emory Healthcare System and scientific research facilities, with the goal in mind to promote sustainability efforts across the whole Emory institution. The decision to include these energy intensive facilities significantly contributes to the carbon emissions levels inventoried.

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

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

No

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

The campus carbon calculator by Clean Air-Cool Planet was used.

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?:

Yes

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

The final greenhouse gas inventory was reviewed and approved by Emory's Senior Director of Energy Strategy and Utilities, who was not responsible for any component of the inventory as it was calculated.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	47,890 *Metric Tons of CO2 Equivalent*	60,064 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	3,888 *Metric Tons of CO2 Equivalent*	15,111 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	161,706 *Metric Tons of CO2 Equivalent*	191,250 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	253 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

N/A

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

N/A

A brief description of the composting and carbon storage program:

Four years ago, in an effort to increase the University diversion rate, Emory Recycles added pre and post -consumer food waste and animal bedding collections for composting to its list of commodities and began the establishment of "Zero Waste Facilities" on campus. Recovery rates have been steadily increasing since the composting program's inception in 2009.

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

N/A

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,464	4,424
Number of residential employees	22	27
Number of in-patient hospital beds	579	579
Full-time equivalent enrollment	15,783	13,507
Full-time equivalent of employees	24,309	16,665
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Sept. 1, 2011	Aug. 31, 2012
Baseline Year	Sept. 1, 2004	Aug. 31, 2005

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

The baseline year of 2005 was selected to be the same as the baseline year established previously for measuring other on-campus sustainability initiatives. 2005 aligns with the year the University's Strategic Plan was initiated that identifies sustainability as an institutional priority and called for the development of Emory's Sustainability Vision.

Gross floor area of building space, performance year:

9,885,730 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	1,541,623 *Square Feet*
Healthcare space	2,273,411 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	24,567 *Metric Tons of CO2 Equivalent*
Commuting	51,078 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

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

In 2011, Emory adopted a Climate Action plan with ambitious greenhouse emissions goals. These goals include reducing total emissions by 20% (and 35% reduction per square foot) by 2020; reducing total emissions by 36% (and 50% reduction per square foot) by 2036; and achieving 50% reduction in total emissions (85% reduction per square foot) by 2050. In addition to the enterprise-wide operational recommendations, the Climate Action Plan asked academic departments and operations to develop emission reduction plans. These individual Plans lay out various strategic paths toward reducing the carbon emissions of each academic unit in the areas of sustainable building and construction, energy, transportation, waste management, food, procurement, academic programs, and individual action. These efforts include, operationally, retrofits to existing buildings, greening new buildings by following LEED standards, retrofits to stationary combustion sources (i.e., steam plant) to make it burn fuel more efficiently, evaluating sources of renewables, building a water reclamation facility, and moving towards Zero Waste facilities on campus through a multitude of recycling opportunities.

Recent innovations include the continuation of Emory's Utility Reduction and Energy Conservation Agreement (URECA) with its Phase IV, the retrocomissioning of many URECA buildings, and the unique Sustainable Performance Program to ensure these buildings are maintained and operate sustainably. Funding has been acquired through The Community Foundation of Greater Atlanta's Grants to Green program for energy efficiency updates to the School of Medicine Building as part of its Climate Action Plan. Additionally, Emory University Hospital Midtown is one of only two hospitals in Atlanta that have joined the Atlanta Better Buildings Challenge - a commitment to reduce energy and water consumption 20% by 2020. Emory's new Green Lab and Green Office programs aim to assist with overall GHG emissions reduction, and transportation surveys assist with understanding current behavior and planning for decreasing SOV trips to and from campus.

Outdoor Air Quality

Responsible Party

Brent Zern
Environmental Engineer
Campus Services

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.

Submission Note:

Air emissions stated above are as reported to the state of Georgia for calendar year 2012.

"---" *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:

Emory offers several cleaner-commuting options to keep cars and dirty-fueled vehicles off our roads. Our Cliff shuttle buses are all powered by B20 biodiesel, made with cooking oil from our food service areas and other local sources of used cooking oil.

Emory has an anti-idling policy that states that no drivers on Emory's campus shall idle unnecessarily, should turn off vehicles when parked or making deliveries, and should not be turned back on until drivers are finished loading or unloading.

Emory's Planning, Design and Construction team works with construction contractors to provide the highest level of emissions filter technologies available on construction equipment.

Emory's campus is designed as a walking campus, with all parking facilities located on the outskirts to discourage driving between locations and to eliminate driving through campus. There are parking permit limits to encourage alternative commuting, and Emory University charges a fee for annual parking permits. The University also provides alternative commute passes free of charge for local and regional transit, and gives a limited amount of free parking days to those commuters who do not purchase a parking pass. Emory supports and encourages bicycling through its Bike Emory program.

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

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

We have a federal Title V air permit (issued by the state of Georgia) that requires us to have a complete inventory of and monitor all sources of hazardous air pollutants (HAPs), primarily NOx and VOCs. We use mainly clean burning natural gas to power our boilers but are occasionally curtailed when we have to switch over to diesel. We use only the lowest sulfur-containing diesel that is available.

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

	Weight of Emissions
Nitrogen oxides (NOx)	31.25 *Tons*
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	2.06 *Tons*

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources,

including efforts made during the previous three years:

Our main incentive to minimize HAPs is to comply with the regulatory limits stated in our permit. This is a constant challenge as we continue to grow and need to add heating and cooling capacity to our system. All new, proposed sources are evaluated to ensure their addition will keep us within our permit limits as well as they are the cleanest fuel buring technologies our budgets will allow.

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

http://www.campserv.emory.edu/pdc/engineering/Environmental_Compliance.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

Brent Zern
Environmental Engineer
Campus 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.

Submission Note:

Data reported for 2013-2014 fiscal year.

http://www.campserv.emory.edu/pdc/engineering/Energy_Conservation.html

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

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

	Yes or No

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

Goizueta Business School - LEED O&M Gold

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

9,158,954 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	122,000 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*

Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

9,036,954 *Square Feet*

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

green.pdf

The date the guidelines or policies were formally adopted:

Jan. 1, 2005

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

Emory has employed an energy engineer to focus on building efficiency for over 30 years. Focus has been on new construction, retrofits, and new utility plants. Controls modifications and purchasing high efficiency equipment are routine practices. Emory's Utility Reduction and Energy Conservation Agreement (URECA) launched in 2011 in three phases to focus on controls changes, building envelope sealing, ductwork sealing, lighting modifications, and water conservation. URECA has covered 27 buildings in phases I, II, and Phase IV is underway.

To date, 8 of Emory's buildings have been retro-commissioned, and 6 more will be by Summer 2014. To date this has amounted to $1.5 billion in annual energy cost savings. The Sustainable Performance Program keeps these retro-commissioned buildings running efficiently by finding the building's optimal performance level through monitoring, testing, and automated alarming. The SPP will initially focus on HVAC and HVAC controls, but will also evaluate lighting and other electrical loads. 8 buildings have undergone SPP measures since 2012, and 6 more are on the docket for 2014.

Emory's Temperature Policy requires that controls be set for temperature between 68-76 degrees Fahrenheit.

HVAC system shutdowns are scheduled during unoccupied time periods in many buildings.

Laboratory air exchange rates were lowered from 10 ach to 8ach during unocuppied times, and sensors are installed in newer labs to adjust air exchange rates higher or lower depending upon the activity and the quantity of air contaminants.

Green cleaning practices apply to all Emory University buildings maintained by Campus Services' BRS team. At a minimum this is managed through the environmentally conscious purchase, use and disposal of materials and equipment to ensure a safe and healthy environment for not only building occupants but staff, as well.

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

The Sustainable Performance Program ensures the continuation of sustainable building operation through its ongoing monitoring, evaluation, and documentation.

All green housekeeping products are purchased and managed through procurement who ensure only approved products are bought and utilized by the BRS staff. Training is performed regularly to keep staff safe during application.

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

http://sustainability.emory.edu/page/1010/Energy-Awareness

Building Design and Construction

<div align="center">

Responsible Party

Brent Zern
Environmental Engineer
Campus Services

</div>

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:

Data reported for 2013-2014 fiscal year.

Emory holds the distinction of having one of the largest inventories by square footage of LEED-certified building space among campuses in America and has been a pioneer in the green building movement in higher education. In 2000, Emory's Whitehead Biomedical Research Building became the first LEED-certified building in the Southeast, and the Goizueta Business School became the first Gold-certified LEED-EB (LEED for Existing Buildings) in the entire country in 2005. Since 2005 Emory has certified 25 buildings under the LEED program.

See also:
http://sustainability.emory.edu/page/1007/green-buildings/green-space

The Yerkes Field Station (Gold) and Oxford College Language Hall and Library (both Silver), all eligible building space within the last 5 years as per STARS credit criteria, were not included here because they fall outside of our STARS reporting boundary.

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)	Yes

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

LEED NC Rating System (except as noted)

Gold
Goizueta Business School (EB) 122,000
Oxford College Residence Hall 114,381
Yerkes Field Station 17,500
Psychology 121,178
Goizueta Business School Addition 101,920
Few Residence Hall 110,048
Evans Residence Hall
Longstreet-Means Residence Hall 114,000
Oxford Road Building 58,000
Hamilton Holmes Hall 37,868
Yerkes Dual Function Facility 19,417

Silver
Whitehead Biomedical Research 325,000
Candler Library 53,540
Turman Residential Hall 44,000
Yerkes Nueroscience 98,232
Emory Conference Center Addition 87,000
Candler School of Theology 75,047

School of Medicine 176,367

Rollins School of Public Health Addition 195,000

Yerkes IRA 19,266

Oxford Language Hall Addition 7,440

Oxford Library and Academic Commons 29,501

Certified

Math & Science 136,000

Winship Cancer Institute 244,195

Pediatrics 152,000

Pending LEED Certification

Projects completed but not yet certified

HSRB 211,961

Projects Registered

Chemistry Building Addition 71,100

Elenore Raoul Hall 107,922

CSOT Phase 2 67,963

Oxford East Village III 51,364

Alabama Hall 24,000

Oxford Science Building 55,000

Sorority Village (EarthCraft certified) 92,920

Totals

13 Gold 975,598

16 Silver 1,540,417

3 Certified 532,195

1 EarthCraft 92,920

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

726,776 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	376,313 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	350,463 *Square Feet*

Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Jan. 1, 2002

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

Effective 2002, Emory adopted the LEED Silver minimum certification level as its standard for all new construction and major renovations.

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

All university capital projects are handled through the Campus Services department, which follows LEED certification criteria guidelines during the design and implementation process. Each capital project is also reviewed by the Committee on the Environment, which may make additional suggestions about improving the sustainability aspects of the project.

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.campserv.emory.edu/pdc/engineering/Resource_Management.html

Indoor Air Quality

Responsible Party

Brent Zern
Environmental Engineer
Campus Services

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.

Submission Note:

Data reported for 2013-2014 fiscal year.

"---" *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:

9,885,730 *Square Feet*

Gross floor area of building space:

9,885,730 *Square Feet*

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

Emory's Indoor Air Quality is handled by the Environmental Health and Safety Office (EHSO) through the Safety/Industrial Hygiene Program. Customers can report problems with indoor air quality through the Indoor Air Quality (IAQ) Questionnaire found on the EHSO website. The policy covers the entire campus. EHSO then works with Emory's Engineering Services staff to troubleshoot and correct the situation.

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

http://www.ehso.emory.edu/content-guidelines/GuidelinesForReportingIAQConcerns.pdf

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

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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).

Submission Note:

Data reported for 2013-2014 fiscal year.

Emory's Sustainable Food Purchasing Guidelines can be found here:
http://sustainability.emory.edu/uploads/press/2013/05/2013050714054301/SustFoodPurchGuidelns5-1
-13.pdf

Emory does not use the STARS definition of local ("being based or originating within 250 miles (400 kilometres) of the institution") because this radius does not make sense for the Southeast region. Our food supply is more seasonal and draws over the course of the year from surrounding states. Thus, Emory has adopted a definition of local food as deriving from Georgia and eight surrounding states. The percentage of sustainable food purchases listed here is based on a comprehensive assessment by ECOVA, as described.

Emory does not include vending services in its local and sustainable food purchases, but data for on-site franchises and the only campus convenience store will be included in this section. We are unable to extract this data from our total dining services tracking because Emory's contracted food service provider makes purchases for on-site franchises and convenience stores along with residential dining purchases.

"---" *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:

0

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

OP-6_Food Tracking Form_FINAL.pdf

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

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

No

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

0

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

OP-6_Food Tracking Form_FINAL.pdf

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

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

Emory has developed a Sustainable Food Committee to help guide the transition to more local and sustainable purchases. In 2007 this committee developed a set of guidelines to help meet our institutional goal of ensuring 75% of all food served will be locally or sustainably grown by 2015. These guidelines define "local" food as being from Georgia and food from the surrounding 8 states as "regional." Sustainably grown is defined as products that adhere to one or more of the following criteria:
• Certified USDA Organic
• Produced free from routine use of antibiotics and hormones
• Sourced from Certified Grass-Fed Animals (American Grass-Fed Association)
• Certified Humanely Raised (Humane Animal Farm Care)
• Certified Sustainable (Food Alliance Certified or alternative certification)
• Seafood Watch Southeast "Best" or "Good" Approved List
• Certified by Marine Stewardship Council
• Recognized by Sustainable Seafood Forum
• Certified Fair Trade
Currently, food purchasing is contracted out to Sodexo USA Food Service. Sodexo works in conjunction with approved vendors (primarily driven by Sysco, Destiny Organics, Sara Lee Bakery and FreshPoint – listed in the order of high to low contribution to sustainable purchasing). As of fiscal year 2013, 25.6% of Emory University's main campus food purchases are local or sustainable.

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

In 2013, Sodexo contracted with a third-party company, Ecova, to develop an Emory-specific tracking database for local and sustainable food purchases for Fiscal Years (FY) 2012-2014 based on the Sustainable Food Purchasing Guidelines developed by Emory's Sustainable Food Committee. Ecova collected purchase invoices from Emory's suppliers, as well as details on product locality and sustainability of purchases in each food category. Ecova was able to gather data on food purchases for 86% of Emory University's food and beverage spend in FY 2012 and 2013.

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	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	Yes

Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	No	No

Has the institution achieved the following?:

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

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

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

http://sustainability.emory.edu/page/1008/sustainable-food

Low Impact Dining

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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:

Data reported for 2013-2014 fiscal year.

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

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

28

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

In 2013, Sodexo contracted with a third-party company, Ecova, to develop an Emory-specific tracking database for local and sustainable food purchases for Fiscal Years (FY) 2012-2014 based on the Sustainable Food Purchasing Guidelines developed by Emory's Sustainable Food Committee. Ecova collected purchase invoices from Emory's suppliers, as well as details on product locality and sustainability of purchases in each food category. Ecova was able to gather data on food purchases for 86% of Emory University's food and beverage spend in FY 2012 and 2013.

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

Yes

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

Yes

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

Yes

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

Vegan and vegetarian options are available at many dining locations and at every meal in the main undergraduate dining hall (the DUC). The Cox Hall Food Court also always has vegetarian meals available and often has vegan meals in addition to a salad bar.

In fall 2013, a Meatless Mondays campaign was launched in the DUC, Cox Hall Food Court, Rollins School of Public Health cafe, Oxford College's dining hall and the cafeteria at Emory University Hospital. Each Monday, additional vegetarian and vegan options are highlighted in menus. Signage throughout the dining facilities explains the benefits to reducing meat consumption. Additionally, several chef demos in the dining halls showcased vegan/vegetarian recipes to students, faculty, and staff.

In addition to vegetarian and vegan dining options, Emory's Dining Services provides a number of specialized dining plans including dairy-free and kosher options.

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

In the Fall of 2008, Emory Dining began an initiative to preserve the biodiversity of our food chain through the purchasing of certain designated endangered turkey breeds. The annual Heritage Turkey Feast features Heritage turkeys, older breeds of turkeys that had been driven to the brink of extinction by industrial broad-breasted white turkeys that comprise 99% of the market. Partnering with Heritage Foods USA since 2008, Emory purchases Heritage Turkeys and helps to ensure a viable consumer market for them. 2013 was the fifth annual Heritage Harvest Feast.

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

http://www.emory.edu/dining/SpecialDiets.php

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

Brent Zern
Environmental Engineer
Campus 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:

Data reported for 2013-2014 fiscal year.

http://sustainability.emory.edu/page/1010/energy-awareness

"---" *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	1,891,741 *MMBtu*	2,031,335 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	960,674 *MMBtu*	988,632 *MMBtu*

District steam/hot water	931,067 *MMBtu*	1,042,703 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	9,798,702 *Gross Square Feet*	8,639,562 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,541,623 *Square Feet*
Healthcare space	2,273,411 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	1,896
Cooling degree days	2,423

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	Sept. 1, 2012	Aug. 31, 2013

Baseline Year	Sept. 1, 2004	Aug. 31, 2005

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

Emory's fiscal year 2005 was the selected baseline for many sustainability metrics. It was the first year that was considered to have all required data for the measured utility/initiative.

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

Emory's temperature policy requires that all building thermostats fall within a range between 68-76 degrees Fahrenheit, and students are encouraged to follow the same guidelines in their dorm rooms. Emory uses the building automation system (BAS) to schedule automatic setbacks on a daily time schedule. During long holidays, buildings and floors of buildings must request to opt out of a building temperature setback lasting the duration of the time the University is closed for the holiday. These programs have dramatically reduced energy consumption and saved the University millions of dollars in utility costs.

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

Our Oxford Road Building has the Winona LED cove lights on the fourth floor. There is 400 feet of LAs and 100 feet of LBs. On that project, we are also adding LED in the lowest level of the parking deck. Toki Star ELC linear LED is being used at the round staircase on the outside of the building. A color-changing LED pendant is in the bookstore, and LEDs are in the bookcases in the building's living room.

There are four other buildings/renovations with extensive use of LED fixtures.

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

Emory has lighting sensors in many of its LEED certified buildings. For example, Emory's Rollins School of Public Health building has occupancy sensors in all areas. Infrared and ultrasonic overhead sensors are our standard. Thirteen other buildings have occupancy sensors, as well.

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:

None.

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

Emory uses the process of Re-Commissioning (Re-Cx) to bring a facility up to optimal performance to meet its current functional requirements. To date Emory has completed 8 Re-Cx projects and by the Fall of 2014 will have completed 14 projects.

Emory's Sustainable Performance Program (SPP) utilizes the Building Automation System to monitor the buildings HVAC performance and send an alarm when operating conditions exist that lead to unnecessary energy consumption. To date Emory has 5 facilities in the SPP.

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

We track consumption of steam and chilled water in multiple buildings using our BAS. We have a utility billing system that allows us to track the performance of multiple buildings.

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

Emory's procurement procedures are in place so that institutionally-procured equipment is required to be Energy Star certified. This guidance is also incorporated into the Green Office and Green Lab programs to advise individual purchasers. Additionally, the energy efficiency of mechanical systems is a high priority when they are replaced and purchased.

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

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

Emory has numerous machines equipped with automatic shutdown devices. Some sense a total "lack of use" while others use different technology including motion to trigger the refrigeration shutdown. This cannot be used for items requiring continuous temperature control.

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

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

http://www.campserv.emory.edu/pdc/engineering/Energy_Conservation.html

Clean and Renewable Energy

Responsible Party

Brent Zern
Environmental Engineer
Campus 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:

Emory does produce on-site renewable energy, via six, 70-watt solar panels outside of the Evans and Few Residence Halls. Unfortunately these panels are not metered and produce too little energy to meet the standards for this credit.

The power consumption reported includes electricity and natural gas and is for our fiscal year 2012 (Sept 1 2011-Aug 31 2012).

"---" *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	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

1,890,429 *MMBtu*

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

Emory has several small solar panels outside of the Few and Evans Residence Halls, which are used to power a pump, which pumps water from an underground cistern into the hall waste water system for toilet flushing. The power generated is not measured, however.

Emory was recently granted permission by Georgia Power's Advanced Solar Initiative to build three solar installations on building rooftops. The total energy production is estimated to be almost 300 kW of energy, but are not included in this report because they will be installed in 2014.

http://news.emory.edu/stories/2014/05/er_advanced_solar_initiative/campus.html?utm_source=ebull

etin&utm_medium=email&utm_campaign=EmoryReport_EB_060314

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

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

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

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

Criteria

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

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

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

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

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

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

Submission Note:

Data reported for 2013-2014 fiscal year.

Lullwater Preserve Species List:

http://www.emory.edu/home/about/anniversary/175-of-everything/wildlife.html

Emory's Forest Management

Plan:http://sustainability.emory.edu/uploads/press/2014/04/2014040910595134/forest-management-plan.pdf

Emory's No Net Loss of Tree Canopy Policy:

http://www.campserv.emory.edu/facilities_management/Documents/forest_canopy.pdf

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

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

	Area
Total campus area	614.80 *Acres*
Footprint of the institution's buildings	79 *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	222.80 *Acres*
Managed organically, third party certified and/or protected	313 *Acres*

A copy of the IPM plan:

Integrated Pest Management Principles_1.pdf

The IPM plan :

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

Emory follows LEED-Silver guidelines in planning and designing our new landscapes.

Existing landscapes are managed with the following as over-riding principles:
1) Xeriscape principles of selecting the correct drought tolerant plant species for a given desired landscape effect (turf, tree, shrub bed, natural area) Location, exposure, soil composition, moisture retention are additional factors that determine plant species selection for a given site.
2) IPM is practiced in the management of diseases and pests.
3) Turf areas are minimized to decrease labor cost, materials cost, and pollution from mowers.
4) Forested canopy is maintained and increased to increase carbon sequestration, provide wildlife habitat, and to provide cooling shade.

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 Emory Sustainability Vision set a goal to "restore forested lands and control harmful invasive species on university campus". In conjunction with this goal, the "use of native plant materials" is included in the Elements of the Emory Vocabulary recorded in the Campus Master Plan Update 2005. All plant material shall comply with the Landscape Master Plan Palette included in the Emory University Campus Design Guidelines. The Landscape Master Plan Palette is a list of plants native to plant hardiness zone 7. Plant material not included in the Landscape Master Plan Palette must be approved by the Emory University Superintendent of Roads and Grounds and the Emory University Landscape Architect.

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

Green waste from landscape maintenance activities is included in Emory's Composting Program, which also handles food waste from campus dining facilities. Emory partners with Southern Green Industries for collection and transport of compostable waste to a local facility.

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

Disturbed soils are amended with compost.

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

Compost is used for semi-annual plantings and is purchased from the same facility that Emory's food waste compost is sent to, closing the loop. Plant materials are purchased from local sources. Indigenous stone is used in hardscape construction.

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

Emory practices continual streambank restoration and management. Cisterns are located around campus that allow for harvested rainwater to be used wherever the water is needed. Bioretention swales have been constructed in several areas, which are designed to filter stormwater runoff from pavement, and slow the flow of water before it returns to the watershed.

Emory is committed to restoring and maintaining the connectivity of Emory's forests, particularly the natural corridor along South Peachtree Creek from Wesley Woods, through Harwood Forest and the Lullwater Preserve, within the context of its Piedmont origins.

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

The Emory Grounds Department uses an environmentally friendly product for de-icer.

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

Emory Universitity has designated 306 acres of the 736.40 acres of campus as Preserved which means this land will not be built upon. Right in the middle of Emory's campus, Lullwater Preserve offers acres of green space with trees, lawns and a lake for community members to enjoy. The estate is home to an English Tudor mansion where the University president lives with, by all appearances, at least 175 wildlife species as neighbors. Emory is committed to restoring and maintaining the connectivity of Emory's forests, particularly the natural corridor along South Peachtree Creek from Wesley Woods, through Harwood Forest and the Lullwater Preserve, within the context of its Piedmont origins.

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:

http://sustainability.emory.edu/page/1007/Green-Building/Green-Space

Biodiversity

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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.

Submission Note:

List of wildlife species in Lullwater
Preserve---http://www.emory.edu/home/about/anniversary/175-of-everything/wildlife.html#Birds:%20Spring/Fall%20Migrants
Lullwater Comprehensive Management
Plan--http://sustainability.emory.edu/uploads/press/2014/03/2014031314311242/merged_document.pdf
No Net Loss of Forest Canopy Policy--http://www.campserv.emory.edu/facilities_management/Documents/forest_canopy.pdf

"---" *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?:
Yes

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:

Right in the middle of Emory's campus, Lullwater Preserve offers acres of green space with trees, lawns and a lake for community members to enjoy. The estate is home to an English Tudor mansion where the University president lives.. Lullwater Preserve has been identified as preserved land on Emory's campus which is prohibited from being developed due to its unique ecological value and essential

contribution to the campus identify and quality of life.

Emory University has set aside a total of 306 acres of preserved land, including Lullwater, which are priority sites for biodiversity and important for conservation because of the forested habitat connectivity purpose they serve, in addition to the protection of stream habitats and the preservation of native Piedmont forest ecosystem biodiversity.

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

Yes

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

Yes

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

Species lists of amphibians and reptiles residing in Lullwater were compiled from biology class trips and research papers. Species lists of birds were compiled from biology class trips, individuals' visits and the Atlanta Audubon Society's list of birds' arrival/departure dates. The Committee on the Environment/Lullwater Task Force Subcommittee, comprised of staff, faculty and student representatives, began working in May 2001 to:
• Inventory the current ecological health of Lullwater, i.e., the state of vegetation, wildlife and streams.
• Review all available data on the numbers of people regularly visiting Lullwater to determine the type of use and where activities are concentrated within the preserve.
• Examine current guidelines for accessing Lullwater's resources, including the campus forest use policy, and document problems that may have occurred regarding enforcement of these guidelines.
• Propose a plan for restoring the ecological health of Lullwater and managing sustainable human use of the preserve.

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

All of Emory's protected land falls in Georgia's Piedmont region and is home to a variety of habitats and vegetation. Lullwater contains areas of hardwood forest dominated by Oak and Oak Beech species, a section of mature Hardwood Forest, mixed forest, floodplain forest, wetlands, and turf.

Areas that are the most environmentally sensitive are the small streams which have been impaired by storm water runoff and the after-effects of dredging Candler Lake in the 1980s. Since then, most sensitive areas have been vegetated to prevent erosion. Forest edges caused by past clearings are another sensitive area because this area is open to cultivation by invasive species.

A complete list of species residing in Lullwater can be found here:

http://sustainability.emory.edu/uploads/press/2014/03/2014031314311242/merged_document.pdf

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

In regards to protecting wildlife habitat on institution-owned land, Emory University's Campus Master Plan (2005) has committed to leave 48% of its land undeveloped. Beginning in 2003, a University policy has required that campus land suffer "no net loss of forest canopy", ensuring every time a tree is removed, trees are replanted to maintain the same forest canopy.

The University's 2005 Campus Master Plan categorized 26% of Emory's total campus area as Restricted Land. These areas, i.e., stream buffers and floodplains, are precluded from development by law, ordinance, or covenant. 22% of Emory's total campus area has been identified as Preserved Land. These areas, including the forests of Lullwater Preserve, should not be developed due to their unique ecological value and essential contribution to the campus identity and quality of life.

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

http://sustainability.emory.edu/page/1007/green-buildings/green-space

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

Kelly Weisinger
Program Coordinator
OSI

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:

Data reported for 2013-2014 fiscal year.

"---" *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 :

Electronic Product Environmental Tool (EPEAT)
Helps purchasers evaluate, compare and select electronic products based on their environmental attributes. Utilize the user-guide for evaluating computer desktops, laptops and monitors for their environmental attributes. Emory gives preference for products meeting the

EPEAT guidelines whenever possible.

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

The purchasing guidelines are ensured through the Procurement and Payment Services Department. Emory's preferred PC provider on campus is Dell. All of the order defaults in the purchasing catalog are for EPEAT Gold desktops, laptops and monitors. All Apple purchases are EPEAT Gold.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	6,308,163 *US/Canadian $*

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

6,308,163 *US/Canadian $*

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

https://www.finance.emory.edu/home/Procure%20and%20Pay/how_to_buy_in_the_marketplace/index_procure_pay_greenpractices.html

Cleaning Products Purchasing

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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

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Submission Note:

Data reported for 2013-2014 fiscal year.

"---" 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:

The Campus Services Building and Residential Services Green Cleaning Manual requires that all campus cleaning to be consistent with the requirements of the United States Green Building Council (USGBC) and Leadership in Energy and Environmental Design (LEED) standards, including meeting or exceeding Green Seal Standard GS-42. The policy also requires training that educates employees on appropriate products, usage, handling and tools for their health and safety and the health and safety of the building occupants. Emory standards include:
- The use of Green Seal certified products whenever available, at competitive prices, and proven effective
- A training module created to include information and instructions deemed necessary for the correct use of cleaning products.
- Disposable housekeeping products will meet or exceed Green Seal Standards. The use of disposable paper products utilizing 100% recycled content and manufactured without the additional use of elemental chlorine or chlorine compounds, and specifying the use of plastic trash can liners with a minimum of 30% post consumer recycled content.

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

Building and Residential Services collaborates with the Procurement department's Contract Administration staff to ensure that green cleaning supply requirements are included in bid process and supplier contracts, that green alternatives are added as developed by the manufacturer, and that suppliers abide by Emory's policy.

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

Yes

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

912,381.39 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

1,480,227.78 *US/Canadian $*

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

No

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

Emory's Green Cleaning program complies with the LEED O+M Existing Buildings In-House Green Cleaning Policy, but is not certified by either of the two certification programs listed here.

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

Emory Green Cleaning Manual (Revised 10-4-2013.pdf

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

Emory uses an in-house cleaning team, therefore there is no contract that references certified green products. However, the in-house cleaning program is required to follow the LEED O+M Existing Buildings In-House Green Cleaning Policy.

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

http://www.campserv.emory.edu/facilities_management/Documents/green.pdf

Office Paper Purchasing

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:

Data reported for 2013-2014 fiscal year.

Emory University is not a "policy-driven" institution, therefore it has very few formal policies regarding purchasing. However, Emory's Purchasing department is committed to sustainability and drives the purchase of more sustainable products through contract administration and by limiting the availability of unsustainable products and offering and promoting sustainable products through our internal procurement system.

"---" *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:

On the Procurement website, purchases are directed to select the "Eco-Conscious/Recycle" button for recycled content copy paper. For 100% post-consumer waste (PCW) Recycled Paper, select TreeFrog's Multipurpose Paper in the Staples Punch-Out in Emory Express,

and enter Item #697216.

Additionally, Emory University went through considerable effort to consolidate all publication paper purchasing through Mac papers. Our agreement with Mac requires that all publication paper be chain-of-custody verified, contain at least 30% recycled content and some post-consumer waste. To date, 99% of publication paper is chain-of-custody certified and contain an average of 39% post-consumer waste content.

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

All purchases are overseen by the Purchasing department. Individual purchases are generally made through Emory Express, an online purchasing tool. On the Purchasing website, there are numerous pages with suggestions and guidelines for purchasing green products, including a rule of thumb that paper purchases should be at least 30% recycled-content.
Emory has also worked closely with STAPLES, our default office-supply vendor, to increase recycled-content paper offerings.

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 *US/Canadian $*
30-49 percent	164,245 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	35,925 *US/Canadian $*

Total expenditures on office paper :
395,037 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:
https://www.finance.emory.edu/home/Procure%20and%20Pay/Sustainability/index.html

Inclusive and Local Purchasing

<div align="center">

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

</div>

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:

It is impossible to calculate the percentage of total purchases from disadvantaged businesses, social enterprises, and/or local community-based businesses without double-counting. We are not currently able to acquire valid data, so do not pursue this portion of the credit.

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

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

Yes

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

supplierdiversitypolicystatement6.14.pdf

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

Emory University is committed to the development of business relationships with small business and diverse suppliers that can add value to our institution and help us achieve our research, education and business objectives. In keeping with this commitment, the Procurement

and Contract Administration Department requests those that have purchasing delegations within their departments to support Emory's diverse vendors in their purchasing needs.

Emory's Office of Supplier Diversity focuses on matching the right Minority and Woman-owned business (MWBE) with the right opportunity. Established in 2007, the Office of Supplier Diversity works closely with Procurement Services to cultivate opportunities for qualified minority-and women-owned businesses.

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

No

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

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

https://www.finance.emory.edu/home/Procure%20and%20Pay/supplier_diversity/index.html

Life Cycle Cost Analysis

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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):

Emory utilizes LCCA when estimating the Total Cost of Ownership of major equipment and products that use energy and water. This process incorporates future costs such as maintenance, replacement of parts, energy use and disposal, and evaluates them on the basis of Net Present Value. These decisions are made by experts in the Campus Services department, which is responsible for purchasing decisions for major energy and water using equipment for the entire University.

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

Submission Note:

Data reported for 2013-2014 fiscal year.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Supplier Code Of Ethical Conduct.pdf

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

Supplier Code of Ethical Conduct - includes sustainability language and applies to all business partners at Emory University, more than 15,000.

General Services Contract - in addition to minimum standards governing employees wages, benefits, and working conditions, includes language on Emory's Supplier Diversity Initiative Program to increased access to minority, disadvantaged, and women-owned vendors; requirements related to Emory's Idling Reduction Policy; and reporting requirements for use of conflict materials.

Contracts with more than 50 employees at Emory - must adhere to Emory's minimum rates of pay.

Contracts where labor is provided on Emory's campus - include minimum requirements for benefits and nondiscrimination.

Conflict Materials policy - applies to all Purchase Orders and Supply Contracts.

Coffee and Tea supplier contracts - state Emory's preferences for certified organic, certified fair trade, and locally grown products, requirement for familiarity with Emory's Local and Sustainable Food Guidelines, as well as a ban on providing Styrofoam products as part of the service.

Purchase Order Terms and Conditions - includes a ban on supplier use of tobacco products on Emory's campus and reporting requirements for use of conflict materials.

General Services Contract - in addition to minimum standards governing employees wages, benefits, and working conditions, includes language on Emory's Supplier Diversity Initiative Program to increased access to minority, disadvantaged, and women-owned vendors; requirements related to Emory's Idling Reduction Policy; and reporting requirements for use of conflict materials.

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:

Emory University or its representatives may engage in monitoring activities to confirm Supplier's compliance to this Supplier Code of Ethical Conduct, including on-site inspections of facilities, use of questionnaires, review of publicly available information, or other measures necessary to assess Supplier's performance.

Any University Supplier or University employee should promptly report violations of this code or any unethical behavior by an Emory University employee or Emory University Supplier to Procurement Services.

Based on the assessment of information made available, Emory University reserves the right (in addition to all other legal and contractual rights) to disqualify any potential Supplier or terminate any relationship with any current Supplier found to be in violation of this Supplier

Code of Ethical Conduct without liability to the University.

One example of the vendor code of conduct changing purchasing behavior is:
Georgia Pacific, Emory provider of industrial paper hand towels & bath tissue, was under contract with our Healthcare organization at favorable prices when compared to a green seal certified product being supplied to us by Bay West. In order to create a possible savings opportunity Emory University, our office needed to 1) require Georgia Pacific to obtain certification for its line of post consumer waste content paper and 2) entice them to redesign the exterior packaging used for its product line to promote and extol sustainable practices. We approached the executive management of the company and after much work achieved the following:

1. GP secured Ecologo certification for all of the material being offered to Emory.

2. GP developed in conjunction with our office a redesign of their entire post consumer national product line packaging. The new verbiage on their packaging now says "green by design and desire", and the packaging used confirms the post consumer content of the material and the manufacturing practices.

The website URL where information about the institution's guidelines for its business partners is available:

https://www.finance.emory.edu/home/Procure%20and%20Pay/for_suppliers/index.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

Campus Fleet

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

Submission Note:

Emory is home to the "Cliff" shuttle system, used by Emory faculty, student, staff, and members of the public. Its shuttle buses are 100 percent alternatively fueled, with 100 percent of its fleet powered with biodiesel made from recycled cooking oil from Emory's cafeterias and hospitals and other local used cooking oil.

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

Total number of vehicles in the institution's fleet :

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
100 percent electric	135
Fueled with compressed natural gas (CNG)	1
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	40
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:

In FY13 Emory reduced the number of gasoline powered vehicles in the fleet. We also replaced old vehicles with FLEX fuel vehicles, electric Low Speed Vehicles (LSV's), and smaller, high MPG gasoline efficiency vehicles (e.g. Transit Connects). In FY14 we are working to do more right sizing and are looking at expanding alternative options for vehicle replacement.

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

http://transportation.emory.edu/commute/index.html

Student Commute Modal Split

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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:
Data reported for 2013-2014 fiscal year.

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

Total percentage of students that use more sustainable commuting options:

71

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)	29
Walk, bicycle, or use other non-motorized means	30
Vanpool or carpool	5
Take a campus shuttle or public transportation	35
Use a motorcycle, scooter or moped	---

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

Commuting data is gathered by analyzing transit pass purchases through the University and through an annual all-campus survey.

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

http://transportation.emory.edu/commute/index.html

Employee Commute Modal Split

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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:

Data reported for 2013-2014 fiscal year.

Because Emory's Transportation & Parking Office did not have access to exact figures for some of these categories, the following methodology was used in our calculations:
The drive alone category simply includes any employee who purchased a parking permit (46%), while the van/carpool includes all employees registered as such (4%). The non-motorized category includes employees registered as walkers/bikers and the Occasional Use parkers (1%) who, according to the Transportation & Parking office, tend to be employees that drive in inclement weather, but walk/bike as their primary mode of transportation. The public transportation category includes employees registered for Park & Ride or MARTA passes, and we made the assumption that the remaining unaccounted for employees use some form of public transportation. All parking on campus is by permit only, so if an employee does not have a permit, they are using another more sustainable commute mode than SOV.

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

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

54

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)	46

Walk, bicycle, or use other non-motorized means	1
Vanpool or carpool	4
Take a campus shuttle or public transportation	51
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:

Commuting information is gathered utilizing data from transit pass purchases combined with an annual all-campus commuting survey.

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

http://transportation.emory.edu/transportation/index.html

Support for Sustainable Transportation

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

Criteria

Part 1

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

Option A: Institution:

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

   And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

There are fourteen on campus shower facilities for bike commuters, with lockers available at several locations, including the Student Activity and Academic Center and Dobbs University Center. There are also two new bike Fix-It stations located at Woodruff Library and Rollins School of Public Health. Bike commuters also benefit from a weekly on-campus repair center staffed by a local bike shop and a student-driven bicycle repair center housed in a freshman dorm.

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 80 indoor and outdoor bicycle racks located around the Emory Druid Hills Campus available to commuters. All campus buildings have short-term bicycle parking within 50 ft, with the exception of the Carlos Museum, where the closest bike rack is outside of the adjacent building.Covered storage areas with available lockers are available at numerous locations, including the Student Activity and Academic Center and Dobbs University Center, and indoor bicycle storage is available at the School of Medicine. Secure bicycle storage is available for approxiamately 30 bikes at Few Hall. All students are allowed to store bicycles long-term on bike racks adjacent to residence halls during the semester.
Bike Emory also offers Summer storage for bikes for a small fee.
A map of these locations can be found at

http://bike.emory.edu/wp-content/uploads/2014/01/files/09_137bikeemorysuitabilitymap2013_4.pdf

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

Yes

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

Emory's Planning, Design, and Construction guidelines include requirements for "complete streets" that consciously support bicycle and pedestrian use. This concept is employed on all streets that Emory controls. Additionally, through advocacy by Bike Emory and others, Dekalb County recently passed a Complete Streets Policy, which will include all County-controlled streets that Emory is not able to maintain, which are main commuter routes to campus.

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:

Two locations on campus have bicycles available free of charge for use by students, faculty, and staff. Emory discontinued its comprehensive traditional bike share program in 2013, as this model was not successful on Emory's unique campus. Currently, Emory offers a semester or academic year bike rental program to our students and staff for a small fee. Bikes can be acquired for the summer as well. There are approximately 30 bikes in the program and the bikes sell out typically before the beginning of the fall semester.

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 Emory was named one of first 20 universities to be selected as a national Bicycle Friendly University by the League of American Bicyclists. Emory currently holds a Bronze level certification.

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):

Emory provides several mass transit opportunities for students, faculty and staff.
The University provides free transit passes on the city's MARTA transit system to staff members who sign up for the Employee Transit Subsidy Program (Transcard). This program is available to all full and part-time employees of Emory University who work at least 20 hours per week. All participants in the Transcard program give up their parking passes as a stipulation of participation in this free transit card program.

Emory also runs the "Cliff" shuttle system, serving some 46,000 faculty, staff, healthcare and student riders! The "Cliff" shuttle system is 100% alternatively fueled and is free for students and employees of Emory University. Most of the shuttles are equipped with bicycle racks (33/40) and all are fully accessible. Service extends through Emory University's main campus, Emory University Hospital and clinics, and the Clifton Corridor. The Cliff system includes two Park-n-Ride shuttles for students and employees. Commuters can park for free at these locations and ride to the Clifton Campus.

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

transportation?:

Yes

A brief description of the GRT program:

Emory University employees who are registered alternative commuters are eligible for the Guaranteed Ride Home Program offered by the state through the GA Commute Options program. Qualified registered participants are eligible for 5 guaranteed ride homes for emergencies and required overtime.

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:

Emory currently offers Zimride. Emory also utilizes the Georgia Commute Options ride matching service to find convenient carpooler matches for individuals interested in Carpool and Vanpool matching.

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:

Emory University participates in the Zipcar program, with numerous Zipcar locations on campus. In addition to individual users, including faculty, staff, and students, Emory Departments can register for Zipcar through their departmental accounts. As an additional incentive to registered members of Emory's commute options program, Emory pays for the initiation fee and first year's maintenance dues for faculty and staff.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

The southeast region's primary fuel source is coal, therefore Emory has decided not to install electric vehicle charging stations that plug into a grid that is harmful to air quality and increases our carbon emissions. Emory is thoughtfully seeking practical and effective ways to provide electric vehicle charging via renewable energy.

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:

Emory offers telecommuting to eligible employees, as determined in coordination between the management and the employee(s), under Emory's Alternative Work Arrangement Principles (AWA).

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:

Emory offers a compressed workweek to eligible employees, as determined in coordination between the management and the employee(s), under Emory's Alternative Work Arrangement Principles (AWA).

Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

The Faculty-in-Residence Program offer the opportunity for four regular, full-time faculty members to live at Clairmont Campus and engage with Emory students through ongoing programs and interactions. Faculty In Residence (FIRs), are selected through an application process and offer a program series based on topics that enrich the residential experience. Field trips, speakers, and open discussions provide opportunities for FIRs to live and learn with students.

Emory University also sponsors an off-campus housing website to assist students, faculty, and staff with finding housing near Emory. Listings include mileage distance from campus and generally do not exceed 4.0 miles.

Emory has also recently completed a mixed-use retail and residential site on campus to provide additional local housing. The 15 acre site sets aside 10% of the rental units for lower-earning employees. The property owner estimates that 80% percent of residents work in the Emory area, and half of that number are students; and that 35% of residents are staff of Emory or adjacent the Centers for Disease Control headquarters.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Carpool: 2 person employee carpool receives a subsidized parking permit. Carpools with 3+ participants receives a free parking permit. TPS provides a limited number of reserved spaces available on a first come, first served basis to 2+ person carpools. Vanpools are provided with a free reserved parking space. All employees registered in a commute alternative program (public transit, carpool, vanpool, bike, walk/drop off) receive an occasional parking permit with 20 free daily parks.

Emory also participates in the state-wide incentive program administered by the Georgia Commute Options. Information can be found at

http://gacommuteoptions.com/

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

http://transportation.emory.edu/

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

Kelly Weisinger
Program Coordinator
OSI

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:

Data reported for 2013-2014 fiscal year.

http://news.emory.edu/stories/2014/06/er_cox_hall_waste_audit/campus.html?utm_source=ebulletin&utm_medium=email&utm_campaign=EmoryReport_EB_062414

http://sustainability.emory.edu/page/1011/recycling-and-re-use

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	1,763.91 *Tons*	1,735.58 *Tons*

Materials composted	656.42 *Tons*	0 *Tons*
Materials reused, donated or re-sold	305.18 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	4,141.08 *Tons*	7,501.15 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,425	4,424
Number of residential employees	23	27
Number of in-patient hospital beds	579	579
Full-time equivalent enrollment	15,995	13,507
Full-time equivalent of employees	25,902	16,665
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2004	Aug. 31, 2005

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

In 2005, Emory's Sustainability Vision was developed and called for a waste diversion goal of 65% by 2015. The 2005 baseline corresponded with the Vision creation and the earliest year that reliable data was available. Composting was not available in 2005, therefore no baseline data is available for that category.

A brief description of any (non-food) waste audits employed by the institution:

Emory Recycles conducts waste audits as needed in different areas of campus. A waste audit of University parking decks was conducted in 2013 in order to assess the types of waste employees and guests are bringing into the buildings; as a result, recycling collection was implemented in all University parking decks.

The Residence Hall Association Sustainability Chairs conducted a waste audit of two residence halls in 2013 of two dormitories so that students could see what percentage of waste was compostable versus landfill. Subsequent audits of seven more residence halls were conducted for the same purpose.

A brief description of any institutional procurement policies designed to prevent waste:

The Procurement office works closely with the Office of Sustainability Initiatives to reduce waste and work toward achieving all of Emory's sustainability goals. Just-in-time purchasing processes are followed, sustainability language is included throughout the Procurement department website, and purchasers are provided with sustainable alternatives to products in Emory's purchasing program whenever possible. Emory has recently signed on as a founding member of the Sustainable Purchasing Leadership Council to influence national sustainable purchasing behaviors and learn from our peers.

The Procurement Office has most recently instituted a ban on Styrofoam products from our suppliers, requiring alternatives to be made available at competitive price points. Suppliers are also asked to use right-size packaging for shipping to avoid overuse of packaging materials. Procurement is currently working with coffee and tea vendors on analyzing the waste impacts of single-use coffee and tea machines, and find alternatives that produce waste that can be composted in Emory's waste management system.

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

Emory's Surplus Property, a department of the Campus Services Division, provides the resale, liquidation, salvage or disposal of University-owned surplus furniture, equipment and vehicles. When an Emory department is no longer able to use furniture, equipment or vehicles due to the physical condition, lack of technological capability or inefficiency of operation, Surplus Property can sell the item(s) to another Emory department, to Emory faculty, staff or students, liquidate the item(s), or salvage the item(s).

In addition to Emory Surplus, Emory also participates in an office exchange program called Encore. This experimental program is designed to facilitate and encourage campus event planners to reuse, share, and repurpose event supplies. Too many floral arrangements, packaged foods, rental items, etc. come and go without being used to their full potential. Encore provides an opportunity to offer these items for others to use, as well as to make use of these offerings yourself to reduce your event budgets. You can even post a wish list request for a future need.

Emory's Green Lab program rewards labs that facilitate the reuse of supplies and chemicals between laboratories, and the Chemistry department utilizes a stock room for chemicals and supplies which incorporates redistribution and reuse of unused or partially used items.

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

Course registration at Emory is online only. There is no paper alternative. All course schedules and directories can be found online, as well as course catalogs in the various schools. In general practice, most schools only provide these items to students in hard copy on request or in the main office. Emory College recently decided that the College Course Catalog would no longer be printed in paper and is only available online.

The School of Medicine, which oversees the M.D. program as well as other Allied Health programs, moved two years ago to making all materials only available online. The School of Nursing only prints course catalogs on request, otherwise students are directed to an online version. Several of Emory's academic units use online course evaluations rather that paper evaluations.

Emory's Green Office program rewards offices for taking voluntary steps to make offices more sustainable, which includes reducing paper consumption by making materials available online and utilizing online subscriptions for publications.

Most of Emory's publications are available in online format, and the Emory mobile app and website includes an online directory, maps, news, calendar, course catalog, and transit maps.

Emory's staff orientation materials are only available online, and new staff must complete these readings and forms and submit online when they are hired.

The doctoral program in Physical Therapy anticipates that this year's incoming students will be a part of the program's first "green class". They have begun by eliminating paper orientation and course materials, encouraging students to use electronic information when possible.

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

Admissions offices at Emory have moved to all on-line systems rather which reduces ink and paper. Emory has an on-line course catalog, and most divisions use on-line course evaluations.

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

In addition to normal ongoing Emory recycling services, during move-in and move-out, cardboard collection areas for cardboard recycling are placed outside every residence hall, and Styrofoam recycling will be available for the first time during Fall 2014 move-out. During move-out, Emory Recycles holds a "Don't Dump It, Donate It!" drive. This drive gives students an opportunity to donate items such as clothes, bedding, or furniture for which they no longer have use to local Atlanta charities. During the most recent move-out (2013), this program facilitated the donation of 18,000 pounds of clothing and household goods to local charities.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Emory Recycles has partnered with local companies to minimize landfill waste coming from unique sources, such as cooking oil which is converted into fuel for our shuttles, tires, e-waste, ice packs, ink and toner cartridges, and pallets. Emory Recycles has also partnered with various departments such as the library's preservation department, to find ways to recycle the unique waste that comes from those departments.

A brief description of any food waste audits employed by the institution:

In spring 2014, Emory Dining launched a pilot waste management system in Cox Hall, the food court available to the entire Emory community. During this pilot, landfill trash cans have been removed, and regular audits of the compost/recycle bins are conducted by Emory Recycles and by the compost/recycle vendor so that Emory can improve its education regarding the most common contaminants.

An audit of the waste streams from Cox Hall was conducted in June 2014.

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:

In Emory's main residential dining facility, Dobbs Market, Sodexo has implemented the LeanPath waste management tool where pre-consumer food waste is weighed prior to being composted.

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

Emory has two primary undergraduate dining locations. One has a tiered dining area, which in order to comply with ADA regulations cannot be made trayless. Emory's food court style dining facility, Cox Hall, has limited trays available to customers.
In spring 2014, Emory students, with support from Emory Dining, Sodexo, Volunteer Emory, the Office of Sustainability, and the Office of Fraternity and Sorority Life, launched Campus Kitchens, a student group which collects unused food from campus dining locations and donates it to local charities and food banks. In fall 2014, this group plans to expand their efforts to include post-consumer food waste at catered events throughout campus.

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):

All service ware in the main residential undergraduate dining hall, the Dobbs University Center (DUC), is reusable. In the DUC, students are prohibited from taking food to-go so no to-go ware is offered.
All to-go containers in the food court dining venue, Cox Hall, are compostable and compost bins are available to customers inside and immediately outside the facility.

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):

All service ware in the main residential undergraduate dining hall is reusable. Dine-in customers in the food court dining venue, Cox Hall, can request reusable service ware instead of compostable.

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

At all campus dining coffee locations, customers who bring their own reusable containers are given a $.15 discount

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

In spring 2014, Emory Dining launched a pilot waste management system in Cox Hall, the food court available to the entire Emory community. During this pilot, landfill trash cans have been removed, and regular audits of the compost/recycle bins are conducted by Emory Recycles and by the compost/recycle vendor so that Emory can improve its education regarding the most common contaminants

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

http://www.fm.emory.edu/recycling/

Waste Diversion

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

Criteria

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

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

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

Submission Note:

Data reported for 2013-2014 fiscal year.

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

Materials diverted from the solid waste landfill or incinerator:

2,725.51 *Tons*

Materials disposed in a solid waste landfill or incinerator :

4,315.38 *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:

Emory University has had a successful on-campus recycling program, Emory Recycles, since 1990 and a growing composting program since 2009. Emory Recycles program supports waste management on Emory University's campus and satellite locations and Emory Healthcare's Clifton Road Clinics by collecting recyclables for recycling. Recycling containers are located in residence halls and classrooms for student recycling; offices, clinics and labs for faculty and staff recycling and compost collections. In 1998, a Material Recovery Facility (MRF) was built on campus. With the addition of the MRF, Emory Recycles is able to extend services to surrounding organizations. Currently, Emory Recycles provides recycling service for the Carter Center, the CDC, neighboring apartment complexes and neighboring retirement homes. Program commodities include glass, paper, aluminum, cardboard, e-waste, construction and demolition waste, scrap metal, and most recently, food waste and animal bedding. In fiscal year 2013, the program recovered 2069 tons of material for recycling, 656 tons of material for composting, diverting 40 percent of University waste. Since the inception of a food waste and animal bedding composting program in October of 2009, the program's diversion rate has increased by 15 percent. The composting program at Emory is a closed loop system whereby food and wood waste are composted and returned to the university as a soil amendment used for capital projects, semi-annual plantings, and in Emory's sustainable gardens.

Emory recently began establishment of "Zero Waste Facilities" on campus. Currently, there are twelve campus buildings that have invested in becoming zero waste facilities. A Zero Waste facility provides containers for recycling and compost in locations such as bathrooms, break rooms, lobbies, classrooms, mail and copy rooms.
Recovery rates have been steadily increasing since the composting program's inception.

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

Formed in spring 2014, Campus Kitchens Emory is a student-run organization that repurposes and donates unused food from several campus dining locations (with plans to expand to catering and additional campus locations) to local kitchens and food pantries. Approximately 350 pounds of bread and pastries were collected and donated during the group's first month of operations in April 2014. This group is a branch of the national Campus Kitchens organization which operates on multiple campuses across the nation. Campus Kitchens Emory partners with Volunteer Emory, Emory Dining, Sodexo, Office of Sorority and Fraternity Life, and the Office of Sustainability.

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

Emory has partnered with Southern Green Industries (SGI), the leading organic recycling company servicing the Southeast, to establish a comprehensive composting program for Emory's campus. Pre-consumer food waste is collected in Emory's Dining Service facilities and deposited into 32 gallon bins that are serviced by SGI. SGI transports the material to Wilbros Composting in Toccoa, Georgia where the material is processed into compost. The compost produced at the Wilbros facility is then purchased by the Emory Grounds Department and used for semi-annual planting beds, capital projects, and to amend existing landscape beds including the Educational Gardens on campus. Pre-consumer composting is taking place in the DUC Residence Dining Hall, Cox Hall, Fraternity Row dining facilities, Rollins School of Public Health, Emory University Hospital cafeteria, and Wesley Woods's hospital.
Food, fiber, and compostable services residuals that can be composted in either pre-consumer or post-consumer composting streams include:
*meat, poultry, fish
*shellfish and bones
*eggs and dairy products
*table scraps and scrapings
*fruits and vegetables
*bread, dough, pasta and grains
*coffee grounds, filters & tea bags
*paper towels, napkins and plates
*paper take-out containers
*pizza boxes
*paper cups
*waxed cardboard and paper
*products made from bagasse (sugarcane fibers)
*PLA products (corn-based)

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

Emory has partnered with Southern Green Industries (SGI), the leading organic recycling company servicing the Southeast, to establish a comprehensive composting program for Emory's campus. Post-consumer food waste is deposited into dedicated composting bins or scraped off plates and collected by Emory's Dining Services, Building and Residential Services (BRS), and Emory Recycle's staff. The

materials are deposited into 95 gallon bins that are collected and sent to Southern Green Industries (SGI) for sorting. SGI transports the material to Wilbros Composting in Toccoa, Georgia where the material is processed into compost. The compost produced at the Wilbros facility is then purchased by the Emory Grounds Department and used for semi-annual planting beds, capital projects, and to amend existing landscape beds including the Educational Gardens on campus. Post-consumer composting is taking place in the DUC Residence Dining Hall, Cox Hall, Fraternity Row dining facilities, Rollins School of Public Health, Health Sciences Research Building (HSRB), Administration Building, 1599 Clifton Rd, 1762 Clifton Road, Claudia Nance Rollins, The Depot, Law School, Goizueta Business School, Miller-Ward Alumni House, Student Athletics and Activities Center (SAAC), School Of Medicine , School of Theology, Woodruff Residential Hall. Animal bedding is being collected in the Division of Animal Resources locations at the Emory Clinic B, Whitehead Biomedical Research, and HSRB.

Food, fiber, and compostable services residuals that can be composted in either pre-consumer or post-consumer composting streams include:

*meat, poultry, fish
*shellfish and bones
*eggs and dairy products
*table scraps and scrapings
*fruits and vegetables
*bread, dough, pasta and grains
*coffee grounds, filters & tea bags
*paper towels, napkins and plates
*paper take-out containers
*pizza boxes
*paper cups
*waxed cardboard and paper
*products made from bagasse (sugarcane fibers)
*PLA products (corn-based)
*Animal bedding (corn and cotton based)

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes

Animal bedding composting	Yes
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:

Books, textiles, ice packs, grease traps, e-waste

Construction and Demolition Waste Diversion

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

Submission Note:

Data reported for 2013-2014 fiscal year.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

4,697.33 *Tons*

Construction and demolition materials landfilled or incinerated :

174.30 *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:

Emory's Sustainability Vision set goals to reduce Emory's total waste stream by 65% by 2015, including recycling 100% road construction materials and composting, recycling, or reusing at least 95% of building construction material. In congruence with this vision and Emory's LEED building policies, Campus Services in partnership with various recyclers has set high standards for construction and demolition waste diversion that are followed by Emory's construction contractors.

Hazardous Waste Management

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

Submission Note:
Data reported for 2013-2014 fiscal year.

"---" *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:

Emory uses microscale techniques when possible and encourages 'just in time' purchasing. Emory is also in the process of developing a Green Chemistry program. Solvents are recovered by distillation when practical, and there is a chemical redistribution program in place. In 2013 Emory developed a Green Lab program, which launched in 2014 which includes education and information on how to reduce this type of waste.

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

All hazardous waste is sent to a licensed commercial facility for destruction or recycling, when practical.

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

There have been no significant releases of hazardous materials.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Unused laboratory reagents are re-distributed to researchers. An interactive inventory system is under development.

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):

University-owned electronics are recycled through Surplus Properties. Surplus Properties collects obsolete or broken electronics from campus and stores them for pick-up by Atlanta Recycling Solutions. Atlanta Recycling Solutions supplies boxes for collection and transports e-waste collected to their facility in Alpharetta, Georgia. Surplus Properties holds e-waste drives to collect e-waste owned by students and staff at intervals throughout the year.

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

E-waste is collected by Emory University Staging Department via work order for collection of all electronic waste for Emory University and for some Healthcare affiliates. All employees are trained in environmental health and safety to protect workers personal rights and ensure that environmental compliance is maintained. The e-waste is collected at an Emory facility where it is later collected by a certified electronic waste recycler, Atlanta Recycling Solution, who provides certified documents that all materials are safely reused or recycled and comply with all environmental standards regarding electronic waste recycling. Certified documents are housed in the Emory Recycles office and within the Office of Environmental Health and Safety.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.ehso.emory.edu/programs/environmental/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

Brent Zern
Environmental Engineer
Campus 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:
Data reported for 2013-2014 fiscal year.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	213,681,000 *Gallons*	284,426,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	203,978,000 *Gallons*	274,574,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	4,425	3,750
Number of residential employees	23	0
Number of in-patient hospital beds	579	579
Full-time equivalent enrollment	15,995	11,781
Full-time equivalent of employees	26,518	20,456
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	9,798,702 *Square Feet*	8,639,562 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	470.90 *Acres*	481.90 *Acres*

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2004	Aug. 31, 2005

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

Emory's fiscal year 2005 was the selected baseline for many sustainability metrics. It coincided with the development of Emory's Sustainability Vision, and was the first year that was considered to have all required data for the measured utility/initiative.

Water recycled/reused on campus, performance year:

826,000 *Gallons*

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

0 *Gallons*

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

Emory uses non-potable water where possible for things like irrigation, toilet flushing and plant makeup water. Currently we have cisterns from which we draw irrigation water and another underground storage system that collects rainwater for use in flushing toilets in two of our residence halls. A unique graywater system collects shower and sink water and repurposes it for use in flushing toilets in two other residence halls. At our plants we are collecting condensate water for recycling.

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

Emory has building entrance water meters on all buildings.

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

Often during major renovations, plumbing fixtures are replaced with low-flow fittings. Specific hardware is defined in Emory's design and construction standards and have been incorporated due to their conservation benefit as well as performance and ease of maintenance.

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

Emory's procurement procedures state that any such replacements should be made with Energy Star-rated systems.

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

Xeriscape is the utilization of excellent plant site selection and plant species selection coupled with high efficient irrigation. We review all plant material selections for drought tolerance, insect and disease resistance, and site compatibility.If good planting design is accomplished, then the need for supplemental irrigation is generally eliminated three years after initial installation.

Two bio-retention areas were installed during renovations of shuttle and passenger drop-off circles, and a bioswale was installed adjacent to the Emory University Hospital valet drop-off. All three systems are planted and landscaped with low-water use materials, and designed to reduce stormwater runoff volumes and provide water quality treatment and filtration of stormwater before it enters the watershed. Additionally, a rain garden is being installed at the new Raoul Hall.

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

We listen to the weather forecast, and based upon predicted rainfall, humidity, and temperature, make operational decisions that may affect our use of natural resources or avert certain pest or disease scenarios.

The irrigation system on one athletic field is equipped with in-ground moisture sensors which control the irrigation frequency based on actual soil moisture levels rather than standard time intervals.

A brief description of other water conservation and efficiency strategies employed by the institution:

Please see Innovation Credit 1 for a description of our water reclamation facility that is under construction.

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

http://sustainability.emory.edu/page/1009/Water-Conservation

Rainwater Management

Responsible Party

Brent Zern
Environmental Engineer
Campus 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.

Submission Note:

Data reported for 2013-2014 fiscal year.

"---" *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:

As part of the Campus Master Plan 2005 Update, Emory University produced a Stormwater Master Plan that incorporates best management practices (BMPs) needed to address current stormwater system shortcomings and reduce the impact of continuing development on the watershed receiving streams. The plan addresses water quality and quantity design guidelines and references both existing and future stormwater systems. All new, large capital projects have underground "water quality devices" (aka, CrystalStream units) installed to filter rainwater to county and state code requirements.

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:

Emory has incorporated several green infrastructure strategies regarding stormwater. Pervious pavement, several bioswales, irrigation cisterns, the above-mentioned CrystalStream units, and an innovative stormwater harvesting system are all examples.

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

Besides collection in cisterns for irrigation use, one of Emory's residence halls employs a stormwater harvesting system that captures and reuses rainwater for toilet flush water in the building.

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

1,000,000 *Gallons*

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

Two bio-retention areas were installed during renovations of shuttle and passenger drop-off circles, and a bioswale was installed adjacent to the Emory University Hospital valet drop-off. All three systems are planted and landscaped with low-water use materials, and designed to reduce stormwater runoff volumes and provide water quality treatment and filtration of stormwater before it enters the watershed. Additionally, a rain garden is being installed at the new Raoul Hall.

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

Currently, Emory has two vegetated plazas over two different parking decks and two experimental green roofs, one being managed via academic research and the other by Emory's Campus Planning department.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Emory has fire lanes and other low-traffic areas where grass pavers are used to provide a stable road base yet allow for adequate stormwater infiltration. A porous concrete pavement was installed in a small parking lot last summer.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

Two bio-retention areas were installed during renovations of shuttle and passenger drop-off circles, and a bioswale was installed adjacent to the Emory University Hospital valet drop-off. All three systems are planted and landscaped with low-water use materials, and designed to reduce stormwater runoff volumes and provide water quality treatment and filtration of stormwater before it enters the watershed. Additionally, a rain garden is being installed at the new Raoul Hall.

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

Emory is an urban campus and, as such, does not have the space for many engineered detention/retention ponds. Most of Emory's water is managed underground in either detention vaults or cisterns. We have 9 cisterns that are used for irrigation. The few ponds we do have are small basins field engineered to fit the natural topography in which they are located.

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

There are various grass swales located on different areas of campus that collect concentrated flows and filter sediments, thereby reducing on-site erosion and downstream sediment loading impacts, respectively.
Two bio-retention areas were installed during renovations of shuttle and passenger drop-off circles, and a bioswale was installed adjacent to the Emory University Hospital valet drop-off. All three systems are planted and landscaped with low-water use materials, and designed to reduce stormwater runoff volumes and provide water quality treatment and filtration of stormwater before it enters the watershed. Additionally, a rain garden is being installed at the new Raoul Hall.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Emory has several cistern systems that capture runoff and hold it for reuse. We also utilize bio-swales and stormwater leaching (i.e. groundwater recharge) systems that collect runoff quickly and then hold it to allow for slow leaching back into the subsurface. This is the currently preferred stormwater management strategy given Georgia's drought conditions.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

http://www.campserv.emory.edu/pdc/engineering/Engineering_Documents/EMORY_SWMP2.pdf

Wastewater Management

Responsible Party

Brent Zern
Environmental Engineer
Campus 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:

240,290,000 *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:

http://www.campserv.emory.edu/pdc/engineering/Infrastructure_Planning.html

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

Kelly Weisinger
Program Coordinator
OSI

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

Data reported for 2013-2014 fiscal year.

"---" *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:

Emory's Office of Sustainability Initiatives has been guided by the vision established in the Strategic Plan of creating a community where economic, social and environmental systems support a healthy, productive and meaningful life for all its residents, present and future. To this end, Emory's initiative has sought to create a model for healthy living, locally and globally and to collaborate beyond our campus gates to provide leadership in our community, the region, and beyond.

Since the launch of our initiative, Emory has made significant progress in achieving the aggressive goals established by the Sustainability Visioning Committee in 2006. Emory expects to meet the goal of 25% energy use reduction per square foot by 2015, and expects to meet its goal to divert 65% of its waste, including 95% of construction and demolition waste, from landfills. Significant progress has also been made in the areas of ecosystem restoration, transportation, local and sustainable food procurement, sustainable building practices, awareness of sustainability practices, and integration of sustainability into the curriculum. Systems of measurement have been established to monitor our progress and encourage adaptive management.

In the past three years, significant accomplishments of the initiative include but are not limited to the following: implemented Emory's Climate Action Plan, celebrated thirteen years of the renowned Piedmont Project, funded dozens of sustainability-related campus projects through its Sustainability Incentives Fund, expanded student engagement opportunities, rolled-out a post-consumer waste composting program, increased sustainable food education in the cafeterias, launched Green Office and Green Lab programs, conducted solar energy feasibility studies, developed waste and energy reduction programs in Emory's healthcare facilities, enrolled Emory University Hospital Midtown in the DOE's Better Buildings Challenge, implemented comprehensive energy and water reduction strategies, conducted pilots to increase Emory's waste diversion from campus buildings, secured land and hired a farmer to develop an organic farm at Emory's Oxford Campus, acquired a grant to hire a two-year post-doc Sustainability Distinguished Teaching Fellow specializing in sustainability-related behavior change, developed and trained Residence Hall Association Sustainability Chairs, added sustainability training components to numerous academic orientations, and more.

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:

The Sustainability Advisory Council was formed as an outgrowth of the 2005 Strategic Plan, which identified sustainability as one of Emory's core principles and charged the committee with developing a vision for the responsible environmental, economic, and social future of Emory. The committee completed the Sustainability Vision in 2006 and defined specific goals and recommendations intended to stimulate the imagination and guide decision making, resource use, and future action in all parts of the university. The Vision also called for the creation of the Office of Sustainability Initiatives, also created in 2006. The original Sustainability Advisory Council does not meet regularly now that the strategic vision is in implementation mode, but members remain available for consultation and participate in various other sustainability committees. As the 2005 Strategic Plan comes to a close, the Council will be revived with new and existing members to plan for the next phase of sustainability at Emory.

In Fall 2010, a Faculty Advisory Council was created to advise the Office of Sustainability on issues related to curriculum and research. This group of distinguished faculty from Arts and Sciences, Medicine, Business, Law, Nursing, and Public Health report to the Provost.

In addition to the Sustainability Advisory Council and the Faculty Advisory Council, the following sustainability-related committees also exist:

Sustainable Food Committee:
The Sustainable Food Committee was appointed by President Wagner in early 2007 to develop recommendations for meeting the food-related goals contained in the University's Sustainability Vision. Specifically, the Committee was charged with developing steps to meet Emory's goal of procuring 75 percent of ingredients in our cafeterias and hospitals from local or sustainably-grown sources by 2015. The Committee was also tasked with working with farmers and distributors to bolster regional food supplies, developing a farmers market on campus, developing guidelines for sustainable food procurement, overseeing the Educational Garden Project, and expanding awareness of sustainability issues related to food.

Sustainability Task Force for the Health Sciences:
In 2008, the Executive Vice President for Health Sciences appointed a Sustainability Task Force. This group consists of broad representation of faculty, staff, and administrators from the healthcare related parts of Emory. It has undertaken a review of activities in healthcare and has made high-level recommendations for policy and practice.

Climate Action Plan Committee:
The CAP Committee was appointed in 2010 to begin the process of education and outreach to engage the Emory community in greenhouse gas reduction and to develop a formal commitment and Plan. The committee consists of faculty, staff, and students and works

closely with Campus Services.

Energy Think Tank:
Originally the Carbon Reduction Task Force, this group researches staffing and infrastructure needs related to feasibility assessment on the operations side to support the implementation of our Climate Action Plan.

Waste Think Tank:
Similar to the Energy Think Tank, this group meets quarterly to brainstorm and implement staffing and infrastructure efforts necessary to meet the University's goal of 65% of waste diverted from the landfill.

Sustainability Representatives:
This group consists of at least one representative from each of Emory's buildings with the goals of assisting with the development, communication and implementation of Emory's sustainability programs to the campus community, and providing feedback to the Office of Sustainability Initiatives on these programs.

Sustainability Team:
Consisting of representatives from the key stakeholder groups and departments across campus, this team has a monthly "meeting of the minds" to share status updates, solve problems, and celebrate successes encountered during the implementation of Emory's sustainability programs.

Green Lab Team:
This team meets monthly to develop, implement, and monitor Emory's newly created Green Lab Program.

Green Office Team:
This team meets monthly to develop, implement, and monitor Emory's Green Office Program, currently in development.

Committee on the Environment:
Created in 1990, the Committee on the Environment is a standing committee of the Emory University Senate. The Committee is comprised of faculty, staff, and students. The Committee works closely with Campus Services and meets monthly to review all projects undertaken by Emory that impact the environment, including new buildings, transportation initiatives, and forest management. In policy matters, COE has promoted conservation and sustainable development and facilitated Emory's eventual adoption of Green Building standards, a No Net Loss of Tree Canopy policy, a Water Conservation Policy, the Land Use plan that preserves natural areas from development, the Lullwater Management Plan, a Stormwater Management Plan, a Campus Environmental Office, and an Office of Sustainability.

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

Faculty Advisory Council:
Ciannat Howett, Director of Sustainability Initiatives (environmental law), co-chair
Peggy Barlett, Goodrich C. White Professor of Anthropology, Faculty Liaison to Office of Sustainability Initiatives (agrarian systems, sustainable development), co-chair
Berry Brosi, Assistant Professor of Environmental Studies (bee biology, ecosystem functioning and environmental change)
Bill Buzbee, Professor of Law and Director of the Emory Environmental and Natural Resources Law program (environmental and administrative law, regulatory federalism)
Bill Eley, Executive Associate Dean for Medical Education and Student Affairs, School of Medicine (medical oncology)—Deirdre Abrams, assistant.
Rick Gilkey, Professor in the Practice, Organization and Management, Goizueta School of Business, and Professor of Psychiatry and Behavioral Sciences, School of Medicine (strategic thinking, moral reasoning, brain imaging)

Karen Hegtvedt, Professor and Chair, Sociology (social psychology, legitimacy and justice)

Linda McCauley, Dean, School of Nursing (pesticide exposure among minority communities)— Sandra Gribkoff, assistant.

Mike McQuaide, Professor of Sociology, Oxford (healthcare systems; developing countries)

Pamela Scully, Assistant Vice Provost for Academic Affairs and Director, Center for Faculty Development and Excellence, and Professor, Women's Gender and Sexuality Studies and African Studies (gender and slave emancipation; women's rights and post-conflict societies)

Paige Tolbert, Professor and Chair, Environmental Health, School of Public Health (air pollution health effects, environmental epidemiology)

Peter Wakefield, Professor of Pedagogy, Institute for Liberal Arts, Director of Undergraduate Studies for Interdisciplinary Studies Major and Sustainability Minor (Greek philosophy, critical pedagogy)

Original Sustainability Advisory Council:

Peggy Barlett, Professor, Anthropology

Eloise Carter, Oxford, Biology

Mike Mandl, Executive Vice President

Bridget Guernsey Riordan, Dean of Student Life

Ciannat Howett, Director of Sustainability

Wayne Alexander, Chair, Medicine

John Wegner, Lecturer, Environmental Studies

Bill Eley, VP for Medical Education

Other committee members are too numerous to list here.

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

http://sustainability.emory.edu/page/1026/Committees-and-Task-Forces

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:

Emory's Office of Sustainability Initiatives was founded in September 2006, with the hiring of Ciannat Howett as Director. Emory's Sustainability Vision calls on the Office of Sustainability to help restore our global ecosystem, foster healthy living, and reduce the University's impact on the local environment. Progress will be assessed using the environmental, economic, and social "triple bottom line" of sustainability. The Office of Sustainability Initiatives coordinates several key sustainability initiatives, including Green Building and Greenspace Protection, Energy Conservation, Recycling and Waste Minimization, Water Conservation, Sustainable Food, Commute options, and Emory as Place. The Office also supports numerous sustainability efforts of faculty, staff, and students across the University and Emory's Healthcare system.

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

3.70

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

http://sustainability.emory.edu/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Ciannat Howett, J.D., Director of Sustainability. Kelly O'Day Weisinger, Sustainability Program Coordinator. Emily Cumbie-Drake, Sustainability Program Coordinator. Peggy F. Barlett, PhD, Faculty Liaison.

A brief description of each sustainability officer position:

The Director of Sustainability Initiatives has the direct responsibility for overseeing all University initiatives related to sustainability. The Director reports jointly to the Offices of the Executive Vice President for Finance and Administration and Executive Vice President for Academic Affairs (Provost). The Director functions as a visionary leader and organizational strategist to help Emory become a national model for sustainability in higher education. The Director is also responsible for strategizing ways to integrate sustainability into both the operational and academic functions of the University, network with and facilitate internal and external resources to accomplish that goal, and evaluate the needs of the University community. Further, this position is responsible for developing programs and new initiatives to enhance Emory's stature and create detailed implementation plans for those initiatives. The Director creates and implements communication strategies to promote broad awareness of initiatives and coordinates a University-wide process and organizational structure to support sustainability inquiry, change, and assessment. They also build effective partnerships and relationships with surrounding communities and key Atlanta institutions and establish effective linkages with units across campus that may have sustainability initiatives in process or as part of their overall strategy. The Director also coordinates, supports, and expands opportunities for faculty, staff, students and administrators to learn about sustainability issues throughout the academic and operational dimensions of University life.

The Sustainability Program Coordinators manage the development and implementation of various sustainability programs, lead related teams and committees, and along with the Director coordinate, support, and expand opportunities for faculty, staff, and students and administrators to learn about sustainability issues throughout the academic and operational dimensions of University life.

The Faculty Liaison serves as the primary resource for faculty and research-related program development and implementation with the Office of Sustainability, and oversees the Sustainable Food Initiative.

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

http://sustainability.emory.edu/page/1002/ABOUT-US

Sustainability Planning

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

Data reported for 2013-2014 academic year.

Descriptions and measurable goals for each of the above categories are outlined specifically and incorporated throughout several plans that are currently being implemented. Rather than pull each sentence from those plans that relates to the above categories, we have directed you to the plans in full. We believe you will get a better sense of Emory's plans, goals, and accomplishments by reading the full text of the plans.

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes

Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No
Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

The university seeks to support continued learning about sustainability through formal coursework, research, and the whole of life on campus. The university will be a laboratory for innovation, sharing its research discoveries and sustainability stories in formal venues and through our students and graduates. Participants in the Emory community will be ambassadors for the principles of sustainable living and a healthful future, both here and elsewhere.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Please see Emory's Sustainability Vision:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

Please see Emory's Climate Action Plan:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Accountable parties, offices or departments for the Curriculum plan(s):

The Office of Sustainability Initiatives collects data on courses that include sustainability, and keeps track of student co-curricular learning opportunities related to sustainability and climate action. OSI's faculty liaison administers the renowned Piedmont Project, a curriculum development effort that seeks to foster an invigorated intellectual community to address global issues and local sustainability challenges.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The university seeks to support continued learning about sustainability through formal coursework, research, and the whole of life on campus. The university will be a laboratory for innovation, sharing its research discoveries and sustainability stories in formal venues and through our students and graduates. Participants in the Emory
community will be ambassadors for the principles of sustainable living and a healthful future, both here and elsewhere.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Please see Emory's Sustainability Vision:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

Please see Emory's Climate Action Plan:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Accountable parties, offices or departments for the Research plan(s):

The Office of Sustainability Initiatives collects data on faculty research related sustainability and climate change. OSI's faculty liaison administers the renowned Piedmont Project, a curriculum development effort that seeks to foster an invigorated intellectual community to address global issues and local sustainability challenges.

A brief description of the plan(s) to advance Campus Engagement around sustainability:

From Emory's Sustainability Vision:
Healthy University Structures, Leadership and Participation: Emory seeks to support equitable social structures within an ethos of sustainability, while developing strong leadership and participation among all students, faculty, and staff. Leaders at all levels who are inspired, informed, responsive, and engaged will include sustainability criteria in ethical and managerial
decisions. Leaders among students, faculty, and staff will collaborate across units of the university to develop sustainable systems of daily life and help Emory thrive, economically, socially, and environmentally. . . The Emory experience will engender a sense of place and a pervasive awareness of sustainability commitments which will invigorate cooperation among sectors of the university and will encourage aesthetic and celebratory expressions.

From Emory's Climate Action Plan:
Individual Action
Though this report has focused heavily on institutional actions that units of Emory University can take, the individuals that comprise our community are essential to the success of the Climate Action Plan. Small steps that seem insignificant to each individual add up cumulatively to major change in overall emissions. Students, faculty, staff, and administrators are partners in sustainability efforts and

part of our plan will be

education and encouragement to participate in actions that reduce carbon emissions, conserve resources, and preserve ecosystems.Particular success in supporting sustainability-related individual actions have come from the on-line Sustainability Pledge, which encourages new behavioral choices, provides a forum for friendly competition and includes a greenhouse gas reduction calculator.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Please see Emory's Sustainability Vision:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

Please see Emory's Climate Action Plan:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Other campus engagement goals:
- Launch Green Office and Green Lab programs in 2013
- Revise Green Event program in 2014
- Increase participation in all student, staff, and faculty sustainability committees

Accountable parties, offices or departments for the Campus Engagement plan(s):

The Office of Sustainability Initiatives oversees campus engagement in sustainability-related activities, and works with partner departments across campus to meet goals.

A brief description of the plan(s) to advance Public Engagement around sustainability:

Included throughout the "Creating Community" section of the Strategic Plan, and coordinated thoughtfully by the Center for Community Partnerships.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Emory's Strategic Plan calls for "Creating Community" and "Engaging Society" through leadership development, increasing diversity, sustainability, and professional development. Please see the text of the Plan for detailed strategies. The ten-year plan is in place from 2005-2015.

http://www.emory.edu/strategicplan/

Accountable parties, offices or departments for the Public Engagement plan(s):

Accountable parties include the Office of Sustainability Initiatives, Center for Community Partnerships, Office of Community and Diversity, and Human Resources.

A brief description of the plan(s) to advance sustainability in Air and Climate:

The Emory University Climate Action Plan was developed through the cooperation of two presidentially-appointed committees created in 2010: The Climate Action Plan Committee, made up of faculty, staff, and students, and the Carbon Reduction Taskforce, made up of staff members from Campus Services. Together, they studied the issues and opportunities, assessed feasibility, gathered campus advice and support, and put forward the following ambitious, yet achievable, goals for greenhouse gas emissions reduction for Emory University (from a 2005 baseline):By 2020: 20% reduction in total emissions, 35% reduction per square foot. By 2036 (Emory's 200th anniversary year): 36% reduction in total emissions, 50% reduction per square foot. By 2050: 50% reduction in total emissions, 85% reduction per square foot. The recommendations of the Climate Action Plan propose a comprehensive approach to reach these goals, offering emission reduction strategies in the categories of sustainable building and construction, energy, transportation, waste management, food, procurement, academic programs, and individual action. Each academic and several operational units of the university are asked to choose specific strategies to reduce greenhouse gas emissions and to report their progress annually.Updates to future master plans and strategic plans of the university will also include steps for achieving these plans.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The Climate Action Plan Committee and the Carbon Reduction Task Force affirmed the following ambitious, yet achievable goals for greenhouse gas emissions reduction for Emory University. All are in comparison to a baseline of fiscal year 2005 and are based on Emory's greenhouse gas inventory, experience with resource use reduction in the past decade, and international experience with strategies to reduce emissions. By 2020: 20% reduction in total emissions, 35% reduction per square foot. By 2036 (Emory's 200th anniversary year): 36% reduction in total emissions, 50% reduction per square foot. By 2050: 50% reduction in total emissions, 85% reduction per square foot.
Some universities have established emissions reduction goals only per square foot of building space, but if campus growth is robust, such an approach will not make any reductions in total greenhouse gas emissions. In recognition of the global urgency to reduce total quantities of emissions in the atmosphere, Emory has adopted goals both or total emissions as well as per 8 square foot. These aggressive goals move us closer our ultimate goal of operating in a carbon neutral manner.

The full text of the plan can be found at

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

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Accountable parties, offices or departments for the Air and Climate plan(s):

Emory's Office of Sustainability Initiatives collaborate with Emory's Campus Services department, sharing accountability for Climate Action Plan goals.

A brief description of the plan(s) to advance sustainability in Buildings:

Emory seeks to be a global model through attention to this region and its natural cycles, efficiency in the use of resources and the reduction of waste, and restorative action in the built environment. Our buildings will embody sustainability practices so as to teach, be catalysts for change, and provide incubators for innovation. Our buildings will also be attentive to the abilities of all users, following what is known as universal sustainable design principles for accessibility. Through a commitment to human and ecosystemic health here and elsewhere, Emory will seek to partner with other local
institutions to lead the wider economic marketplace towards greening the supply chain
-developing systems of production, distribution, and consumption that reduce pollution and conserve resources.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Please see Emory's Sustainability Vision:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

Please see Emory's Climate Action Plan:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Accountable parties, offices or departments for the Buildings plan(s):

Emory's Office of Sustainability Initiatives collaborates with Campus Services to achieve goals related to the built environment.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Emory's sustainability vision sets an ambitious goal of 75 percent local or sustainably grown food in its hospitals and cafeterias by 2015. Sustainably grown food supports environmental health, worker welfare and wages, and farm viability, as well as taste and nutrition.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

and

Emory's Sustainable Food Purchasing Guidelines here:

http://sustainability.emory.edu/uploads/press/2013/05/2013050714054301/SustFoodPurchGuidelns5-1

-13.pdf

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Emory's Office of Sustainability collaborates with Emory Dining, Emory Healthcare Food & Nutrition, and the Sustainable Food Committee to achieve sustainable food goals.

A brief description of the plan(s) to advance sustainability in Energy:

Emory's goal is to reduce energy use 25 percent per square foot by 2015 from 2005 levels. Emory plans to achieve this goal through both operational changes, such as improving the efficiency of lighting, heating, cooling and ventilation, and behavioral change such as turning off lights, computers, and other simple steps individuals can take.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Accountable parties, offices or departments for the Energy plan(s):

Emory's Office of Sustainability Initiatives collaborates with Campus Services and Emory Healthcare to achieve goals in energy use reduction.

A brief description of the plan(s) to advance sustainability in Grounds:

Emory University is a campus abundant with natural beauty, open spaces, trees and plant life. In fact, Emory's campus includes some of the most biodiverse forest inside Atlanta's I-285 perimeter. In 2004, Emory committed to:

- Leave roughly half of the University's 700 acres of land undeveloped, supporting the protection of the Wesley Woods, Baker, and Lullwater forests.
-Beginning in 2003, a University policy has required that campus land suffer "No-Net-Loss-of-Forest-Canopy," ensuring every time a tree is removed, trees be replanted to maintain the same forest canopy.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

and

Emory's Campus Master Plan Update

http://www.fm.emory.edu/campusplan/documents/cpu_2005/EmoryCampusPlan.pdf

and

Emory's Lullwater Comprehensive Management Plan

http://sustainability.emory.edu/uploads/press/2014/03/2014031314311242/merged_document.pdf

and

Emory's Forest Management Plan

http://sustainability.emory.edu/uploads/press/2014/04/2014040910595134/forest-management-plan.p

df

Accountable parties, offices or departments for the Grounds plan(s):

Emory's Office of Sustainability Initiatives collaborates with Campus Services and Emory Healthcare to achieve goals in for sustainable grounds and landscaping.

A brief description of the plan(s) to advance sustainability in Purchasing:

Through its Sustainability Vision, Climate Action Plan, Supplier Code of Conduct, Core Statements on computer purchases, janitorial products, and supplier diversity, and Emory's founding membership in the Sustainable Purchasing Leadership Council, Emory addresses sustainable procurement through supplier contracts and purchasing behavior change and education.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

and

Sustainable Purchasing Leadership Council Principles

http://www.purchasingcouncil.org/principles/

Accountable parties, offices or departments for the Purchasing plan(s):

Emory's Office of Sustainability Initiatives collaborates with the Procurement and Payment Services department to achieve goals for sustainable purchasing.

A brief description of the plan(s) to advance sustainability in Transportation:

Emory is committed to its role as model of a progressive, sustainable, 'green' campus. Members of the Emory community are encouraged to work together to re-examine their modes of commuting and consider modes that share all or part of the ride with others. Emory offers a suite of commute alternatives and incentives for faculty, staff and students.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Accountable parties, offices or departments for the Transportation plan(s):

The Office of Sustainability Initiatives collaborates with the department of Transportation and Parking Services to achieve goals related to sustainable transportation.

A brief description of the plan(s) to advance sustainability in Waste:

Emory encourages all members of its community to help reduce the amount of waste sent to landfills. The University is committed to an overall goal of diverting Emory's total waste stream by 65% by 2015, including recycling 100% of electronics waste and road construction materials and composting, recycling, or reusing at least 95% of food waste, animal bedding, and building construction materials.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

65% Diversion from the Landfill by 2015, from 2005 baseline

For more information, please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Accountable parties, offices or departments for the Waste plan(s):

Emory's Office of Sustainability Initiatives collaborates with Campus Services to achieve waste diversion goals.

A brief description of the plan(s) to advance sustainability in Water:

In light of Georgia's recent severe drought, water conservation is more important than ever. Metro Atlanta is the largest municipality reliant on the smallest single watershed in America.

In 1995, the University developed a statement of principles to reduce water consumption in Atlanta and Oxford. Then, in 2007, a consulting team was hired to develop a comprehensive storm water management plan addressing storm water management, waste-water

management, and overall water conservation on Emory's campuses.

Currently Emory has one of the largest green building inventories by square footage among all universities in the nation.
Emory's green buildings conserve water in the following ways:

A closed-loop laser system helps the Math and Science Center save 2.8 million gallons of water per year.
Water use in Candler Library has been reduced by 30 percent.
Low-flow fixtures in the Goizueta Business School reduced water use by 20 percent. Cisterns also capture storm water and condensate from air handling units for irrigation.
Water-saving fixtures at the Winship Cancer Institute Center reduced water use by 24 percent.
The Whitehead Biomedical Research Building and Emory-Children's Center conserve water and energy at the same time by using large heat wheels to wring the humidity out of the atmosphere, resulting in almost 4 million gallons per year of water being captured and used in Emory's chilled-water system.
Emory's Evans and Few residence halls, designed to LEED standards, pump collected rainwater using solar power to flush toilets.
Emory's Longstreet and Means first-year residence halls collect grey water and rain water for toilet flushing.
Low-flow shower heads, dual-flush toilets, and low-flow urinals are installed at various locations on campus.
Rainwater cisterns holding over 350,000 gallons of collected rainwater can be used to water campus trees and gardens

The measurable objectives, strategies and timeframes included in the Water plan(s):

20% reduction of water use by 2020, from 2005 baseline

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

and

Emory's Stormwater Master Plan

http://www.campserv.emory.edu/pdc/engineering/Engineering_Documents/EMORY_SWMP2.pdf

Accountable parties, offices or departments for the Water plan(s):

Emory's Office of Sustainability Initiatives collaborates with Campus Services to achieve water use reduction goals.

A brief description of the plan(s) to advance Diversity and Affordability:

Emory University strives to provide a welcoming, diverse and inclusive campus as an essential part of a community of academic excellence.

Emory's traditions of ethically based personal and institutional engagement in all our learning and working environments seek to build a community of shared excellence for all students, faculty and staff.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

The Office of Community and Diversity, founded in 2007, works directly with four areas: the Center for Community Partnerships, the Center for Women, the Office of Disability Services and the Office of Equal Opportunity Programs. It also convenes the Steering Committee of the Advisory Council on Community and Diversity.

The Office of Multicultural Programs & Services and the Office of LGBT Life are departments in Campus Life that work to build unity through respect and appreciation for individual and cultural differences.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim
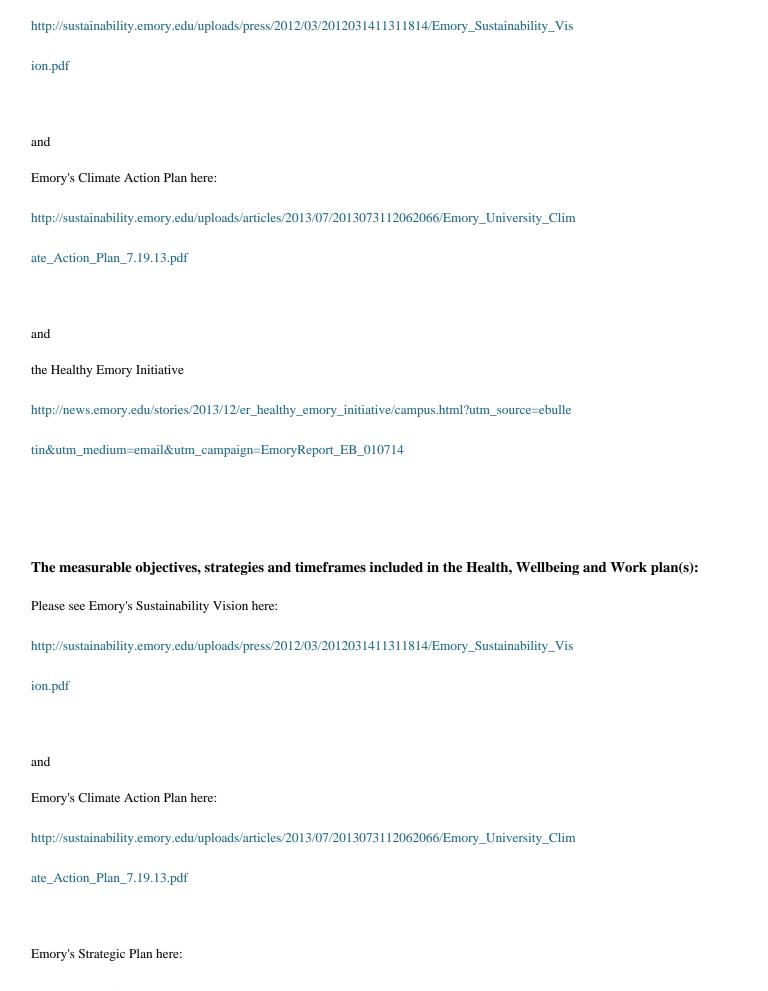
ate_Action_Plan_7.19.13.pdf

and

the Healthy Emory Initiative

http://news.emory.edu/stories/2013/12/er_healthy_emory_initiative/campus.html?utm_source=ebulle

tin&utm_medium=email&utm_campaign=EmoryReport_EB_010714

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

Emory's Strategic Plan here:

http://www.emory.edu/strategicplan/the-plan/The%20Plan%20Read%20the%20Plan%20Read%20the%20Detai

led%20Plan.pdf

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Faculty Staff Assistance Program, Student Health and Counseling Services Department

A brief description of the plan(s) to advance sustainability in Investment:

N/A

The measurable objectives, strategies and timeframes included in the Investment plan(s):

N/A

Accountable parties, offices or departments for the Investment plan(s):

N/A

A brief description of the plan(s) to advance sustainability in other areas:

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

and

Emory's Strategic Plan here:

http://www.emory.edu/strategicplan/the-plan/The%20Plan%20Read%20the%20Plan%20Read%20the%20Detai

led%20Plan.pdf

The measurable objectives, strategies and timeframes included in the other plan(s):

Please see Emory's Sustainability Vision here:

http://sustainability.emory.edu/uploads/press/2012/03/2012031411311814/Emory_Sustainability_Vis

ion.pdf

and

Emory's Climate Action Plan here:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim

ate_Action_Plan_7.19.13.pdf

and

Emory's Strategic Plan here:

http://www.emory.edu/strategicplan/the-plan/The%20Plan%20Read%20the%20Plan%20Read%20the%20Detai

led%20Plan.pdf

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

The Brundtland Commission identified sustainable development in 1987 as development that meets the needs of the present without compromising the ability of future
generations to meet their own needs. A sustainable Emory will be part of a healthy ecosystem; we seek to reduce the university's harmful

impacts on the environment and contribute to regeneration of the ecosystem. A thriving economic sector will provide equitable opportunities for satisfying livelihoods and study through a safe, healthy, high quality of life for current and future generations. A sustainable Emory community implicates social dimensions, including a rich fabric of cultural diversity and the opportunity for all members to play a role in determining their own future. The intersections of social, economic, and environmental dimensions of sustainability are the "triple bottom line" by which we will assess our progress.

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:

Sustainability is included in the "Creating Community - Engaging Society" theme of Emory's 2005-2015 Strategic Plan, and called for the development and implementation of a sustainability plan to help restore the global ecosystem, foster healthy living, and reduce the University's impact on the local environment, which included the establishment of the Office of Sustainability Initiatives in 2006.

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

http://sustainability.emory.edu/page/1037/Our-Vision

Governance

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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.

Submission Note:

http://sga.emorylife.org/

http://www.senate.emory.edu/

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Student Government Association (SGA) is the governance organization for the entire University. SGA recognizes 12 subsidiary divisions of Emory University: Allied Health, BBA Council (Undergraduate Business), C3 – Candler Coordinating Council, Club Sports Council, College Council, ESNA (Undergraduate Nursing), Graduate Business, Graduate Nursing Council, Graduate SGA, Grad Student Council (Graduate School of Arts and Sciences), Media Council, Medical School Senate, Outdoor Emory, Oxford SGA, Rollins SGA, SBA (Law School), Student Government Association, and the Student Programming Council (SPC). SGA representatives are elected each spring and serve throughout the following academic year.

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

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

The Student Government Association President is the student representative on the Board of Trustees.

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:

Establishing new policies, programs, or initiatives: The Student Government Association and student representatives on various University Senate committees are a part of the creation of new policies, programs, and initiatives on campus.

Strategic and long-term planning: Emory's university-wide strategic plan, "Where Courageous Inquiry Leads: 2005-2015", outlines the university's vision to become a destination university, internationally recognized as an inquiry-driven, ethically engaged, and diverse community whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care and social action. The plan was written by and for all of Emory's stakeholders including, but not limited to, current and prospective students and their families, faculty, staff, alumni, board members, community members, local, statewide, national and international colleagues, and friends of the University.

Existing or prospective physical resources: The Campus Development Committee of the University Senate is responsible for advising the Senate and Administration for matters which affect the appearance and function of the campus environs. The Committee reviews the design and site selection for new buildings and reviews plans for remodeling existing buildings. Additionally, the Committee on the Environment discusses, proposes, creates policy statements, and reviews potential environmental impacts from Emory's activities within the campus and the activities of others which may impact the Emory campus. Student representatives serve on the Campus Development Committee and the Committee on the Environment.

Budgeting, staffing, and financial planning: Emory has several advisory committees with students. The University Center Board-comprised all of students to direct programming and budget for the Dobbs University Center (DUC), Food Advisory Committee related to Food Services (both retail and residential) on campus, Residence Hall Association (RHA) for Residence Halls, Black Student Union

Board, Student Health Advisory Committee, and others. All these committees have programming oversight and input with spending funds. Students are almost always on search committees for key Campus Life positions.

Communications processes and transparency practices: The University Senate Standing Committee for Open Expression is a working group of community members—faculty, staff, and students—who seek to promote and protect the rights of community members related to issues involving speech, debate, open expression, and protest. The Committee's primary responsibilities involve educating and advising the Community about rights and responsibilities under this Policy and investigating alleged infringements of those rights through mediation and informal conflict resolution. Its additional responsibilities include mediating when possible during campus incidents in order to prevent conflicts and violations of the Policy, advising administrative officials when requested, and interpreting the Policy at the request of any member of the University community.

Prioritization of programs and projects: As mentioned above, student representatives on the Strategic Plan committee, as well as the various University Senate committees enables students to have a formal role in the prioritization of programs and projects at Emory.

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:

Established in 1970 by the president of Emory University, the Employee Council facilitates communication between Emory employees and university administration and serves as an advisory body to the president.

The Employee Council represents the perspective of employees to the administration (recommending change when appropriate), facilitates communication between the administration and employees at all organizational levels regarding university policies, practices, and programs and fosters closer working relationships between organizational areas and groups of employees.

Members are charged with taking the information they receive at monthly meetings back to their respective areas, as well as soliciting feedback from their colleagues and reporting back to the Employee Council. Employee Council activities include:
Sponsoring the annual Presidential Town Hall
Representing staff concerns in the proposed benefits changes
Addressing questions about shuttle service and parking
Participating in blood drives, book drive, and community service activities
Exploring the Strategic Plan for staff members

Another goal of the Employee Council is to help promote community■building programs and activities at Emory. These activities include attending performances on campus, tours of new buildings, and athletic events, to mention just a few.

The University Senate is comprised of faculty, staff, and students. The Senate:
considers and makes recommendations regarding all matters of general University interest, including matters referred to it by the President or Board of Trustees
reviews all new policies and changes to existing policies
submits recommendations to the President on any matter affecting the interests of the University
makes recommendations regarding Honorary Degree recipients.
The University Senate is composed of:
Ex officio members from the University Administration
Members of the Faculty Council

Executive board members from the Employee Council, Student Government Association, and Graduate Student Government Association
Faculty and Student Representatives from each School
Representatives from amongst the Alumni, Librarians, Staff, and Academic Deans

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

No

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

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

	Yes or No
Establishing organizational mission, vision, and/or goals	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:

Emory's Strategic Plan task force included non-supervisory staff who helped implement the Plan. The task force's work resulted in institutional changes called for by Emory's 2005-2015 Strategic Plan.
The Committee on Class and Labor includes both hourly and salaried non-supervisory staff and makes recommendations to the President and Board that have resulted in institutional changes.
Non-supervisory staff participated in the Emory Advisory Council on Community and Diversity (ACCD) which was launched in the fall of 2012 to replace Emory's three president's commissions. The President's Commission on the Status of Women (PCSW), the President's Commission on Race and Ethnicity (PCORE) and the President's Commission on Sexuality, Gender Diversity and Queer Equality (PCSGDQE) that were established in 1976, 1979, and 1995, respectively. The Council advises the President on diversity-related issues.

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 University Faculty Council includes elected and appointed faculty members representing all of the schools and colleges. It serves as the chief representative body of the faculty. The Faculty Council:
considers and makes recommendations to the president concerning the academic affairs of the university; reviews all changes in existing policies or the establishment of new policies related to matters of general interest to the University faculty; monitors and reviews the terms and conditions of faculty employment, the state of facilities, policies that affect scholarship and teaching, budgetary commitments, general financial condition of the University, and relationship between faculty and administration; and considers suggestions and addresses problems and concerns raised by any recognized faculty group.

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

Yes

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

The Board of Trustees chair appoints Faculty Counselors to serve on several of the major Board of Trustee committees, in accordance with the bylaws. They typically serve a three-year term, other than the president and president-elect of the University Senate (who serve ex officio for one year).

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:

Faculty counselors participate in committees of the board of trustees in an advisory capacity:

A Faculty Counselor serves on the Board of Trustees' Campus Life Committee and assisted in a new organizational structure and vision for the Division of Campus Life.

Faculty serve on the Academic Affairs Committee of the Board, and participate in major decisions regarding academic programs at Emory.

The Real Estate, Buildings and Grounds Committee includes a faculty member, and it makes decisions about all capital projects on campus.

Faculty member serve on the Board's Finance Committee and Investments Committee, and, in that capacity weigh in on major financial decisions for the University.

Faculty serve on university-wide special committees.

The University Faculty Council advises the president and provost on existing and new policies, programs, and initiatives related to faculty.

The University Senate advises the president on existing and new policies, programs, and initiatives related to faculty, students, and staff.

Faculty counselors participate on the board of trustees committee that pertains to buildings and grounds in an advisory capacity.

Faculty counselors participate on the financial and investment committees of the board of trustees in an advisory capacity.

Faculty serve on an advisory committee to the Executive Vice President for Finance and Administration to discuss financial and administrative issues of the university and to communicate them to other faculty.

Faculty serve on search committees for new Deans of units and for senior financial administrators of the university.

Faculty serve in the Provost's office to assist with developing data systems for transparency of reporting on standard academic indicators; budget-related issues.

The University Senate and Faculty Council have developed newsletters to report on policy-related issues and programs discussed in those forums.

The Provost and President have advisory committees that include representation of the faculty.

The website URL where information about the institution's governance structure is available:

http://www.emory.edu/secretary/board_of_trustees/index.html

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

Ciannat Howett
Director
Sustainability Initiatives

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

Submission Note:

A new website is under construction for the Office of Institutional Equity and Inclusion, so we have provided the general Provost's office website.

"---" *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 Office of Institutional Equity and Inclusion opened on May 1, 2014 at Emory University. Lynell Cadray serves as the Associate Vice Provost. The primary responsibility of this office is to implement systematic processes for all areas related to Equity and Inclusion. The staff of seven serves the university in various critical functions: Equal Opportunity Programs and Affirmative Action, Faculty and Staff Training, Discrimination and Harassment Investigations, Title IX, implementation of Faculty and Senior Administrator Hiring Practices and Access and Disability Resources. These units work in tandem with other offices on campus. Campus Life oversees various units related to Community Building and is currently building a team which focuses on Diversity and Inclusion which includes: LGBT, The Center for Community Partnerships, The Center for Women, The Office of International Student Life and The Office of Multicultural Programs and Services. In addition, the Advisory Council on Community and Diversity convenes as a Steering Committee and guides efforts related to diversity through various individual units around the university.
Faculty, staff and students collaborate through a range of programs and practices designed to facilitate access, enhance equity and broaden inclusion.
Prior to this new office's formation, Emory had the same programs and services provided through other departments.

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

7

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

http://www.provost.emory.edu/

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Office of Institutional Equity and Inclusion makes available trainings related to: Title IX – Sexual Misconduct and Title VII – Discrimination and Harassment and information related to these policies are highly visible on the Emory University website and on Emory's campus. In addition, there are trainings developed related to Good Hiring Practices and Biases in the Academy. All of this information will be available on the website which is under construction and designated to launch in early fall.
In addition there are university wide initiatives and training programs related to Diversity and Inclusion and these are developed in

individual units.

A sampling of these may be found on individual websites at: The Center for Women, The Office of Campus Life, The Laney Graduate School, The Nell Hodgson Woodruff School of Nursing, The School of Law, The School of Theology, Emory College, Oxford College, The Goizueta School of Business, Emory University School of Medicine and The Rollins School of Public Health.

In addition, the Office of Institutional Equity and Inclusion has a staff member who focuses primarily on building a diverse faculty by providing assistance and training to faculty search committees and by collecting and maintaining updated data on these activities university-wide. This staff member works collaboratively with all academic units and faculty members in designing and implementing strategies to assist them in reaching their diversity goals.

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

http://www.provost.emory.edu/

Assessing Diversity and Equity

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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:

Committee on Class and Labor Report and
Recommendations--http://news.emory.edu/stories/2013/01/er_class_labor_report/campus.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) :

On an annual basis, the Office of Residence Life & Housing conducts the EBI survey in the residence halls. This provides a great deal of feedback about diversity on campus. Specifically, the survey focuses on how residential students perceive their interactions with people who differ from them and what they have learned from these interactions. The survey has been conducted annually since 2004. It is cosponsored by other departments, including Emory Dining, the Office of Sorority and Fraternity Life, and Campus Services.
In 2012, the Committee on Class and Labor surveyed Emory employees to investigate Emory's role as an employer and the role class and status play within the University. This survey included a variety of demographic questions, included job classification, education level, gender, sexual orientation, race/ethnicity, and citizenship. The results of this survey have been utilized by the University Senate

Committee on Class and Labor Implementation to understand the nature of class as it plays out on a university campus, recommend steps toward reducing the power of class to interfere with work and toward increasing work satisfaction and productivity at Emory, identify ways the university could foster a culture of education, professional advancement, and personal growth for all employees, and propose ways to think about how the university contracts for ongoing services by major contractors.

Has the institution assessed student diversity and educational equity?:

Yes

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

The Offices of Community and Diversity, Equal Opportunity Programs, and Institutional Research collaborated to produce a Diversity Profile. Its purpose is to provide a snapshot of our community's past and present, and to aid Emory in expanding access, equity, and inclusion at Emory. The 2011 Diversity Profile, Volume II, is a demographic census of Emory faculty and staff from 1999 to 2009 and of Emory students from 2000 to 2009. It features data on race/ethnicity, gender, and citizenship, and describes trends across the university. Other data highlight administrative and academic divisions.The profile seeks to generate a more thorough understanding of how race/ethnicity, gender,and other forms of diversity are represented throughout Emory. Equipped with this broader understanding, Emory enhances its ability to nurture and value diversity.

Has the institution assessed employee diversity and employment equity?:

Yes

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

The Offices of Community and Diversity, Equal Opportunity Programs, and Institutional Research collaborated to produce a Diversity Profile. Its purpose is to provide a snapshot of our community's past and present, and to aid Emory in expanding access, equity, and inclusion at Emory. The 2011 Diversity Profile, Volume II, is a demographic census of Emory faculty and staff from 1999 to 2009 and of Emory students from 2000 to 2009. It features data on race/ethnicity, gender, and citizenship, and describes trends across the university. Other data highlight administrative and academic divisions.The profile seeks to generate a more thorough understanding of how race/ethnicity, gender,and other forms of diversity are represented throughout Emory. Equipped with this broader understanding, Emory enhances its ability to nurture and value diversity.

Additionally, in 2012, the Committee on Class and Labor surveyed Emory employees to investigate Emory's role as an employer and the role class and status play within the University. This survey included a variety of demographic questions, included job classification, education level, gender, sexual orientation, race/ethnicity, and citizenship. The results of this survey have been utilized by the University Senate Committee on Class and Labor Implementation to understand the nature of class as it pays out on a university campus, recommend steps toward reducing the power of class to interfere with work and toward increasing work satisfaction and productivity at Emory, identify ways the university could foster a culture of education, professional advancement, and personal growth for all employees, and propose ways to think about how the university contracts for ongoing services by major contractors.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

http://provost.emory.edu/

Support for Underrepresented Groups

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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:

Publicly accessible inventory of gender neutral bathrooms on campus:
http://www.lgbt.emory.edu/trans/bathrooms_facilities.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:

The Emory Advisory Council on Community and Diversity (ACCD) was launched in the fall of 2012 to replace Emory's three president's commissions. The President's Commission on the Status of Women (PCSW), the President's Commission on Race and Ethnicity (PCORE), and the President's Commission on Sexuality, Gender Diversity, and Queer Equality (PCSGDQE) were established in 1976, 1979, and 1995, respectively. They were created to advise the university president on diversity-related issues. Their contributions and recommendations helped establish the Center for Women, the Office of LGBT Life, and the Office of Community and Diversity in addition to many other programs and policies.

http://provost.emory.edu/documents/community/accd2014-summary-report.pdf

The Committee on Class and Labor has its roots in conversations that began at Emory University in the spring of 2010, when students began raising awareness of their concerns about contract labor on campus. A number of faculty members also sought to deepen the community's interest in these matters. These conversations and activities led to the creation of this committee.

http://www.employeecouncil.emory.edu/documents/Class%20and%20Labor%20Report%20Summary%20Slides.

pdf

The Office of Disability Services provides accommodations for students, faculty, and staff to provide a full and rich living, learning, and working experience. Services provided include alternative testing, note taking, interpreting, advocacy, and mobility and transportation services. the office ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed.

http://www.ods.emory.edu/

The Center for Women at Emory benefits the university and community constituencies by promoting gender equity and inclusion, developing women leaders, and providing education on gender issues. The Center for Women brings people together to share information, ideas, and resources as we work toward positive individual, institutional, and global transformation. They serve faculty, staff, students, and alumni.

http://womenscenter.emory.edu/

The Office of Equal Opportunity Programs (EOP) protects historical, legal, and ethical principles of openness and non-discrimination while advancing a broad vision of inclusion in which all members of the Emory community and guests are welcomed and have an opportunity to participate fully. The Office of Equal Opportunity Programs (EOP) was established in 1978 to ensure that Emory University operates in an environment which is free from discrimination and harassment. EOP monitors Emory's hiring processes and procedures and assists departments with recruiting and hiring practices designed to support access, equity and inclusion.

http://www.emory.edu/president/governance/equal-opportunity.html

International Student/Scholar Program (ISSP)- International Student and Scholar Services (ISSS) promotes global education through services and support for the international population and the wider Emory community. The ISSP staff members, separately or in tandem with a variety of organizations serve international students and/or scholars and provide a number of ongoing cultural and social programs throughout the academic year. ISSP's goal is to provide positive international educational exchange through all of their services. To this end, we facilitate the enrollment of international students and the exchange and employment of international faculty and staff, ensuring institutional compliance with federal, state and local laws, rules, and regulations. They are dedicated to assisting international students and scholars in achieving their academic, personal, and professional goals through advocacy, consulting, and training with University partners, government agencies, and the international education community.

The Office of Multicultural Programs & Services (OMPS) facilitates the creation of an affirming and equitable community of care while supporting and engaging in the development of students of all racial identities. Their vision is to be a model of inclusion and cultural competency which empowers students to succeed, to share learning experiences through inter-cultural dialogue, and build collaborative relationships in a vibrant, socially just, diverse university community. OMPS has programs which emphasize cross-cultural competence to students, faculty, staff, academic departments, parents, and community groups. Their programs include, but are not limited to: Unity Month, Heritage Months, Multicultural Mondays, Crossroads (a first-year community building program), Multicultural Outreach and Resources at Emory (MORE) mentoring program, and Intersections (a program for upper-division students aim at developing student capacity for cultural humility, leadership, and collaboration by identifying tools for inclusive leadership and considering the impact of the intersection of identities).

http://www.emory.edu/MULTICULTURAL/

The Senate Diversity Committee has the following objectives: (1) to provide a more comprehensive view of the University's offices and initiatives responsible for strengthening diversity at Emory and to facilitate discussion and communication between offices and groups around these initiatives; (2) to encourage diversity considerations in the formation of all University Senate committees; and (3) to publicize events on campus that have a strong diversity component.

http://www.senate.emory.edu/home/committees/Senate%20Diversity.html

The website URL where more information about the support programs for underrepresented groups is available:
http://provost.emory.edu/

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

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

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University's commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment.

Emory encourages anyone who has knowledge of discrimination on campus to report alleged violations of this policy. Because discriminatory harassment interferes with the University's educational mission and may be unlawful, anyone who becomes aware of discrimination or discriminatory harassment committed by member of the faculty, staff, administration, student body, a vendor, a contractor, guest or patron on campus, is encouraged to report the harassment to the Director of Equal Opportunity Programs. The Director of Equal Opportunity Programs is also the University Title IX Coordinator.

Emory faculty, administrators and supervisors are required to immediately report any employment complaints they receive or incidents of discrimination or discriminatory harassment they witness, to their immediate report or to the Office of Equal Opportunity Programs.

The Office of Equal Opportunity Programs (or an alternate investigator, where appropriate) will promptly, fairly and thoroughly investigate all timely claims of harassment and discrimination, regardless of whether such complaints are reduced to writing. All complaints of discrimination and harassment will be treated in the strictest confidence possible under the particular circumstances.

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

http://policies.emory.edu/1.3

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

Ciannat Howett
Director
Sustainability Initiatives

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.

Submission Note:

The Office of Institutional Equity and Inclusion's new website is under construction, so we have linked to the general provost's office website.

"---" *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:

The Office of Institutional Equity and Inclusion has a staff member who focuses primarily on building a diverse faculty by providing assistance and training to faculty search committees and by collecting and maintaining updated data on these activities university-wide. This staff member works collaboratively with all academic units and faculty members in designing and implementing strategies to assist them in reaching their diversity goals.

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

http://www.provost.emory.edu/

Affordability and Access

Responsible Party

Ciannat Howett
Director
Sustainability Initiatives

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Emory Advantage, instituted in 2007, is Emory University's financial aid initiative to help students from families with total annual incomes of $100,000 or less who demonstrate a need for financial aid. The goal of the program is to make an Emory education attainable for any qualified student, regardless of income.

Emory College Grant is a similar award provided in a student's financial aid package that goes toward meeting demonstrated financial need.

In addition, Emory is a partner of the QuestBridge program, which helps Emory to identify exceptional students. These students are often first generation college students or from a lower socioeconomic status and benefit from the Emory Advantage program.

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

The Division of Campus life has assembled a small working group to more proactively address students from low-income backgrounds or that may otherwise be in crisis.

Further efforts are being developed to monitor the academic success of these students. For example, in the Division of Enrollment Services, we have a working group (named SOS—Supporting Our Students) looking at best ways to support these students through the enrollment process.

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

As a partner of QuestBridge, prospective low-income Emory students have access to online QuestBridge resources. One such resource is QuestBridge's online information about preparing and paying for college, accessible to prospective students through their online Student Resource web page.

Emory also hosts special events for students of various ethnic and racial backgrounds, many of whom qualify as low-income. By staying overnight on campus, attending classes, and interacting with members of the Emory community, students leave with a better sense of what higher education is like.

There are also conversations in progress to set up a mentoring program with Emory alumni.

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

Emory offers two scholarships that are available specifically for low-income students. Emory Advantage is the school's major scholarship program, which awards students from families making less than $100,000 per year the money they need to make an Emory education more affordable. Emory College Grant is a similar scholarship, awarded to students based on their demonstrated financial need.

In addition, Emory participates in the Department of Education's federal programs, like the Federal Pell Grant program and the Supplemental Educational Opportunity Grant which are available only to low-income students.

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

Emory offers several programs directed at helping parents, including those of low-income students, with an introduction to the institution and higher education in general. Emory offers aid programs to organizations that target their members based on certain economic factors.

The Essence of Emory program brings in African American and Latino families from the around the country, many of whom qualify as low-income. By spending time on campus and attending breakout sessions with Emory students and employees, students and parents alike learn more about the higher education experience at Emory, from admission to what it takes to graduate.

Emory's WorkLife Program, run by the H.R. department, provides a general "Pay For College" workshop open to all Emory employees. Other workshops offered by the WorkLife program walk students and parents through the admissions process, campus employment opportunities, and more. These along with other events are used to offer information to the general public about Emory and insight into the general aid process.

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

QuestBridge is an initiative of the non-profit Quest Scholars Program that identifies high-achieving, low-income students nationwide, assists them with their applications and helps them connect with competitive colleges they would like to attend. Emory University is a member of a select coalition, including Princeton, Yale, Stanford, Columbia and Rice universities, as well as liberal arts colleges such as Bowdoin, Oberlin and Wellesley, that partner with QuestBridge. Through the College Match Program, high school seniors chosen as finalists have their names and applications submitted by QuestBridge to college "partners" during the early admissions cycle in lieu of submitting their applications directly to schools. The colleges then rank the students they are interested in, and the students rank their top-choice colleges. If there is a match, the student may attend the school and receive a scholarship package that includes full cost of tuition, books and room and board. Students who do not find a match during the early admission cycle may apply to their choices regular decision by completing the Common Application Supplement.

Emory also hosts special recruitment and admission events for students of various ethnic backgrounds, many of whom qualify as low-income. By treating these students to several days of living in a dorm setting, eating in the dining hall among enrolled Emory students, and attending top-notch classes, Emory invests heavily in recruiting these students.

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

Emory uses the Common Application. Students may submit one application and $75 application fee for joint application to the Emory College and Oxford College (Emory's 2-year Associate's Degree undergraduate college). Considering that the application fee covers an application to two distinct programs, $75 is on the inexpensive end of the spectrum.

Emory is a need-blind institution. A student's financial background plays no role in whether or not the student is admitted.

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

Other than need-based aid and merit awards, low-income students may qualify for the Emory Courtesy Tuition Benefit, under which dependent children of eligible Emory faculty and staff hired before January 1, 2003 may receive full-tuition scholarships minus the amount of the HOPE Scholarship and Georgia Tuition Equalization Grant (GTEG). Employees hired after December 31, 2002 will receive graduated benefits based upon the employee's year of service. Students eligible for Courtesy benefits, who also receive Emory merit awards, cannot receive awards that exceed their eligibility. Courtesy awards are applied prior to Emory merit awards.

Emory also participates in Federal Pell Grants and the Georgia Hope Scholarship for Undergraduate Georgia Residents.

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

Low-income students are eligible for a number of merit-based scholarships as well as qualifying for need-based aid. Merit awards are not selected by the Office of Financial Aid, but they can significantly decrease the cost of an Emory education for their recipients. Students who receive a merit award may renew that award for all four years, provided that they remain in high academic standing. Merit awards range from $1000/semester to full-tuition scholarships, and include the Emory Scholars Program, the Emory Opportunity Award, and National Merit Scholarships.

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:

Some scholarships may be awarded to part-time students, but Emory does not offer any scholarships 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:

The Clifton School operates at two locations and provides full-time childcare to children (ages 6 weeks to 5 years) of Emory employees and full-time students. Currently, there is no subsidy available to assist students in affording childcare at the Clifton School.

Emory also offers a program called the Emory Child Care Network, through which the school partners with 13 independent childcare organizations, all of which operate locations within 25 miles of campus (most are much closer). Some of those organizations offer discounts to Emory students, and Emory subsidizes tuition to others. Subsidies and discounts for Emory students range from a $200 waived application fee to a 15% tuition discount. Additionally, some of these childcare organizations offer priority admission to the children of Emory employees and students.

A brief description of other policies and programs to support non-traditional students:

Emory operates the WorkLife Resource Center, an outlet for students and employees to find employment, learn more about how to juggle work and education, and seek financial counseling.

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	20
The graduation/success rate for low-income students	82
The percentage of student financial need met, on average	99.40
The percentage of students graduating with no interest-bearing student loan debt	48

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:

12

The website URL where information about the institution's affordability and access programs is available:

http://studentaid.emory.edu/types/grant-schol/emory-advantage.html

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Ciannat Howett
Director
Sustainability Initiatives

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:

The number of non-compensation employees were subtracted from the total employee count for this credit to reflect more accurately the employee compensation data.

Undergraduate student employees were not included per the credit info.

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

Number of employees:

29,645

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

29,276

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

708

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

708

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

Emory adopts a minimum rate of pay that was initially established using the HHS Poverty Index for a Family of Four. For many years, our rate of pay met or exceeded that amount and has been so for over a decade. Last year, we switched the methodology from the HHS index to the CPI-U (measured August to August), we adjust our minimum pay rate in accordance with the CPI change.

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

Yes

Number of staff and faculty that receive sustainable compensation:

29,276

Number of employees of contractors that receive sustainable compensation:

708

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

Emory's living wage standard was developed by a multi-stakeholder commitee, and it is reviewed annually by committee. Emory compares the annual compensation recommendations of the committee to the HHS guideline as a quality check.

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

$11.70/hour entry level wage (increases to $11.88/hour on 8/17/2014), plus a benefits package that includes medical benefits, basic life insurance, and 403b retirement contribution. Full-time employees must work no less than 30 hours to receive full-time benefits.

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

$11.70/hour entry level wage (increases to $11.88/hour on 8/17/2014), plus a benefits package that includes medical benefits, basic life insurance, and 403(b) retirement contribution. Part-time employees must work no less than 20 hours per week to be benefits-eligible.

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

$11.70/hour entry level wage (increases to $11.88/hour on 8/17/2014), plus a benefits package that includes medical coverage. Temporary employees must work at least 36 hours per week to be benefits-eligible.

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

A minimum salary for a temporary, full-time instructor on an annual contract is $30,000, and they are eligible for most benefits including medical coverage and basic life insurance (see website in public notes for details).

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

While the majority of Emory students receive a minimum pay rate of $11.70/hour, students can be paid no less than $7.25/hour (current federal minimum wage). Student employees are not eligible for benefit packages.

The local legal minimum hourly wage for regular employees:

7.25 US/Canadian $

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

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.hr.emory.edu/eu/pay/comppolicies.html

Assessing Employee Satisfaction

Responsible Party

Ciannat Howett
Director
Sustainability Initiatives

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

Submission Note:

The Chronicle survey referenced was conducted in fiscal year 2011.

"---" *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:

58

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Emory Healthcare surveys 100% of all employees, most recently this past May 2013.

Emory University participates in the Chronicle of Higher Education's Great Colleges to Work For survey. In 2010, 600 faculty and staff (selected by random sample) were asked to participate in the survey. The random sample is active, regular, full time, exempt employees ie no biweekly employees. The survey dimensions included faculty, staff, and administration relations; participation in college governance; career development, research and scholarship; connection to institution and price; teaching environment; supervisor/chair relationship; compensation and benefits; collaboration; facilities and security; fairness; job satisfaction; respect and appreciation; confidence in senior leadership; policies, resources, efficiency; and internal communications.

In addition to the "Great Colleges to Work For Survey", new hire staff employees are surveyed 60 days after hire to rate satisfaction. The new hire survey goes to regular staff (meaning no faculty, no post docs or temporary employees). It asks if their orientation to their job was effective; their orientation to Emory was effective; their supervisor has been supportive in the transition into the department; as a new employee the team took steps to make them feel valued; this is the type of job in which they can feel a sense of accomplishment; they are satisfied with the position and job responsibilities; they have enough involvement in decisions that affect their work; the physical working conditions (i.e. space, cleanliness) are good; the actual duties of the job match what they were told when going through the selection process; knowing what they know now they would make the same decision to take this position at Emory; as a new employee they received clear directions and helpful feedback; they would recommend Emory to friends and family as a great place to work; they believe they will be working for Emory in 3 years.

The overall response to strongly agree/agree was 84%.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Concerns expressed in the new staff hiring survey conducted by the University are forwarded for action by Employee Relations where appropriate action is taken to address the concerns. Examples of issues include concerns about paying for parking, traffic during the employee's commute, and the employee's office being too hot or too cold. The actions to address these examples are to provide information about alternative transportation choices and how to submit a work order to check heating/cooling in the office.

The year the employee satisfaction and engagement evaluation was last administered:

2,010

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.emory.edu/home/life/employment.html

Wellness Program

Responsible Party

Ciannat Howett
Director
Sustainability Initiatives

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):

Emory offers a number of health and wellness programs and services to address the needs of faculty, staff, and students. For students, these services are provided by the Student Health and Counseling Services Department which includes the Student Health Clinic, the Student Counseling Center, and Office of Health Promotion.

http://studenthealth.emory.edu/

For faculty and staff, many services are offered through the Faculty Staff Assistance Program (FSAP), Emory's internal employee assistance program. FSAP encompasses a holistic model to address the mental, physical, and occupational health of individuals, along with the health of the organization. Services include mental health counseling, career counseling, nutrition coaching, and physical activity programs.

www.fsap.emory.edu

Additionally, Emory has a generous benefits program that supports health and wellness through its benefits design that includes free preventive care, tier zero medications, and free tobacco cessation, disease management, and lifestyle coaching programs. Health and Wellness benefits open to Emory employees can be found at:

http://www.hr.emory.edu/eu/benefits/index.html

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

http://www.fsap.emory.edu/

Workplace Health and Safety

<div align="center">

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

</div>

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	1,589	1,070
Full-time equivalent of employees	25,902	21,217

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

	Start Date	End Date

Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2007	Aug. 31, 2008

A brief description of when and why the workplace health and safety baseline was adopted:

The 2008 baseline year was chosen because this is the year that General Occupational Safety and Industrial Hygiene program was created at Emory University. It is also the first full year of trending accidents.

A brief description of the institution's workplace health and safety initiatives:

EHSO has university-wide responsibility for developing, implementing and maintaining EHS programs to control occupational exposures and to oversee the implementation of the mandated federal/state laws, regulations, and guidelines promulgated by the Occupational Safety and health Administration (OSHA), the Environmental Protection Agency (EPA), the Georgia Department of Natural Resources (DNR) as well other relevant agencies.

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

http://www.ehso.emory.edu/

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

Kelly Weisinger
Program Coordinator
OSI

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:

Data reported for 2013-2014 fiscal year.

"---" *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:

Sustainable Investment

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

Submission Note:

Data reported for 2013-2014 fiscal year.

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

Total value of the investment pool:

7,100,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	90,000,000 *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)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Investments in green tech, conservation, renewable power, energy optimization, energy efficiency, alternative and renewable energy companies as well as sustainable forestry.

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:

N/A

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

Kelly Weisinger
Program Coordinator
OSI

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:

Emory does not qualify for this credit because, although investment information is available to members of the Emory community, including faculty, staff, and students, it is not available to the general public.

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

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

Responsible Party

Brent Zern
Environmental Engineer
Campus Services

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.

Title or keywords related to the innovative policy, practice, program, or outcome:

Water Reclamation Facility

A brief description of the innovative policy, practice, program, or outcome :

In 2014, Emory University constructed a water reclamation facility that processes and reclaims wastewater for non-drinking reuse in our steam plant, chiller plants and for toilet filling. The hydroponic greenhouse with outdoor tidal wetland facility can process up to 400,000 gallons per day and save the University over 100 million gallons of potable water annually – over 30% of our water footprint – as well as millions of dollars in utility costs over the term of the 20-year contract. The natural, ecological treatment process uses a variety of microscopic organisms to remove the wastes, and very few chemicals are required. The facility also reduces stress on the county's existing, aged wastewater infrastructure and reduces the energy footprint needed to move wastewater to the current, far-away treatment plant. Part of the sustainable facility's energy needs will be offset by solar power. Emory's water facility is also an educational tool for students and the community alike, with research opportunities and outreach programs underway.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Innovation_WRF_Moe STARS support letter signed 23JUL2014.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---
Buildings	---
Dining Services	---

Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://construction.emory.edu/active.cfm

Innovation 2

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

Title or keywords related to the innovative policy, practice, program, or outcome:

Emory University's Green Labs Program's success combines unique collaboration and reporting methods

A brief description of the innovative policy, practice, program, or outcome:

In the spring of 2013, Emory University's Office of Sustainability Initiatives (OSI) convened its Green Lab Team for the first time. This group consisted of diverse representation from key departments and individuals needed to create a successful program aimed at providing research and teaching laboratories with the tools and knowledge they need to operate more sustainably. The Team's representation included Environmental Health and Safety, Procurement, Engineering and Facilities Management, Emory Recycles, teaching lab faculty, graduate student lab technicians, and researchers. This team worked collaboratively over a one year period to develop and launch the pilot program. While this type of program is not innovative by itself, the collaborative team process by which the program was developed is. In addition, the campus-wide Green Labs program is implemented through a joint report card with the mandatory laboratory self-assessment required each year by the Environmental Health and Safety Office. Through integrating voluntary actions into the mandatory assessment, this innovative methodology for disseminating sustainable action recommendations, collecting baseline sustainability information on our labs, and certifying labs for their level of commitment will result in a higher rate of awareness and participation. Conventional methods for administering Green Labs programs typically rely on website and other electronic outreach as well as word of mouth. Because this innovative program was launched in 2014, we look forward to the collection of data and analysis of the program's success in 2015. In the meantime, over $15,000 in funding has been awarded to our pilot labs to implement innovative actions related to sustainability.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Measurable outcomes of the joint report card with Environmental Health and Safety in include higher rates of awareness and participation in the program by labs, the potential for more comprehensive baseline information acquired by labs that answer the assessment but choose not to be certified by the program.

A letter of affirmation from an individual with relevant expertise:

Innovation_Green Lab Letter_Fitzpatrick_7.18.14_1.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---

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

Other topic(s) that the innovation relates to that are not listed above:

Other topics that the innovation relates to, that exceed the maximum of five allowd, include Research, Campus Engagement, Buildings, Coordination/Planning/Governance, Health/Wellbeing/Work, Diversity & Affordability.

The website URL where information about the innovation is available:

Innovation 3

Responsible Party

Kelly Weisinger
Program Coordinator
OSI

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.

Title or keywords related to the innovative policy, practice, program, or outcome:

Emory University's academic unit Climate Action Plans break down silos and encourage academic involvement in an otherwise operations-heavy practice

A brief description of the innovative policy, practice, program, or outcome:

In December of 2011, Emory University adopted and began implementation of its official enterprise-wide Climate Action Plan (CAP). Typical of other university Climate Action Plans, it lays out a large number of recommended operational actions and goals, the responsibility of which rests heavily on the operations staff of the campus and its facilities. However, an atypical distinction in Emory's plan is not only the hefty inclusion of academic and research involvement in greenhouse gas emissions reductions at Emory, but the specific requirement that each of Emory University's nine academic units convene a Dean-appointed Climate Action Plan committee to draft and implement its own unit-specific CAP. This innovative approach provides each unit with the opportunity to tailor the University's goals to its own operations and academics, highlighting the uniqueness and autonomy of each school, and the corresponding unique and autonomous methods they can utilize to reduce GHG emissions from their own operations and behaviors. This approach also allows units to protect practices that are required for the output of quality research and findings expected of them, and to make up for the GHG emissions resulting from those protected practices in other ways. Some illustrations of how the creation of individual academic unit CAPs has greatly diversified Emory's approach to GHG emissions reduction can be seen in the way that the Candler School of Theology weaves spirituality and Creation theory into its commitments; or the way the School of Medicine acknowledges its particularly heavy after-hours facility useage; and in the way that the School of Public Health maintains its need to encourage oversees travel for research and practical experience, and aims to make up for these emissions through aggressive energy conservation measures on campus. Emory's academic unit CAPs were written and finalized in 2013-2014, and begin their implementation with a sense of purpose and identity that sets them apart from the Emory-wide plan, yet integrates them into the fold just the same.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Emory Innovation credit letter_AU CAPS_Capps_1.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Responsible Party

Emily Cumbie-Drake
Sustainability Programs Coordinator
Office of Sustainability Initiatives

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.

Title or keywords related to the innovative policy, practice, program, or outcome:

TruCost: Sustainable Procurement & Tracking Greenhouse Gas Emissions of Emory University's Supply Chain

A brief description of the innovative policy, practice, program, or outcome:

Thanks to a push from large corporations such as Wal-Mart, many corporations are tracking the greenhouse gas emissions of their supply chain. Knowledge of supply chain is essential for developing sustainable procurement practices. However, most of higher education, and particularly schools in the Southeast, has not begun to track their supply chain emissions and tools are not readily available to conduct this analysis.

However, in 2010-2011, Emory University's Office of Sustainability and Office of Procurement and Contract Administration developed a partnership with a third-party, Trucost, to analyze the carbon footprint of the University's supply chain. Trucost was selected to conduct this analysis because of their experience conducting supply chain greenhouse gas inventories for corporations internationally and because they have been the research partner responsible for assessing companies' environmental performance for Newsweek's annual Green Rankings.

Trucost conducted a spend analysis to identify over 200 of Emory's high impact suppliers with the greatest potential to reduce Emory's supply chain footprint and invited each supplier to provide information through its online supplier engagement portal. Companies that had not previously calculated their carbon footprint were invited to provide expenditure data related to fuel, electricity and business travel, which Trucost converted to carbon footprint data. Trucost verified the data and also provided a help desk service to support Emory's suppliers in providing accurate information.

During the first year of the initiative, 46 suppliers, representing 90% of the University's supply chain carbon footprint, provided information about their greenhouse gas emissions to Trucost. Around half of these suppliers had not previously calculated their carbon footprint. Emory's direct engagement with these suppliers pushed them to calculate their carbon footprint for the very first time which helped these suppliers develop a better understanding of the environmental impact of their industry.

Emory is currently evaluating how to best utilize the information gathered through this process, and how to work with our suppliers toward decreasing carbon emissions through the products that Emory purchases.

Emory University is one of the largest higher education purchasers in the Southeast and recognizes the importance of understanding the impact of our supply chain. Emory's work to analyze the carbon footprint of university spending is directly impacting suppliers' awareness of their emissions and will hopefully inspire other institutions within higher education to begin tracking the carbon footprint of their own supply chains.

In addition to the partnership with Trucost, Emory is working towards sustainable procurement as a founding member of the Sustainable Purchasing Leadership Council (SPLC) whose mission is to support and recognize purchasing leadership that accelerates the transition to a prosperous and sustainable future. In this role, Emory is helping to advise and create systems for more sustainable purchasing with corporate and university partners.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Innovation_Trucost Letter_7_24_14_1.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	Yes
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.nwf.org/~/media/368097F86D44420582A7C77E287753E1.ashx