



Furman University

The following information was submitted through the [STARS Reporting Tool](#).

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Table of Contents

Institutional Characteristics	3
Institutional Characteristics	3
Academics	11
Curriculum	11
Research	31
Engagement	38
Campus Engagement	38
Public Engagement	64
Operations	80
Air & Climate	80
Buildings	89
Dining Services	97
Energy	103
Grounds	111
Purchasing	119
Transportation	131
Waste	142
Water	153
Planning & Administration	162
Coordination, Planning & Governance	162
Diversity & Affordability	183
Health, Wellbeing & Work	194
Investment	203
Innovation	210
Innovation	210

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

650,000,000 US/Canadian \$

Total campus area:

835 Acres

IECC climate region:

Mixed-Humid

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

2,432,286 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

239,671 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

463,413 Square Feet

Floor area of residential space:

965,348 Square Feet

Electricity use by source::

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

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

2

Number of academic departments (or the equivalent):

24

Full-time equivalent enrollment:

2,769

Full-time equivalent of employees:

848

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,798

Total number of graduate students:

155

Number of degree-seeking students:

2,908

Number of non-credit students:

45

Number of employees:

1,885

Number of residential students:

2,439

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,088	0
Number of sustainability courses offered	54	0
Number of courses offered that include sustainability	684	0

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

24

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

24

Number of years covered by the data:

One

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

[2014-2015 Courses.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://www.furman.edu/academics/catalog/Documents/2014-2015_catalog.pdf

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

The head of each department was emailed and asked to report which course from their departments were either sustainability or sustainability-related courses. Department heads either reported on behalf of the department or distributed the email to their faculty who reported for their respective classes. After this initial collection, courses were analyzed based on their course descriptions whether or not they were full sustainability courses or courses that were related to sustainability. The Earth Charter was the foundation for the rationale. Only 4 credit courses with a clear curriculum were analyzed. Independent studies, senior seminars, courses without a description,

unidentifiable courses, summer courses, and courses less than 4 credits were eliminated from the inventory. This data was then compiled in the above excel document.

Course Inventory covers 2014-2015 due to easier access to course information.

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

Each offering or section of a course was counted as an individual course

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

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

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

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

Yes

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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.

"---" 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:

605

Total number of graduates from degree programs:

648

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:

Undergraduate General Education Requirements

To acquire the breadth in educational experience that characterizes liberal education, develop intellectual discipline, discover their interests and build a foundation for specialization, students must successfully complete courses fulfilling a prescribed set of general education requirements. General education courses include: core requirements in empirical studies; human cultures; mathematical and formal reasoning; foreign language; ultimate questions; body and mind; and global awareness offerings focusing on humans and their natural environment and world cultures.

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

Furman maintains general education requirements for all undergraduate students in order to graduate. Two of the general education requirements fall under a sustainability learning outcome: Humans and the Natural Environment Requirement and the World Cultures Requirement.

Through the General Education Requirements, the university requires all students to complete a set of courses designed to:

- Invigorate and stimulate intellectual curiosity
- Broadly prepare students in a diverse set of disciplines, including the humanities, natural sciences, social sciences, and the fine arts
- Encourage intellectual inquiry in sufficient depth to allow one to contribute to a greater body of knowledge
- Develop expressive capabilities in writing, speaking, and the arts
- Cultivate world citizenship—an understanding of those not like oneself
- Integrate knowledge into a meaningful synthesis

The specifics of the Humans and Natural Environment Requirement and World Cultures Requirement is as follows:

A course addressing humans and the natural environment (NE)

Humans are affecting the dynamics of the planet; they are changing the composition of the atmosphere, the currents in the oceans, and the productivity of natural ecosystems. Because modern societies require more energy, food, and materials than ever before, we are increasingly dependent on stable, productive, and sustainable natural systems. Ironically, our societies are becoming increasingly urban and increasingly insulated from nature just as these ineluctable dependencies are becoming increasingly important. In order to foster an appreciation for these dependencies, courses will emphasize some aspect of the interactive relationships between humans and the natural environment.

A course focusing on world cultures (WC)

World cultures courses will help students achieve a heightened awareness of the diverse cultures and traditions that have formed our world, and to reflect on the relationships between their own and other cultures. Courses will focus on the traditions, beliefs, experiences, and expressions of peoples of, or originating from, Asia, Africa, Latin America, or the pre-colonial Americas.

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

http://www.furman.edu/academics/UES/Documents/Catalog/General_Education_Requirements_Desc.pdf

Undergraduate Program

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Science (B.S.) degree in Sustainability Science:

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

The Bachelor of Science in sustainability science is our newest degree program, and the only one of its kind at a liberal arts university. The curriculum is designed to provide students with a marketable skill set and a holistic, problem based, solution driven way of thinking that considers the complexity and feedbacks between social and environmental systems. Classes focus on addressing real world sustainability problems like food security, energy production, and access to clean water. The degree is rooted in the primacy of the environment and recognizes that the scale of human civilization is limited by our natural resources. The interconnected nature of the environment-society-economy relationships requires systems thinking to understand sustainability problems and develop solutions. Greenville provides a natural laboratory to consider appropriate solutions to real world sustainability challenges. The capstone of the B.S. degree is an original research project completed in collaboration with a faculty member, the results of which are presented at a local or national professional meeting.

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

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

<http://www.furman.edu/academics/earth-and-environmental-sciences/Program-Overview/Pages/Major-Requirements.aspx>

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

Bachelor of Science (B.S.) degree in Earth and Environmental Sciences:

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

As an Earth and Environmental Sciences major, you will study the physical, chemical, and biological, natural and human processes, in both time and space, which have shaped the planet. Courses are designed to help you understand the complexity, interconnectedness, and dynamic nature of the Earth system.

All of the courses, including the introductory classes, involve a field component. Class excursions include extensive use of the campus living, learning laboratories as well as many local and regional field trips to places like the Okefenokee Swamp, Great Smoky Mountains National Park, and the South Carolina coast. The capstone of the B.S. degree is an original research project completed in collaboration with a faculty member, the results of which are presented at a local or national professional meeting.

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

<http://www.furman.edu/academics/earth-and-environmental-sciences/Program-Overview/Pages/Major-Requirements.aspx>

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

Bachelor of Arts (B.A.) degree in Earth and Environmental Sciences:

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

The B.A. degree is very similar to the B.S. degree, but designed for a major who wants to explore more of the human side of the environment. Typically, students who pursue the B.A. degree compliment their Earth and Environmental Sciences courses with environmental related courses in other departments like economics, political science, and sociology. Although a senior thesis experience is not required, we always encourage B.A. students to consider engaging in a research project that culminates in a thesis or presentation at a professional meeting. Many of our B.A. students work closely with Furman's David E. Shi Center for Sustainability, which provides numerous campus and community-related projects and outreach opportunities.

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

<http://www.furman.edu/academics/earth-and-environmental-sciences/Program-Overview/Pages/Major-Requirements.aspx>

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

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

Yes

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

Environmental Studies Minor

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

Many of the problems that will face humanity in the 21st century will be environmental. The expanding human population and dwindling supplies of oil, water and arable land could de-stabilize economic, political and social institutions.

Our minor offers a program of study that teaches you how the Earth functions as a system and supports life; how the growing human population is transforming this Earth system; the complex relationships between culture (social, political, religious, and economic systems) and the environment; and that solutions are constructed in this social context. The minor also provides a course experience in which students discover the interdisciplinary nature of environmental problem solving and work in teams to address environmental issues.

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

<http://www.furman.edu/academics/academics/majorsandminors/Pages/Environmentalstudies.aspx>

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

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

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

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

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

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

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

Graduate Program

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Furman offers May Experience programs, many of which include sustainability-focused topics. May Experience is an optional three-week term following the spring semester that allows students to explore topics, frequently outside their majors, in courses that will not be offered during the academic year.

Our students can enroll in a single two-credit course, typically without prerequisites. Study away programs are also available, and class size is usually limited to 15 students. The cost of May Experience courses is included with tuition.

MAY X Slow Food Italy

Slow Food Italy proposes to engage students in an extended, in-depth discussion about ways to promote and maintain healthy, environmentally responsible food production, procurement and preparation in modern society. Readings will motivate discussion on current problems posed by industrial food production; solutions will be considered through the examples offered by traditional foodways as observed and experienced on an organic farm in Italy, where students will be in residence. Activities may include working in the farm's gardens, watching fresh cheese being made, hunting for truffles and other wild foods, visiting an organic winery, and preparing

handmade pasta and other foods. Short stays in Rome at the beginning and end of the program will give insights into Italians' attitudes about eating and provide the experience of shopping for fresh foods in urban markets.

The course will introduce students to Slow Food, an international grass roots movement and cultural philosophy that was born out of a non-profit organization founded in Italy in 1986. After a crash course on the economic, social, culinary and ecological underpinnings of the Slow Food mission, and an exploration of how the organization has evolved in the US context, the group will travel to Rome and then on to the town of Sora, in the Lazio region of Italy. Here students will be in residence on an organic farm for two weeks to learn about the ideals espoused by the Slow Food movement both through readings and discussion and by experiencing traditional farming and gastronomy firsthand. By closely observing traditional Italian foodways, they will learn about alternatives to industrial food production while debating the relative merits of American and Italian approaches to eating. Students will reflect on the experience through a final paper and an oral presentation to be delivered at the end of the stay.

MAY X Farm

"After many years in which agricultural interest groups crafted agricultural policy with few contenders, grass-roots citizens are advocating for changes in US agriculture policy on environmental, animal welfare, and public health fronts. The new actors in agricultural policy advocate for sustainable agriculture and argue for policies that favor local, organic foods. Added to the mix are questions about farm subsidies, ethanol, and crop insurance. This debate between sustainable and commodity agriculture has put the American farm at the center of a growing political controversy. Farm brings students to Iowa, the leading corn, soy, egg, and hog producer in the nation. The state also is home to a strong network of sustainable agriculture groups. During Farm, students will speak to farmers employing a wide variety of agricultural practices. If you are concerned about the future of food, there are few places better to learn about it than in Iowa.

Students in Farm will have the opportunity to plant corn and/or soybeans, learn about precision agriculture, work on an organic farm, shop at a Farmer's Market, and visit farms and facilities that specialize in production animal agriculture.. All of these activities and experiences are to provide the students with insights into the impact of agriculture practices and to better understand how the current food system operates, its strengths and flaws. By understanding the variety of agricultural practices employed in Iowa, students can better evaluate for themselves the claims being made in support of or against organic food, local food, animal welfare standards, nutrient management strategies, no-till farming, and crop "

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

<https://studyaway.furman.edu/index.cfm?FuseAction=Programs.ListAll>

Sustainability Literacy Assessment

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

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.

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

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

0

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

100

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

[2014 Perceptions Survey results.pdf](#)

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

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

The assessment was developed by conducting a survey of other school's sustainability literacy surveys, identifying the most common similarities and compiling the most appropriate questions that covered a comprehensive array of literacy topics.

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

The assessment was administered as part of our Sustainability Perceptions Survey which has been administered every third year since 2008. The participants were taken from the body of students, faculty and staff members by the Director of Planning & Institutional Research in the office of Institutional Assessment & Research for our University.

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

Students associate sustainability with "recycling", "green" and "environment". 78% say sustainability is important in how they live and 59% are interested in integrating sustainability into their careers.

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

Incentives for Developing Courses

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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:

The Shi Center of Sustainability provides funding for course development on an ad hoc basis to faculty reseraching and teaching on topics pertinent to current grant projects. In recent years, this has resulted in expansion of exisiting curricula as well as new curriculum development on the topic of food and farming in the Carolinas.

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

The Shi Center of Sustainability provides funding for course development on an ad hoc basis to faculty reseraching and teaching on topics pertinent to current grant projects.

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

Campus as a Living Laboratory

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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

Through the Shi Center Student Fellows program a student collects data for the Greenhouse Gas Inventory and later presents the information at Furman Engaged, an event to present student research. Highlights from the inventory are also shared in classes and guest lecturers.

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:

Through the Shi Center Fellows program a student worked with the University Energy Manager to develop user surveys for LEED lighting improvements in classrooms. The student presents the findings at Furman Engaged. Additionally, The Shi Center regularly hosts energy systems fellows that work with Jimmy Looper, the BAS Technician, on the energy dashboard.

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:

Classes often visit the Furman farm to learn, work, and engage with the farm.

Through the Shi Center Fellows program a Farm Fellow and Compost Fellow regularly research and apply best practices in those areas of sustainable food at Furman. They share their work and findings at Furman Engaged.

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

A student conducted her senior thesis exploring the energy and financial impact of the geothermal heating and cooling system units located outside the North Village student apartments.

Multiple students through class projects, Shi Center Fellows, Sustainability Science Major research) investigate the state's energy policy around renewable energy and how that translates into opportunities for projects at Furman.

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:

Through the Shi Center Fellow Program a Landscape Fellow learns about, makes recommendations, and outreaches regarding campus trees and landscaping. The fellow presents his or her findings at Furman Engaged.

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

A student conducted a sustainability science senior thesis assessed student paper consumption and included recommendations for changes to computer lab printing policies.

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

A First Year Writing Seminar Course included a project for a sustainability focused public service announcement. One announcement utilized the electric charging station to promote the use of electric vehicles on campus.

Students are also conducting current reaserach on the trail usage of the Swamp Rabbit trail that runs through Furman's campus.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive

outcomes associated with the work:

A student conducted a senior thesis on waste management, making recommendations for a waste management plan for the university.

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

A student developed a senior project analysis on the nutrient reduction impacts of campus rain gardens, and presented the findings.

Students also research the impacts of various natural treatment methods utilizing the Furman living machine, the tidal wetland ecological waste water treatment system.

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

-

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

A student conducted a project that used admissions travel data to conduct a GIS analysis and made recommendations on how the university currently uses its resources and how it can improve to best recruit target populations around Furman's diversity goals.

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:

An engaged learning opportunity FIT Rx in which junior and senior health sciences (HSC) majors work with approximately 35 faculty, staff, and spouses, to create their own individualized exercise training programs. Eleven students are participating in the internship in At its core, engaged learning encourages students to develop creative ways to put classroom theory into practice. FIT Rx fits that definition to a tee. Eleven students are participating in the internship in individualized exercise prescription (HSC 503/505), and each will complete 120 hours of field work, attend a weekly internship class, and study a textbook and research articles as part of the course.

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:

Through the Shi Center Fellows Program, a Full Cost Analysis Fellow reviewed the return on investment for university projects, and later presented the finding at Furman Engaged.

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:

Through the Shi Center Fellows Program a fellow created a Sustainability Walking Tour. The tour focuses on campus sustainability features most appealing to campus visitors, and functions as a companion to the admissions campus map.

Through the Shi Center Fellows Program, Fellows have utilized the Place of Peace Buddhist Temple, to learn about and interpret to the community the features of an original budhist temple and the connection to the natural world and human wellbeing. Completed findings were presented at Furman Engaged.

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:

Multiple classes require projects or assignments that engage students in an overview of campus sustainability or exploration of a specific campus sustainability topic. Examples include sustainability scavenger hunts, guest lectures, walking tours, and video/film/presentation projects.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

53

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

252

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

19

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

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

[Shi Center Affiliate Faculty.xlsx](#)

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

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

Shi Center of Sustainability maintains a list of affiliate faculty who incorporate sustainability into their research and courses.

Additionally, the Shi Center Affiliate Faculty program supports affiliate faculty in both teaching and research for sustainability through connecting faculty members across disciplines and providing resources for faculty. In other words, the center established an affiliate faculty program to promote and support interdisciplinary research and collaborations around sustainability.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

Yes

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

Furman's broad student fellows program supports students doing sustainability research and service, as well as other campus and community-based projects. These opportunities encourage students to engage sustainability in diverse ways and develop their academic credentials along with their personal character, sense of place and responsibility.

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

<http://www.furman.edu/academics/shicenter/Education/Pages/StudentDevelopment.aspx>

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

Yes

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

The Shi Center supports all sustainability research on campus, through funding, networking, and program support but is most intimately involved in three sustainability research programs: the Faculty Sustainability Research Program, the Food Systems and Farming Research Initiative, and Full Cost Analysis case study development.

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

<http://www.furman.edu/academics/shicenter/OurResearch/Pages/default.aspx>

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:

Furman believes that interdisciplinary research enhances the message of the liberal arts and those teachers serving as role models for students. As such, both interdisciplinary research and interdisciplinary course development are encouraged by the university at large as well as individual departments, and are also valued during the tenure and promotion process.

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

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:

The Library also provides a sustainability research guide filled with useful databases for sustainability research. The research guides facilitate student research in the field of sustainability.

The Library also has a Science Librarian whose area of expertise and campus support includes sustainability.

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

<http://libguides.furman.edu/library/mission>

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

24

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

0

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

No formal policy requiring open access, but sharing in the below repository is strongly encouraged.

A copy of the open access policy:

The open access policy:

No formal policy

The website URL where the open access repository is available:

<http://scholarexchange.furman.edu/>

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

The Library developed the online repository and advise faculty on copyright law open access best practices.

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

<http://libguides.furman.edu/openaccess>

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

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

2,908

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

Student Sustainability Fellowships

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

2,908

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

The Shi Center for Sustainability requests applications for student sustainability fellowships for Summer 2015. Furman students, including those graduating in May 2015, are eligible to apply. They focus on sustainability research and service on campus and in the community. Students from all majors are encouraged to apply. The students present at Furman Engaged. Furman Engaged celebrates the wide variety of undergraduate research, scholarship and creativity of our undergraduates. Launched by the Office of Undergraduate Research and Internships in 2009, this annual event brings our campus community and visitors together for a day of presentations, posters and performances across Furman's campus. Our students present topics from a range of disciplines, from research in the sciences and humanities to creative works in the fine arts. The Sustainability Fellows present their summer work and deliverables during Furman Engaged, an event intended for the entire campus to engage. Fellows also engage with their peers through social media, and through block sessions during New Student Orientation.

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

To become a fellow, students must submit a resume, short statement of interest (no more than 500 words) that includes the names of the fellowship(s) desired, and the names of two references (professors on campus are preferred). If you are interested in more than one fellowship, students provide a statement of interest for each position. These will be shared with the site supervisor. Successful applicants will be scheduled an interview. From the remaining applicants, the fellows are selected.

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

All Fellows go through a week-long orientation upon the start of their internship.

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

These fellowships pay \$3600 for the summer and require approximately 10 full time consecutive weeks of work between May 15th and August 15th.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

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

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

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

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

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

100

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

Sustainability was one of three elective sessions students could choose to learn more about a specific area of university life. The session was approximately one hour in length, with students walking across campus while staff pointed out key features of sustainability-related landscaping, facilities, and programming. Staff also covered the history of sustainability commitments and reporting at Furman and the holistic, interdisciplinary nature of the topic. Students toured the university farm and LEED-certified cottage housing the Shi Center for Sustainability. There Shi Center fellows shared poster presentations on wide-ranging aspects related to their own research, ranging from local bike and hiking trails to green dorm cleaning products to campus groups and study abroad programs focusing on global social justice, to local environmental policy issues.

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

[STARS Reporting Tool | AASHE](#)

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

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

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

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

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

Global Issues Forum is a student initiative started in 2011-2012. It attempts to bring focus on global issues that deal with development, poverty, and international conflict. In past years, GIF has supported the Water Walk, a public health talk, and a speaker from USAID. They provide up to \$500 for travel expenses for these events.

The website URL where information about student groups is available:

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:

Furman has a forth acre garden where a wide variety of produce is grown throughout the year using sustainable agricultural practices such as crop rotations, composting, drip lines, and integrated pest management. The Furman Community Supported Agriculture (CSA) program allows for students and community members to receive freshly picked produce each week for a monthly fee. The student farm manager and volunteers help run this program.

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

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

EAG (Environmental Action Group) aims to educate the campus about how to live an eco-friendly life, while completing service projects and activities that support this philosophy through the governance of students. Last year, EAG planned events for Earth Week such as a bike parade, an electric car exhibit, and a bottled water vs. tap water taste test.

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

A brief description of the sustainable investment or finance initiatives:

The university maintains a revolving loan fund for financing student-proposed conservation initiatives on campus. Savings from the project are transferred from the university energy budget back into the account each year. Many past projects have been proposed in recent years. The most significant funded project is the installation of solar PV panels on the Facilities Maintenance building roof.

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:

The Shi Center for Sustainability hosts a speaker series each year which brings in speakers covering wide-range and holistically-conceived sustainability topics. Some events are co-hosted with other departments and organizations; most speakers engage with relevant classes and small groups in addition to their keynote address, which is open and promoted to the campus and to the public.

In 2013 Furman hosted a conference of the SE Campus Sustainability Coordinators Network, which convened 26 sustainability professionals from 19 regional campuses to share information and ideas.

The Greenville Zoo and Furman faculty coordinate to plan and promote a series of public lectures on conservation topics, hosted on campus.

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

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

In Spring 2013, the Furman Percussion Ensemble (14 students) performed John Luther Adams' Inuksuit, a piece written specifically for outdoor performance. In the words of the composer, the work is written to "expand our awareness of the never-ending music of the world in which we live." The performance was also part of a student-led research study investigating the use of this genre of music as an environmental education tool.

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

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

Furman University Outdoor Club (FUOC) is student governed. It helps people learn, enjoy, and maintain the outdoors through activities such as backpacking, kayaking, and rock climbing.

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

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

The academic year of 2010 to 2011 was named "The Year of Global Citizenship" at Furman University. Global citizenship is defined as recognition that the acts we engage in, at any level (as individuals, as governments, or anything in between), may impact people in other parts of our common world. A core group of students discovered many challenges and wanted to provide greater awareness for these global issues on campus. This initiative brought curricular and co-curricular programs to the students, faculty, and staff in order to encourage critical evaluation and responsible citizenship in a globalized world. Speakers discussed various topics such as the impacts of faith on globalization and photography in developing areas.

The website URL where information about the theme is available:

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

Furman offers a Summer Scholars program for rising high school seniors and juniors. This is a weeklong program aimed to teach and challenge students about a specific course. One course includes "Sustainability in Action." Through classwork and field experience, students will explore examples of sustainable living and careers in action. Topics include local foods, urban planning, energy conservation, and social justice. Students will learn how to become sustainability leaders in their own high schools.

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

A brief description of sustainability-focused student employment opportunities:

The Shi Center for Sustainability employs student sustainability fellowships both during the summer and academic year. All fellows work with the Shi Center staff, and affiliate faculty as appropriate, to advance sustainability on campus and in the community, and to conduct applied research related to sustainability. Students from all majors are encouraged to apply. Fellows can either work on campus or at a community partner's job site. A few examples of these jobs include Sustainability Outreach and Engagement Fellow, Energy Systems Fellow, Student Assistant Farm Manager, and Greenville County Transportation Planning Fellow.

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

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

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

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

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

Outreach Materials and Publications

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	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	---
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Furman's sustainability website shares information about the university's sustainability efforts in areas such as academics and curriculum, student engagement, and implementation of the sustainability master plan. It also provides resources on sustainability for the Furman community.

The website URL for the central sustainability website:

<http://www.furman.edu/sustain>

A brief description of the sustainability newsletter:

The Shi Center of Sustainability releases a newsletter to the furman community and public community that have signed up to receive the newsletter email.

The website URL for the sustainability newsletter:

<http://www.furman.edu/academics/shicenter/Media/Pages/default.aspx>

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

The Shi Center for Sustainability at Furman University hosts a Facebook page that provides information about sustainable initiatives both on and off campus. The page also promotes a more sustainable lifestyle by encouraging viewers to participate in activities such as eating locally and biking on the local Swamp Rabbit Trail.

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

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

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

Furman Engaged celebrates the wide variety of undergraduate research, scholarship and creativity of our undergraduates. This annual event brings our campus community and visitors together for a day of presentations, posters and performances across Furman's campus. Our students present topics from a range of disciplines, from research in the sciences and humanities to creative works in the fine arts. Topics include research in sustainability.

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

<http://www.furman.edu/sites/FurmanEngaged/Pages/Default.aspx>

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

Building signage is utilized specifically in LEED buildings to highlight specific green building features on campus. A central sign is posted in one of the LEED buildings to explain the rating system of LEED and how these features are sustainable. Additionally, smaller signs are placed around the building to highlight specific features. For example, these signs are located near the bike racks to highlight alternative methods of transportation and near the water fountains to feature water use reduction.

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

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

The Dining Hall displays signs and brochures to highlight sustainable initiatives such as utilizing local and sustainable products when available and composting 100% of post-consumer waste at the Furman Farm. Additionally, the Dining Hall provides two theme meals per year focused on sustainably sourced foods (Local and Organic Meal Day); these two meals are an occasion to provide additional signage and information about the food offered by the Dining Hall, as well as an opportunity to provide the most locally or organically sourced food possible.

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

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

Furman's Planning and Grounds Department, in collaboration with faculty members, students, and the Shi Center for Sustainability, has been heavily engaged in a restoration project for Furman Lake, the 30 acre manmade lake at the center of campus. As part of the restoration project, signs are posted to share information about the no-mow areas, native plantings, and rain gardens that have been implemented around the lake area. The National Fish and Wildlife Foundation provided three signs, in cooperation with Upstate Forever (a local non-profit) and Furman University. Brochures are also available to provide additional information and direct visitors and community members to the lake restoration project website.

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

A brief description of the sustainability walking map or tour:

Furman's admissions office distributes a flyer that marks all of Furman's sustainability initiatives. The color and numbers correspond with locations on the Furman campus map that is also distributed to visitors.

The website URL of the sustainability walking map or tour:

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

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

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

The University Police Department provides brochures about bicycle tips to help ensure the safety of cyclists. These tips include advice on how to lock the bike, utilize hand signals, and wear proper safety equipment.

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

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

The Shi Center created a Student Guide to Sustainability at Furman.

Furman's Green Guide for students provides information on how students can live and act more sustainably on campus; information on getting engaged in sustainability-oriented co-curricular activities on campus; information on curricular options for sustainability; and information on engaging in the Greenville community with sustainability and the environment. The Green Guide was developed by students, to meet the needs of the student community at Furman. The guide includes recommendations on how to conserve energy and what can be recycled.

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

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

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

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

The Green Scene at Furman is a blog maintained by the Sustainability Outreach and Engagement Fellow. The blog is updated regularly with Furman sustainability news, information about Furman and community events, summaries of student research and work experience, and other material written by the Fellows. This blog is targeted to the student population to help engage and inform fellow students.

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Water Walk

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

The Water Walk aims to engage the campus community in addressing the challenges of an increasingly globalized world. To this end, Furman will raise \$100,000 to help build a domestic water system for two villages in Guatemala, which will greatly increase their quality of life. This program is hosted yearly. Furman students, faculty, staff and local residents are donate to walk around Furman's iconic lake with two gallons of water. The Water Walk is a mass simulation of the mile-long-trek that millions throughout the developing world experience in their quest for drinkable water.

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

So far, the Duke Endowment, Furman students, alums, local residents and friends have raised more than \$35,000. This money will go towards building a potable water system in Guatemala.

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

The name of the campaign (2nd campaign):

April Commuter Challenge

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

This program challenges faculty to replace one driving commute with a biking commute each week during the month of April. Participants log their biking activity in a community spreadsheet, which creates a peer group dynamic to increase motivation and encourage a healthier lifestyle.

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

There are huge positive impacts of biking regularly. For every mile pedaled versus driven, one pound of greenhouse gas-producing CO2 is blocked from our atmosphere, according to the Bikes Belong advocacy group. Also, biking three hours per week reduces the risk of heart disease and stroke by 50 percent. During this challenge in 2013, 37.3 gallons of gas and \$123.23 was saved. Also, the group burned a total of 42,104 calories.

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

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

Employee Educators Program

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

989

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

Building Coordinators

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

989

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

Building Coordinators are identified as individuals with responsibility for administrative support and communication to the group of individuals occupying a specific part of a building.

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

Building Coordinators receive email and other communications as needed to communicate on topics related to building occupancy such as recycling, waste procedures, building energy management, and other practical topics.

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

Funds to support these efforts are considered on a requested basis to the appropriate division head.

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

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

Sustainable Connections

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

989

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

The Associate Director of the Shi Center for Sustainability shares information, updates, and tips pertinent to campus sustainability through a regular column in the university faculty-staff newsletter.

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

As Associate Director of the David E. Shi Center, Ms. Fouché liaises with faculty, students, facilities staff, and community members regarding wide ranging sustainability topics. She also has primary responsibility for campus sustainability assessment and communications, and is thus very knowledgeable on the relevant topics.

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

Staff time.

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

100

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

During the required orientation for all new employees, a brief overview of Furman's sustainability efforts is shared through the Shi Center for Sustainability. New employees are educated about Furman's sustainability commitments across the university, and are given handouts with information on sustainability efforts from the Shi Center.

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

Staff Professional Development

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

---" 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 :

Workshops offered by the campus chapter of the National Coalition Building Institute (NCBI) address the awareness of diversity and inclusiveness and builds skills to reduce discrimination.

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

6

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

No

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

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

Yes

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

The David E. Shi Center for Sustainability serves as Furman University's hub for community partnerships aimed at improving social, environmental, and economic well being in the Upstate region. The university has worked with 19 primary community organizational partners; staff have served on 9 boards; and have consulted with over 80 organizations on these efforts - feedback is often used to improve work to even better meet community needs. Some examples include an ongoing partnership with Habitat for Humanity to identify, work with, and solicit feedback from local low-income homeowners to provide energy efficiency home weatherization and conservation education. Multiple ongoing research projects involve students and faculty working to provide information related to holistically conceived sustainability. This includes identification of area food deserts; the sharing of this information led to development

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

of new community programs to provide access to jobs in urban farming and local food to underserved residents; in the second phase researchers are returning to these neighborhoods to understand how citizens have received these new programs and how they might or might not be affecting purchasing decisions and health. Another example is research on personal health and economic development outcomes of a large rail-trail project; significant positive findings are providing justification for city planners to design and fund new, similar trails.

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

No

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

Yes

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

The university is a member of and regularly presents lessons learned at AASHE and ACUPCC conferences. Multiple works have been submitted and/or published to share Furman's experiences with other schools, most notably: "Transformational Leadership at Furman University: Tradeoffs and Transitions" by Angela Halfacre and "Campus as Place" by Yancey Fouché.

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

The University's David E. Shi Center for Sustainability is an active member in the SE Campus Sustainability Coordinators Network. This organization holds monthly conference calls to discuss sustainability work on our campuses, share best practices, and generate ideas. In June 2013, Furman planned and hosted a conference of the group. It was attended by 28 professionals representing 23 higher education institutions throughout the southeastern U.S. The 2.5 day conference included formal presentations, sustainability-related field trips in Greenville, S.C. as well as informal opportunities for networking and idea-sharing.

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

Center for Sustainability staff are often consulted by professionals in other organizations, including higher education, about the university's sustainability efforts. This takes the form of meetings, phone calls, e-mail exchanges, and formal presentations to present about the university's sustainability efforts.

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

Continuing Education

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

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:

238

Total number of continuing education courses offered:

372

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

[EN-11 Continuing Edu.xlsx](#)

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

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:

Furman offers a Post-Graduate Diploma in Sustainability.

Year the certificate program was created:

2,010

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

Community Service

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,960

Total number of students :

2,769

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:

42,064.75

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

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

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

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

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

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

Yes

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

Furman staff and administrators, including the Associate Vice President for Facilities Services, University Energy Manager, Shi Center for Sustainability Associate Director, Co-Chair of the Sustainability Planning Council, and Director of Community Relations, have been in multi-year conversations quietly urging for comprehensive legislation that would make development of solar power generation more widely accessible and at a higher cap than the long-standing 100kW limit at any one connection point to the grid. Administrators communicated through varied means with members of the Statehouse, solar investors, non-profit advocacy organizations, the press, and the general public on this topic. Furman was held up as an organization whose efforts at environmental sustainability were being limited by the previous regulations. The result of a broad consensus in the state legislature and of concerned stakeholders, the resulting legislation Act 236, or the Distributed Energy Resource Program Act of 2014, was signed into law in Summer 2014.

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

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

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

http://www.thestate.com/2013/06/27/2836648_states-solar-power-policy-thwarts.html?rh=1

Trademark Licensing

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

No

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

Yes

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

No

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

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

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

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

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

The affiliated hospital or health system has been excluded from the institutional boundary.

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

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

"---" 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	Yes
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

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

No

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

Students over the summer and fall semester collected data from around campus and input the data into the Clean Air Cool Planet reporting tool for the GHG Inventory.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	<i>5,008 Metric Tons of CO2 Equivalent</i>	<i>4,104 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>297 Metric Tons of CO2 Equivalent</i>	<i>389 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>14,382 Metric Tons of CO2 Equivalent</i>	<i>14,900 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>71 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>732 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>46 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

The Community Conservation Core is a university run program that provides energy efficiency weatherizations free of charge to qualifying, underserved local residents.

Pre- and post- audits, combined with home owner utility data pre- and post- weatherization are compiled to determine energy savings achieved by the program.

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

Campus tree data was calculated using the i-tree website,

<http://www.itreetools.org>

A brief description of the composting and carbon storage program:

The university composts pre- and post- consumer dining hall waste for use on the campus farm. Product is measured in short tons. The reported value is converted into metric tons carbon equivalent but the CACP calculator.

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	2,439	2,361
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,769	2,971
Full-time equivalent of employees	848	841
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	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

Our data collected for GHG dates back to 2007 rather than 2005 like other baselines. We previously used a regression line to figure out 2005 data, but to be more accurate we are reporting the 2007 GHG baseline for this report.

Gross floor area of building space, performance year:

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	239,671 Square Feet
Healthcare space	0 Square Feet
Other energy intensive space	463,413 Square Feet

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	4,207 Metric Tons of CO2 Equivalent
Commuting	1,160 Metric Tons of CO2 Equivalent
Purchased goods and services	46 Metric Tons of CO2 Equivalent
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	947 Metric Tons of CO2 Equivalent
Waste generated in operations	471 Metric Tons of CO2 Equivalent
Other categories (please specify below)	---

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

Study Abroad travel, Athletic Travel, and University Funded Travel all make up the category of Business Travel.

Fuel- and energy-related activities not included in Scope 1 or Scope 2 are the Scope 2 T&D Losses

Waste is the sum of wastewater and solid waste CO2e's

A copy of the most recent GHG emissions inventory:

[calculator_v7.0_furmanFY2014.xlsm](#)

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:

Outdoor Air Quality

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

Students may only park near their residence hall, which stops students from driving to classes. There is also a policy that states mopeds cannot be used to drive to class Mondays through Fridays 8am-3pm.

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

No

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

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

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

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

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

<http://www.furman.edu/sites/UniversityPolice/Documents/tr.pdf>

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

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

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.

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

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

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

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Since 2001, Furman has required that all new or significantly renovated buildings meet LEED-Silver standards. The university is now home to six LEED-certified buildings, including Hipp Hall, the first LEED-certified building in South Carolina (LEED-Gold); Cliffs Cottage, a sustainable showcase home and home to the David E. Shi Center for Sustainability (LEED-Gold); and the Charles E. Townes Science Center (LEED-Gold).

The complete list as follows:

- Hipp Hall- Gold
- Duke Library- Gold
- Farmer Hall- Certified
- Pac Renovaton- Silver
- Furman Hall- Certified
- Townes Science Center- Gold
- Shi-Center for Sustainability Gold
- Younts Center- Certified

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

616,427 *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)	108,505 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	82,454 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	425,468 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	---

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

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

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

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

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

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

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

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

Furman University follows LEED Certification guidelines and makes necessary decisions to ensure certification.

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

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

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

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

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

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

2,432,286 Square Feet

Gross floor area of building space:

2,432,286 Square Feet

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

Air quality is an important component of a healthy indoor environment. Facilities Services is responsible for supplying quality indoor air by the introduction and distribution of adequate ventilation air, control of airborne contaminants, and maintenance of acceptable temperature and relative humidity. Indoor air quality complaints shall be handled jointly by Facilities Services and Risk Management.

4.14 SPECIAL ENVIRONMENTAL HAZARDS

There is constant research in the field of environmental health by government agencies and research organizations. Risk Management is responsible for keeping abreast of current regulations and scientific findings. As hazards become known, they shall be responsible for identifying and evaluating the hazards applicable to the University. Some of these hazards are addressed below:

Asbestos

Asbestos has been identified in various buildings on campus primarily in the form of fireproofing, pipe and tank insulation, and floor tile. Employees shall take every precaution to prevent the release of fibers into the air.

Risk Management maintains an Asbestos Management

Program which is designed to identify the location of asbestos-containing materials (ACM),

outline methods for safe clean up, and provide for the proper removal and disposal of ACM, as

necessary. Risk Management shall be consulted prior to any renovation or demolition to ensure that asbestos is not disturbed.

Radon

Radon is a chemically inert gas that is part of the indoor environment of most structures. In general, the health risk of radon is roughly equivalent to that of smoking. Risk Management has a program which periodically measures levels on campus and alerting occupants if they are excessive.

P.C.B.

Facilities Services has a program to identify, label, and eliminate polychlorinated biphenyl's (P.C.B.'s) identified in campus transformers. Equipment containing transformers (i.e. X-ray equipment) shall be checked by the responsible department and/or Risk Management for P.C.B.'s prior to removal from buildings. A list of the known locations of PCB-containing transformers is located at Risk Management.

Mercury-containing Fluorescent Bulbs

Mercury-containing lamps include fluorescent, high pressure sodium, mercury vapor, and metal halide lamps of all sizes and shapes. The storage, handling, and processing of these lamps are generally considered hazardous waste under Subtitle C of the Resource Conservation and Recovery Act (RCRA) because of their mercury content. Facilities Services maintains a program where lamps which exceed the quantity of mercury allowed under RCRA are recycled by an approved vendor, instead of being handled as a hazardous waste. The University complies with the handling requirements set forth by South Carolina DHEC.

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

<http://www.furman.edu/sites/Facilities/RiskManagement/Documents/safety%20manual.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

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

20

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

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

PET milk, local farmers supply the produce, Roots Hummus from Asheville, and Leopard Forest coffee.

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:

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:

We try to purchase 100% of produce from local sources when possible, however seasonality and lack of growers in the area limit this.

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

We keep records of which farmers in the area that we are purchasing from.

Total annual food and beverage expenditures:

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

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

Has the institution achieved the following?:

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

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://furman.campusdish.com/Sustainability/WhatWeAreDoing.aspx>

Low Impact Dining

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

100

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

-

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

Yes

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

Yes

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

Yes

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

The Dining Hall offers complete-protein vegan meals at all meals, through soy, beans, and nuts that are always available. Furman has promotional activities through partnering with on campus organizations.

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

-

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

<http://furman.campusdish.com/Commerce/Catalog/Menus.aspx?LocationId=1675>

Annual dining services expenditures on food:

2,500,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

0 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

0 *US/Canadian \$*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	108,102.40 <i>MMBtu</i>	189,087.82 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	108,102.40 <i>MMBtu</i>	189,087.82 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	2,432,286 <i>Gross Square Feet</i>	1,548,245 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	239,671 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	2,715
Cooling degree days	1,873

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

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

Furman's fiscal year 2012 STARS report utilized the baseline year 2005, thus for consistency, the 2005 baseline remained.

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

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

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

Many classrooms and dorm bathrooms have vacancy sensors that turn off the lights automatically.

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

The Shi Center for Sustainability and Hipp Hall both utilize passive solar heating.

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

Furman replaced aging heat pumps in 10 of our North Village apartment buildings with new, highly efficient geothermal ground-source heat pumps, which will take advantage of the constant temperature of the earth to pre-heat or pre-cool air for ventilation. The project, paid for by a \$2.5 million grant from the Department of Energy and matching funds from the university, will be completed in 2013.

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

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

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

The dashboard allows Furman community members to view energy use in real-time through an easy-to-use website. We've made the data available to faculty and students for use in the classroom and in research, making it easier to build connections between the coursework and university operations. The dashboard was partially funded by a gift from The Duke Endowment. For more information on Furman's dashboard contact the Shi Center.

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

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

In the past decade, Furman has used a number of different LID practices and products on a multitude of projects – both new and renovation. These include: structural grass pavement and gravel pavement, porous concrete pavement, pervious brick pavement (with underdrain filtration), native plants, solar energy, rainwater harvesting and storage for irrigation, salvaging of construction materials and stock piling for future use, low VOC paints and adhesives, bio-retention ponds and surfaces, detention ponds, grass filtration strips, buffers on both sides of Little Creek, and manufactured structures such as catch basin inserts, cyclone separators and offset bay separators. And, of course, the new Synthetic Turf Football Field that catches and slows the runoff rate, cleans the stormwater of sediment, and does not require the use of nutrients that damage the environment.

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

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

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

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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.

"---" 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	541.56 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	5,621 <i>MMBtu</i>
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	1,266 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 <i>MMBtu</i>

Total energy consumption, performance year:

108,102.40 *MMBtu*

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

There are several PV solar panels throughout the Furman campus.

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

There are several solar thermal panels throughout the Furman campus.

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

CCC weatherizes homes of local low income residents and quantifies the energy savings, both of natural gas and electricity utilities in homes served. Program is university run and operated.

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

N/A

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

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	<i>835 Acres</i>
Footprint of the institution's buildings	<i>54.32 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>250 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0.52 Acres</i>

A copy of the IPM plan:

The IPM plan :

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

Although we do not have a specific sustainable landscape management program, we incorporate many sustainable practices within the 350 acres of maintained ground on campus.

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

Native Plants are used around the Furman lake, Shi Center, and state plants around Townes Science Center.

Some areas of campus are maintained with xeriscape landscaping techniques, including drought tolerant and native species as appropriate. The area surrounding Cliffs Cottage, the Susan Shi ornamental garden, is a highlight of the university's xeriscaped landscape. Other areas of campus which employ xeriscape techniques include the landscape at Farmer Hall, our new Child Development Center, Tennis Center, Track Infield, and several recreation fields on campus.

The Lake Resotation Project addresses runoff and erosion by planting native wildflower meadows on the shore. They intercept and absorb more surface runoff than turfgrass, and also add more color, structure, and diversity.

Example: Pickerel Weed is a perennial aquatic plant native to the Americas, ranging from Canada to Argentina. The plant can become invasive, but they are very efficient biological filters of polluted water in artificial wetlands like Furman Lake.

On July 3, 2006, there were 362 waterfowl on the 28 acres of Furman Lake, including 250 Canada geese. By most wildlife estimates, a density of 2 geese/acre is appropriate, 6-times less than our resident population. Through a combination of direct removals by the South Carolina Department of Natural Resources, publicity campaigns to discourage public feeding of the waterfowl, and habitat change, the Canada geese population is now near appropriate levels (See figure). In order to evaluate the impact of the restoration project on Canada geese behavior, Ecology students monitored the patterns of habitat use in areas with different vegetation types around the lake.

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

Furman conducts waste audits in the Furman Organic Garden.

Leaves, grass, and other non-woody landscape waste are combined with pre-consumer waste from the dining hall, and resulting compost is used in the organic-practice campus garden. The remaining campus waste, consisting mainly of dead or fallen tree limbs, is collected by a team of Facilities Services staff. The limbs are placed in a limb yard on the far north end of campus, where they are ground into mulch twice a year. This mulch meets a large percentage of the campus mulching need.

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

Furman utilizes soil management through crop rotations, companion planting, and vermiculture (cultivation of earthworms for compost and soil management).

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

In the past decade, Furman has used a number of different LID practices and products on a multitude of projects – both new and renovation. These include: structural grass pavement and gravel pavement, porous concrete pavement, pervious brick pavement (with underdrain filtration), native plants, solar energy, rainwater harvesting and storage for irrigation, salvaging of construction materials and stock piling for future use, low VOC paints and adhesives, bio-retention ponds and surfaces, detention ponds, grass filtration strips, buffers on both sides of Little Creek, and manufactured structures such as catch basin inserts, cyclone separators and offset bay separators. And, of course, the new Synthetic Turf Football Field that catches and slows the runoff rate, cleans the stormwater of sediment, and does not require the use of nutrients that damage the environment.

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

campus:

The chemical characteristics of Furman Lake, its feeder streams, and the outlet stream that runs to the Reedy River have been studied for several years as part of the River Basins Research Initiative (RBRI) - the largest and longest-running interdisciplinary research program in the university's history. Spearheaded by the Earth and Environmental Sciences Department, the RBRI has sampled water from watersheds throughout the upstate since the late 1990's in an effort to determine the effects of suburban growth on water quality. Studies have examined the effects of wastewater treatment plants on nitrogen levels in streams, the effects of differences in land cover and vegetation type on water quality, and the effects of changes in water quality on the fish and invertebrate communities that inhabit the streams.

In this context, one group of Ecology students decide to study how water chemistry varied between the two feeder creeks to the lake, as one drains a forested area and the other drains the major dorm complex. In addition, they sampled upstream from the dorm complex to determine whether the chemistry of this stream changed as it passed this developed area.

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

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

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

Yes

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

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

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:

Furman maintains a protected area home to the Bunched Arrowhead, scientific name *sagittaria fasciculata*, endangered plant. The protected area has a viewing deck for educational purposes.

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:

Biology faculty, students, and classes regularly study campus species and have published a field guide to the Furman habitat.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Biology faculty, students, and classes regularly study campus species and have published a field guide to the Furman habitat.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Faculty and staff regularly monitor and maintain protected areas home to the Bunched Arrowhead plant.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

Purchasing

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

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

Electronics Purchasing

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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.

"---" 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 :

Departments are encouraged to but environmentally preferable products whenever possible.

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

-

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 <i>US/Canadian \$</i>
EPEAT Silver	6,362.86 <i>US/Canadian \$</i>
EPEAT Gold	540,573.21 <i>US/Canadian \$</i>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

569,291.07 *US/Canadian \$*

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

<http://www.furman.edu/academics/deptchairs/BudgetManagement/Pages/Purchasing.aspx>

Cleaning Products Purchasing

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

[Green Purchasing Guidelines.doc](#)

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

The Green Purchasing Policy is campus-wide. It includes using LEED Green Cleaning Guidelines for Chemicals, Paper Products, Handwash -Shower soap and Micro-fiber cloths.

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

-

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:

12,537 US/Canadian \$

Total expenditures on cleaning and janitorial products:

60,257 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?:

Yes

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

we use cleaning products that meet both Green Seal and Green Guard standards for cleaning. In 2007 and 2008 we received both state and national recognition for our Green Cleaning programs. The steps include using LEED Green Cleaning Guidelines for Chemicals, Paper Products, Handwash -Shower soap and Micro-fiber cloths.

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

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

-

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

Office Paper Purchasing

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

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

Part 2

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

"---" 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:

[Green Purchasing Guidelines.doc](#)

The paper purchasing policy, directive or guidelines:

The paper purchase is the responsibility of each department. When the departments order paper, they take into consideration the budget limit and the Green Purchasing Guidelines. Each department is encouraged to buy sustainable products whenever possible. Within the Green Purchasing Guidelines is a line that reads "Procure post-consumer recycled-content paper and office supplies."

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

We do not mandate that they have to buy recycled papers. However, to encourage the use of recycled papers we have held seminars in the past and had the vendor give a presentation on the difference between the virgin and recycled papers and the impact each would have on the environment.

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	26.04 <i>US/Canadian \$</i>
30-49 percent	43,621.18 <i>US/Canadian \$</i>
50-69 percent	1,933.06 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	5,623.50 <i>US/Canadian \$</i>

Total expenditures on office paper :

68,932.39 *US/Canadian \$*

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

Inclusive and Local Purchasing

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

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

Furman gives special consideration to local business when reviewing proposals. Business location is considered along with other dimensions of sustainability, cost, and other relevant criteria when reviewing proposals.

370.2 Purchasing Policies and Procedures

12. All other things being equal, the purchaser should do business with alumni, local businesses, and other individuals and businesses which support Furman.

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

No

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

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

126

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	0
100 percent electric	60
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Use of 56 electric golf carts when possible rather than gasoline powered cars.

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

Student Commute Modal Split

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

85

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)	16
Walk, bicycle, or use other non-motorized means	88
Vanpool or carpool	14
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

Each participant was asked where they live (for students they were asked which area of campus as we are a residential campus with 98% of the student body living on campus. The faculty and staff were asked how far their residence is from campus. Each participant was asked how trips by mode of transportation were made at each distance in a typical week. Averages were compiled from these data to create an average for each mode of transportation.

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

Employee Commute Modal Split

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

10.30

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)	89.70
Walk, bicycle, or use other non-motorized means	8.40
Vanpool or carpool	1.90
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

Each participant was asked where they live (for students they were asked which area of campus as we are a residential campus with 98% of the student body living on campus. The faculty and staff were asked how far their residence is from campus. Each participant was asked how trips by mode of transportation were made at each distance in a typical week. Averages were compiled from this data to create an average for each mode of transportation.

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

Support for Sustainable Transportation

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

"---" 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?:

No

A brief description of the facilities for bicycle commuters:

We do have showers in some buildings (such as Hipp Hall) and we have bike racks but not lockers.

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:

We do not have separate short term and long term bicycle parking, but there are bicycle racks in front of every building on campus.

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:

All of campus is accessible by a walking and biking path.

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:

The school has a bike auction at the beginning of each year, as well as a bike rental program that runs for either a semester or the entire year.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

No

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):

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

No

A brief description of the GRT program:

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

No

A brief description of the carpool/vanpool program:

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?:

No

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

We have an electric vehicle charging station located at the Hartness Welcome Center.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

In accordance with University Policy 858.1 C 7 (Time Worked/Time Off for Support Personnel), employees may arrange their work day with their respective supervisor's approval.

Flexible Work Schedule: With the supervisor's approval, support employees may arrange their workday to meet their individual needs as long as the following guidelines are met:

■■■■■

- a. Schedules must be approved in advance by the responsible supervisor.
- b. Schedules must be arranged so that the total number of hours the employee works per week is the same as the total number of hours in his or her regular workweek.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

There is a faculty bicycling commuter club.

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

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

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	423.25 Tons	130 Tons
Materials composted	29.80 Tons	0 Tons
Materials reused, donated or re-sold	39 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	595 Tons	1,062 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	2,439	2,361
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,769	2,688
Full-time equivalent of employees	848	841
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	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

A brief description of any (non-food) waste audits employed by the institution:

North Village Waste Audit

Earlier this year, Dr. Dripps and his class conducted a Furman Residential Garbage Waste Audit which revealed that 41 percent of the garbage by volume and 25 percent of the garbage by weight could have been recycled under the current campus recycling program.

- See more at:

<http://newspress.furman.edu/2014/03/its-trash-day/#sthash.F7UO9TBP.dpuf>

A brief description of any institutional procurement policies designed to prevent waste:

Furman encourages recycling and provides containers throughout campus to aid in your recycling efforts

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

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

Our online system, Moodle, allows teachers to put syllabi, readings, and schedules online; it even lets students turn in digital work and even take quizzes and test online rather than with printed paper. Furman's course catalog, course schedules, and directories are all online as well.

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

There is a printing quota of 500 pages per semester for each student. All library printers print double-sided automatically.

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

Furman has a move-in recycling program, where a group of students set up recycling stations outside of the dorms and collect the cardboard and boxes used during the move-in process.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

The North Village Waste Audit looked at how much food that could have been composted was thrown away.

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:

Furman Dining Services gives all of its pre and post-consumer food waste to the Furman Farm to be composted. The Dining Hall keeps track of how much of each item is consumed and over-time has developed a system that very closely predicts how much of each thing should be prepared at each meal so as to reduce waste.

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

Furman Dining Services gives all of its pre and post-consumer food waste to the Furman Farm to be composted. The Dining Hall keeps track of how much of each item of is consumed and over-time has developed a system that very closely predicts how much of each thing should be prepared at each meal so as to reduce waste. We have tray less dining as well.

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):

Furman provides 100% compostable to-go containers and cups in the Dining Hall.

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 Dining Hall is washed and reused. The to-go containers and cups are 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:

-

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

Dining Services offers several hydration stations throughout campus, which allows students to use filtered water stations to fill up water bottles rather than use plastic water bottles.

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

<http://furman.campusdish.com/Sustainability/WhatWeAreDoing.aspx>

Waste Diversion

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

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

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

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

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

Materials diverted from the solid waste landfill or incinerator:

631.38 Tons

Materials disposed in a solid waste landfill or incinerator :

595 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:

We have website, brochure, active participation by staff, students (EAG), sports teams, and student assistance. We attend and present sustainable initiatives at workshops and conferences, receive grant funding for education and projects. Trash audits, event recycling, and public collection sites, as well as extensive coverage for recycling opportunities.

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

We donate leftover foods to the Loaves and Fishes program locally in Greenville.

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

Both the Dining Hall and the P-Den dining services compost all pre-consumer waste with the Furman Farm.

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

The Dining Hall composts all post-consumer waste with the Furman Farm.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes

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

Carpet, paint, e-scrap, asphalt grindings, and C&D materials

Construction and Demolition Waste Diversion

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

33 Tons

Construction and demolition materials landfilled or incinerated :

4.95 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:

Hazardous Waste Management

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Part of the hazardous waste management program of Furman University (managed by the Risk Management department) is a waste minimization program with the goal of reducing the use and ultimate disposal of hazardous materials. This goal is achieved by both substituting for less hazardous chemicals and use of microscale techniques in the laboratory setting.

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

The hazardous waste management program at Furman University is managed by the Risk Management Department. The program is designed to coordinate the collection, classification, analysis, labeling, packing, and shipping of both hazardous and non-hazardous waste chemicals generated at the University. This also includes the management of universal waste such as batteries and mercury-containing lamps to include collection and disposal.

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

-

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

University sciences have implemented a system to reuse chemicals

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

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

Furman recycles, reuses, or refurbishes electronic waste generated by the institution. All computer-related waste generated by the institution is first examined by Computing and Information Services to determine if reuse or refurbishment is possible. If reuse or refurbishment is not possible, the material is recycled.

Students and employees may recycle personal e-waste, including cell phones, computers, batteries, and printer ink cartridges, at a designated drop-off location in the student center on campus.

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

Furman contracts with Global Investment Recovery, Inc., a closed-loop electronic waste provider. Global Investment Recovery commits to compliance with all environmental regulations and is an EPA READ contractor.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	66,616,580 <i>Gallons</i>	110,637,900 <i>Gallons</i>

Potable water use::

	Performance Year	Baseline Year
Potable water use	64,905,680 <i>Gallons</i>	108,959.70 <i>Gallons</i>

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
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Number of residential students	2,439	2,361
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,769	2,971
Full-time equivalent of employees	848	841
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,432,286 <i>Square Feet</i>	1,548,245 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	745 <i>Acres</i>	745 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

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

Water recycled/reused on campus, performance year:

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

0 Gallons

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

One of our biggest projects is the closed-loop solar/aquatic waste water treatment system in the Charles Townes Science Center. The living machine uses natural processes to clean the building's water. It's then re-circulated into the building as grey water, which can be used for non-potable water demands like flushing toilets.

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

The dashboard allows Furman community members to view energy use in real-time through an easy-to-use website. We've made the data available to faculty and students for use in the classroom and in research, making it easier to build connections between the coursework and university operations. The dashboard was partially funded by a gift from The Duke Endowment. For more information on Furman's dashboard contact the Shi Center.

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

On a smaller scale, we retrofitted our dormitories with low flow shower aerators and sink aerators and switched our iconic fountains from a 24-hour operating schedule to an eight-hour operating schedule, reducing the amount of water lost to evaporation. We've also upgraded our irrigation efficiency by using water from Furman Lake. That change alone covers 30 percent of our irrigation needs.

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

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

In the past decade, Furman has used a number of different LID practices and products on a multitude of projects – both new and renovation. These include: structural grass pavement and gravel pavement, porous concrete pavement, pervious brick pavement (with underdrain filtration), rainwater harvesting and storage for irrigation, detention ponds, grass filtration strips, buffers on both sides of Little Creek, and manufactured structures such as catch basin inserts, cyclone separators and offset bay separators. And, of course, the new Synthetic Turf Football Field that catches and slows the runoff rate, cleans the stormwater of sediment, and does not require the use of nutrients that damage the environment.

Some areas of campus are maintained with xeriscape landscaping techniques, including drought tolerant and native species as appropriate. The area surrounding Cliffs Cottage, the Susan Shi ornamental garden, is a highlight of the university's xeriscaped landscape. Other areas of campus which employ xeriscape techniques include the landscape at Farmer Hall, our new Child Development Center, Tennis Center, Track Infield, and several recreation fields on campus.

At the Shi Center, we harvest rainwater coming off of the high-pitched roof into gutters, which flow into downspouts and then proceed through underground pipes headed for the 12,000 gallon capacity cisterns. In addition, any excess water flowing from the gutters flows

down 2 water chains on each side of the porch, which flow into successive bog (rain) gardens before finally reaching our lake.

The water collected from the cisterns is used primarily to water the Susan Shi garden. The water from the rain chains flows into 3 small bog (rain) gardens (6 total) located below the porch. From there, they are directed underground into the large bog before reaching our lake (after filtering impurities). Various water loving plants are sustained in our bog gardens which create an environment for numerous bugs, insects and wildlife (plants such as iris', grasses, hibiscus, dwarf horse tail, cat tails, rush, etc.) In essence, a bog (rain garden) mimics a marsh, which is nature's way of filtering dirty water into clean water for the environment, while at the same time providing food and habitat for all of earth's inhabitants.

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

See above

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

On all new projects, Furman attempts to use practices that reduce stormwater runoff rates in accordance with state and county regulations. When possible Furman also uses practices that allow for infiltration, which is difficult with the upstate clays, to reduce runoff volume. We use pavements and stormwater devices that trap sediment, chemicals and nutrients that are harmful.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

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

We have the “Furman University Stormwater and Tree Protection Plan”

In the past decade, Furman has used a number of different LID practices and products on a multitude of projects – both new and renovation. These include: structural grass pavement and gravel pavement, porous concrete pavement, pervious brick pavement (with underdrain filtration), native plants, solar energy, rainwater harvesting and storage for irrigation, salvaging of construction materials and stock piling for future use, low VOC paints and adhesives, bio-retention ponds and surfaces, detention ponds, grass filtration strips, buffers on both sides of Little Creek, and manufactured structures such as catch basin inserts, cyclone separators and offset bay separators. And, of course, the new Synthetic Turf Football Field that catches and slows the runoff rate, cleans the stormwater of sediment, and does not require the use of nutrients that damage the environment.

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

Using rainwater filtering systems to treat water prior to release (e.g. into public storm drain systems, drainage easements and water bodies).

At the Shi Center, we harvest rainwater coming off of the high-pitched roof into gutters, which flow into downspouts and then proceed through underground pipes headed for the 12,000 gallon capacity cisterns. In addition, any excess water flowing from the gutters flows down 2 water chains on each side of the porch, which flow into successive bog (rain) gardens before finally reaching our lake.

The water collected from the cisterns is used primarily to water the Susan Shi garden. The water from the rain chains flows into 3 small bog (rain) gardens (6 total) located below the porch. From there, they are directed underground into the large bog before reaching our lake (after filtering impurities). Various water loving plants are sustained in our bog gardens which create an environment for numerous bugs, insects and wildlife (plants such as iris', grasses, hibiscus, dwarf horse tail, cat tails, rush, etc.) In essence, a bog (rain garden) mimics a marsh, which is nature's way of filtering dirty water into clean water for the environment, while at the same time providing food and habitat for all of earth's inhabitants.

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

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

Currently using catch basin inserts in small areas that catch debris, sediment and oil and grease before it enters the drain systems.

Currently using cyclone separators and bay separators that catch debris and sediment in large areas.

Currently using pervious pavement (concrete and brick) that catch sediment and oils in small local areas.

Currently using grass filter strips that slow down rainwater and allow sediment and impurities to drop out of the flow, and trap them there.

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

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

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

Retention and/or detention ponds

Retention ponds are included as Swan Lake, bio-retention ponds are located at the Child Development Center and the Financial Building on Duncan Chapel Road. Not formally detention ponds, more ponding areas to reduce rate of runoff are the areas at Younts Center, Football Parking, Baseball Field, Softball Field.

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

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

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:

54,915,100 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

One of our biggest projects is the closed-loop solar/aquatic waste water treatment system in the Charles Townes Science Center. The living machine uses natural processes to clean the building's water. It's then re-circulated into the building as grey water, which can be used for non-potable water demands like flushing toilets.

The website URL where information about the institution's wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Furman maintains the (SPC) Sustainability Planning Council to focus on sustainability efforts on campus.

- Reviewed and provided feedback on the most recent sustainability assessment reports

- 4 working groups within the council for the fiscal year:

--Energy Dashboard group- investigated the best practices, technologies, and educational impacts of energy dashboards, resulting in endorsement of the existing approach.

--White Paper Working Group- Developed university sustainability materials to present to incoming university president and familiarize her with Furman's history and efforts in the field.

--Zero Waste Working Group- Examined Furman's existing waste management practices and strategies, and began recommendations for a comprehensive waste management plan.

-- Renewable Energy Working Group- Explored opportunities for expansion of renewable energy on campus in light of the then pending state legislation.

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 Planning Council (SPC), established as the Sustainability Planning Group in 2005 and expanded to the Sustainability Planning Council in 2008, is tasked with monitoring the university's sustainability efforts and implementing university-wide initiatives related to sustainability. The SPC plays a key advisory role in setting priorities for the university's sustainability efforts. Additionally, the SPC led the completion of the university's sustainability master plan. Currently, the SPC Core committee has 20 members (faculty, staff, students, and administrators); the entire SPC has 124 members.

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

Yancey Fouche Dashboard staff
Mike Gifford Dashboard staff
Kris Hajny Dashboard student
Matt Riddle Dashboard staff
Jimmy Looper Dashboard staff
Wade Worthen Dashboard faculty
Greg Lewis Renewable faculty
Frank Powell Renewable faculty emeritus
Bill Ranson Renewable faculty
Jeff Redderson Renewable staff
Judy Romano Renewable staff
Gary Clark White Paper staff
Chandra Dillard White Paper staff
Michael Rabb White Paper student
Liz Seman White Paper staff
Admissions rep White Paper
Jeanine Stratton White Paper faculty
Bruce Adams Zero Waste staff
Wes Dripps Zero Waste faculty
Michelle Horhota Zero Waste faculty
Kelly Grant Purvis Zero Waste staff
Phil Lewis Zero Waste staff
Becky Vuksta Zero Waste staff
Steve Nelson student

Angela Halfacre staff

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

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

Yes

A brief description of each sustainability office:

At the Shi Center for Sustainability, they are more than a thought leader in higher education. Sure, they are constantly seeking ways to infuse sustainability into Furman's curriculum and operations. But as global citizens with a vested interest in leading their society toward a more sustainable future, their programs and ideas extend beyond Furman's campus to make a significant impact.

Their resolute focus—teaching the ethics of sustainability and graduating global citizens who act sustainably in their professional and personal lives—is at the core of all their activities. They provide a hub where educators, students and community leaders can work together, exploring the most complex issues of sustainability. By bringing these minds together, they have the ability to partner on campus and community projects to generate solutions that can be modeled across the globe.

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

3

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Angela Halfacre, Director; Yancey Fouché, Associate Director; Kelly Grant Purvis, Program Coordinator; Cassie Klatka, Administrative Coordinator; Courtney Quinn, Research Fellow and Program Manager; Rebecca McDaniel, CCC Program Coordinator

A brief description of each sustainability officer position:

ANGELA C. HALFACRE, PH.D.

Director and Professor of Political
Science and Sustainability Science

Responsible for the vision of the Center; 50% teaching and research; community/national liaison.

YANCEY FOUCHÉ, MS

Associate Director

Day-to-day management of the Center, campus liaison, and campus sustainability assessment. Overseas implementation of the Shi Center Community Conservation Corps.

KELLY GRANT PURVIS

Program Coordinator

Implements Shi Center programs including the Faculty Affiliate Program and Student Fellows Program.

CASSIE KLATKA

Administrative Coordinator

Office and cottage manager; administrative support, one day per week.

REBECCA MCDANIEL

Community Conservation Corps Program Coordinator

Coordinates CCC efforts, the home weatherization program for lower income housing in the surrounding area.

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

<http://www.furman.edu/academics/shicenter/WhoWeAre/Pages/default.aspx>

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	No
Transportation	Yes	Yes
Waste	No	No
Water	Yes	Yes
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	No	No
Investment	No	No

Other	Yes	Yes
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A brief description of the plan(s) to advance sustainability in Curriculum:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman’s mission and operations, including the curriculum.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Curricular plans include the creation of curricular programs for undergraduates, with the goal of creating the sustainability science major and sustainability studies concentration. Goals also include the enrichment of existing curriculum by providing a sufficient amount of sustainability-related courses to satisfy the Humans and Natural Environment graduation requirement, the creation of faculty workshops to integrate sustainability, and the assessment of the feasibility of a scholar-in-residence program. The last of the goals includes developing curricular opportunity for the broader community through expansion of for-credit and not-for-credit opportunities for professionals, assessing a new executive program in sustainability and leadership at the master's level, and integrating sustainability themes in the Osher Lifelong Learning Institute for senior adults. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus goals with in the plan are targeted to be complete by 2026.

Accountable parties, offices or departments for the Curriculum plan(s):

Provost and Executive Vice President, Dean of Faculty, Shi Center of Sustainability, Continuing Education Director, Graduate Education Director, Osher Lifelong Learning Institute Director.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized a around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman’s mission and operations, including the curriculum incorporating goals to increase sustainability in research.

The measurable objectives, strategies and timeframes included in the Research plan(s):

The plans include promoting living learning laboratories for class related research projects, promoting courses that make use of community-based research, and initiating 'Conservation Culture" to provide research opportunities for faculty and staff. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus goals within the plan are targeted to be complete by 2026.

Accountable parties, offices or departments for the Research plan(s):

Shi Center of Sustainability

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman's mission and operations, including the co-curriculum.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Plans include increasing campus programming and initiatives designed to heighten student awareness of sustainability issues through the expanding living learning communities and enhancing existing programs such as the Sustainability Fellows, Sustainability Post-Doctoral and Environmental Community of Student programs. Goals also include providing sustainability projects such as the Revolving Loan Fund for energy, alternative spring breaks that relate to sustainability, and additional cultural life program events that pertain to sustainability. Additionally, the goals of the plans include providing information about campus sustainability during First Year Student Orientation, making green guides available to students, and supporting sustainability-related student organizations. Infusing sustainability into campus culture through a sustainability liaisons program within academic departments, a sustainability help desk, and assessing sustainability knowledge on campus are also included in the strategic goals. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus goals within the plan are targeted to be complete by 2026.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Vice President of Student Life, Director of Student Activities, Resident Life Director, Shi Center of Sustainability, Student Government, Heller Service Core, Dean of Students, Vice President for Marketing and Public Relations, Library Services Director, Riley Institute, Student Life.

A brief description of the plan(s) to advance Public Engagement around sustainability:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman's mission and operations, including the co-curriculum and community relations

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The University seeks to enhance sustainability service opportunities and create local carbon offset projects. The details include promoting sustainable service as a form of community outreach, creating a Sustainable Friends of Furman volunteer network, and collaborating with greater Greenville community organizations such as energy audits, home weatherization, home refurbishment, collaborative composting with the Greenville Zoo, international study away projects and programs, the development of a carbon mitigation fund, and partnerships with other universities. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus goals within the plan are targeted to be complete by 2026.

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

Furman produces a greenhouse gas inventory and maintains a Climate Action Plan to meet its commitment to become carbon neutral. Sustainable Furman initiates an annual process of institutional self-assessment, charts a more sustainable course across a wide range of university activities, and defines an achievable plan for reducing our carbon emissions. It is also a flexible plan to accommodate changing circumstances, fluctuating financial resources, and unexpected opportunities.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Furman's commitment to climate action has been an integral part of the wide-ranging commitment to sustainability. As a signatory of the American College and University Presidents Climate Commitment (ACUPCC), Furman has declared that it will substantially reduce its greenhouse gas emissions aiming towards climate neutrality with net GHG emissions of zero. Five strategies that encompass this goal include increasing operations efficiency, creating a campus-wide culture of conservation to decrease energy use, creating a more sustainable transportation system through changes in behaviors and policies, investing in renewable energy projects, and developing offset projects and sustainability-oriented service projects in the greater Greenville community.

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability Planning Council.

A brief description of the plan(s) to advance sustainability in Buildings:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman's mission and operations, including the facilities management. The plan also highlights the growing imperative for Furman to become more energy independent through greater conservation, improved efficiencies, and use of additional renewable energy sources.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The plan dictates that all new and renovated construction products must meet or exceed LEED silver. Strategies include expanding energy efficiency by upgrading campus utility systems, improving the efficiency of lighting, heating, ventilation, and air conditioning systems. Additionally, the plan includes improvements in energy data monitoring systems on campus, the development of a program for re-commission building systems to ensure maximum efficiency, and improvements in campus building maintenance. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus all goals within the plan are targeted to be completed by 2026.

Accountable parties, offices or departments for the Buildings plan(s):

Vice President for Facilities Services, Associate Vice President for Facilities Services, Chief Information Officer.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The plans include providing more use of foods grown locally including on campus in the Dining Hall and Pala-den (Food Court).

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Dining Services

A brief description of the plan(s) to advance sustainability in Energy:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman's mission and operations, including the facilities management. The plan also highlights the growing imperative for Furman to become more energy independent through greater conservation, improved efficiencies, and use of additional renewable energy sources.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The Sustainable Furman master plan includes investing in large-scale renewable energy projects. The details include identifying the appropriate renewable energy projects through shifting to more solar photovoltaic energy sources, incorporating solar thermal energy systems, investing in on-site and off-site biomass generation plants, and adding more geothermal energy sources. Further plans include working the Duke Endowment colleges to support renewable energy options, pursuing emerging state and federal level funding incentives for renewable energy efforts and collaborating with Duke Energy to encourage GHG reduction. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus the goals within the plan are targeted to be complete by 2026.

Accountable parties, offices or departments for the Energy plan(s):

Shi Center for Sustainability Director, Research and Grants Director, Vice President for Business Affairs, Associate Vice President for Facilities Services.

A brief description of the plan(s) to advance sustainability in Grounds:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman's mission and operations, including the facilities management. The plan also highlights the growing imperative for Furman to become more energy independent through greater conservation, improved efficiencies, and use of additional renewable energy sources.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The plan dictates ensuring policies to ensure the support of sustainable initiatives and conservation oriented practices for grounds maintenance including ensuring the University policies support sustainability initiatives in grounds maintenance and implementing more sustainable practices in the areas of grounds maintenance.

Accountable parties, offices or departments for the Grounds plan(s):

Campus Grounds Supervisor and Athletic Grounds Supervisor.

A brief description of the plan(s) to advance sustainability in Purchasing:

Furman University has a Green Purchasing Guidelines that are committed to the use and purchase of environmentally and socially responsive products and service., Departments are expected to support this initiative to accordance with the guidelines. The guidelines include purchasing durable items, products with recycled content, Energy Star products, ensuring printers and photocopiers are capable of double sided printing, and giving preference to locally regionally manufactured products among others. The university also includes initiatives to implement more sustainable practices in the areas of purchasing policies in the Sustainable Furman master plan.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

Director of Budget and Resource Management and Department Directors and Chairs.

A brief description of the plan(s) to advance sustainability in Transportation:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman's mission and operations. The plan also highlights the growing imperative for Furman to become more energy independent through greater conservation and improved efficiencies.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The details of the goal includes educating the campus about greenhouse gas emissions generated by transportation and facilitating alternative automobile use through extending campus shuttle hours, the implementation of a public transit system or ride-sharing program, revising parking policies to discourage casual car use, and the implementation of a bike program. The plans also include promoting more efficient transportation for operations through the conversion of the campus fleet to energy efficient vehicles, the investigation of liquid natural gas fueling, and installing plug-ins for hybrid models, and finding the best practice for study abroad carbon emission reduction. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus all goals within the plan are to be completed by 2026.

Accountable parties, offices or departments for the Transportation plan(s):

Vice President for Business Affairs and Study Away Program Director.

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman’s mission and operations, including the facilities management. The plan also highlights the growing imperative for Furman to become more energy independent through greater conservation, improved efficiencies, and use of additional renewable energy sources.

The measurable objectives, strategies and timeframes included in the Water plan(s):

The sustainable Furman master plan includes improvement of water efficiency. The details include expanding water efficiency through implementing projects to increase building and outdoor water efficiency, and implementing additional projects such as rain gardens, cisterns, storm water management and water quality initiatives. The Sustainable Furman master plan includes Furman's Climate Action Plan to reduce carbon emissions by 2026, thus all goals within the plan are to be completed by 2026.

Accountable parties, offices or departments for the Water plan(s):

Director of Facilities Services.

A brief description of the plan(s) to advance Diversity and Affordability:

The University has a Diversity Plan that aspires to create a community of people representing a multiplicity of identities including but not limited to gender, race, religion, spiritual belief, sexual orientation, geographic origin, socioeconomic background, ideology, world view, and varied abilities. Additionally Furman discusses diversity and equality in its Vision 2020 Plan. Furman is committed to meaningful diversity by removing obstacles to attain diversity and equal treatment in the recruitment, retention, and advancement of students, faculty, and staff from underrepresented groups.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Assistant Dean for Diversity and Inclusion and Associate Vice President for Admission and Student Business Center Bursar.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

Furman has created the Sustainable Furman master plan that outlines a long-range, comprehensive approach to making the university even more sustainable in its practices, policies, and learning environments. The plan is organized around eight achievable goals paired with specific initiatives and defined program implementations that address key aspects of Furman's mission and operations, including Furman's national leadership role in the comprehensive promotion of sustainability.

The measurable objectives, strategies and timeframes included in the other plan(s):

The University plans to maintain its commitment to serve as a national and regional leader in promoting sustainability on campuses through sharing sustainability approaches and providing models of sustainability community service projects for the region and nation.

Accountable parties, offices or departments for the other plan(s):

Shi Center Director, President/Provost and Executive Vice President for Academic Affairs, Shi Center of Sustainability, Development Center, Marketing and Public Relations.

The institution's definition of sustainability:

An interdisciplinary concept promoting values, systems, and activities that are environmentally sound, socially just and economically viable. Sustainability is a journey, not a destination.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The Sustainable Furman Master Plan was passed unanimously by the Board of Trustees in 2009. The plan includes the university's Climate Action Plan targeting carbon neutrality by 2026, the year of Furman's bicentennial. Through the actions and strategies laid out in the plan, Furman is creating a culture of conservation.

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

<http://www.furman.edu/academics/shicenter/Documents/sustainableFurmanweb2.pdf>

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All traditional students have the opportunity to run for SGA office and vote in officer elections – the entire student body votes for the executive council, and then each class votes on its class officers. SGA meetings are also open to the student body, if they wish to sit in and observe.

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

No

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

There are no students who serve on the Board of Trustees. Members of SGA and other students appointed by the President of SGA do sit on various Trustee committees, however.

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

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

Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

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

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:

All staff have an avenue to participate in the Staff Advisory Committee (SAC). The purpose of the SAC is to be the voice of the staff to senior administration. Staff have the opportunity to share opinions, concerns, and ideas through their representatives on the SAC.

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

No

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

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

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

Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

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

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:

Furman University has a strong tradition of shared governance, with clearly defined roles for faculty, administration, and trustees. Members of the faculty are expected to serve on committees and to attend and cast votes at faculty meetings, held 6-8 times per academic year. University faculty meetings function as a “committee of the whole,” meaning that there is no faculty senate, and every faculty member may vote. The Nominating Committee proposes nominees for officers of the faculty (chair, vice-chair, and recorder) and for faculty committees. The slates are then voted on by the faculty at large. There are 19 faculty committees specified by the Faculty Constitution; in addition, faculty serve on a variety of administrative committees, special committees, and ad-hoc committees.

Article II, section 1 of the Faculty Constitution defines membership in the faculty as “those persons in the teaching and research faculty who are employed by Furman on contracts for teaching and research for half-time or more, those persons who are principal officers of the administration (see Bylaw 3), the professional library staff, commissioned members of the ROTC staff, and all tenured persons.” Section 2 states that “Voting privileges shall be limited to the members of the faculty as defined in Section 1 above.” Adjunct faculty and those on contracts for less than half time are not considered voting members of the faculty by our constitution, but may attend faculty meetings as observers if they wish.

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:

As with almost all private universities, the ultimate governing body of Furman University is its Board of Trustees. Only Trustees can vote at these meetings, but faculty representatives are invited to submit reports and participate in discussions. The Chair of the Faculty, elected through a vote of the entire faculty as described in the preceding question, is invited to the entire Board of Trustees meeting, and can attend any committee session. In addition, there are faculty representatives on each of the nine Board of Trustees committees, each of whom is invited to give a report and participate in the discussion. These representatives are appointed by the University President based on nominations from the Chair of the Faculty. For at least the last three years, the Faculty Chair’s nominees have all been approved and appointed by the President. The university also has the President’s Cabinet, which meets approximately every two weeks and includes the Vice-Presidents and selected other officers. The elected Chair of the Faculty is a member of the President’s Cabinet and invited to participate fully in its deliberations.

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:

The document entitled “Vision 2020” is Furman’s official statement of its character, values, culture, identity, mission, and goals for the future. This document was implemented three years ago (2011) after an intensive period of discussion and consultation, which was led by a strategic planning committee including representatives of the faculty, along with students, administrators, alumni, and trustees.

The faculty of Furman University, as a body, have primary responsibility for academic policies, programs, and initiatives. According to the Faculty Constitution, “The faculty of Furman University shall be responsible for setting academic policy, determining the curriculum, defining requirements for degrees, and conducting academic instruction. The faculty and academic administration shall devise and implement the most feasible and effective means of executing academic policy, utilizing the curriculum and providing academic instruction.”

The “Vision 2020” document was the result of a process of strategic planning with faculty representation on the committee. Strategic and long-term planning are also the main responsibilities of the Board of Trustees.

Decisions regarding physical resources are primarily made by the university administration and trustees. Faculty representation on these bodies has already been described. For example, the Grounds and Buildings Committee of the Board of Trustees makes decisions regarding capital construction projects, and a faculty representative has input into their deliberations.

The staffing matter for which faculty have the most direct input involves faculty tenure, promotion, and merit pay. The Faculty Status Committee, an elected standing committee of the faculty, reviews all such matters, provides campus-wide uniformity of standards, and advises the Dean as to the final outcomes. Most other matters of budget, staffing, and financial planning are controlled by the administration and trustees, but once again there are established channels of faculty input, including representation on the President’s cabinet and Board of Trustees. Two other recent examples also illustrate the faculty’s role in such matters. In 2012-13, a large task force termed the Joint Working Group was set up to consider the university’s response to the current economic climate, including increasing the efficiency of current programs (both academic and non-academic) and the development of new revenue streams. Membership of the Joint Working Group was equally distributed among faculty, administration, and trustees. More recently, when the Vice-President for Academic Affairs needed to take steps to reduce the cost of the academic program, he requested the formation of an ad-hoc Cost Containment Advisory Committee, composed of eight members of the faculty who were appointed by the Faculty Chair in consultation with the Nominating Committee.

One of the standing faculty committees specified by our constitution is the Faculty-Administration Liaison Committee, whose elected members are “responsible for ascertaining the faculty's views and concerns regarding University matters and transmitting these--with suitable information--to the appropriate officers of the administration. It shall also convey to the faculty pertinent views and concerns of the administration.”

The website URL where information about the institution’s governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Diversity Council advises the President, provost, and other senior administrative officers on matters pertaining to diversity issues as they concern the University community, to facilitate ongoing assessment of the campus climate, and to develop a strategic plan concerning the diversity of the university. The Office of Multicultural Affairs strives to improve the quality of life at Furman for students, faculty, and staff by implementing comprehensive educational and cultural services that promote multicultural awareness and respect for diversity. Activities include a Multicultural student evening for accepted students, faculty/staff mentor program, and participating in heritage month celebrations. The Assistant Vice President for Student Development and Director for Diversity and Inclusion holds many responsibilities, which include: monitoring, assessing, and evaluating the development and implementation of the University's Diversity Plan, and related strategic objectives and initiatives; developing an ongoing educational and awareness program to sensitize the campus community regarding multicultural issues; and establishing and maintaining an ongoing assessment and evaluation of the quality of multicultural student life.

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

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

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:

There are various workshops available for students, staff, faculty, and administrators, but it is voluntary. There is a campus affiliate of NCBI, which hosts programs for groups such as orientation staff, international freshmen, housing and residence life staff, summer scholars, and open faculty and staff sessions.

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

Assessing Diversity and Equity

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

Has the institution assessed diversity and equity in terms of campus climate?:

No

A brief description of the campus climate assessment(s) :

Has the institution assessed student diversity and educational equity?:

No

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

Has the institution assessed employee diversity and employment equity?:

No

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

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Legacy Peer Mentorship Program offers freshmen access to mentors who will not only help them with the initial adjustment to University life, but who will also be available as resources throughout their college experience. Mentors help freshmen learn the skills needed to make smart decisions, and freshmen receive a head start on becoming an involved member of the community. Events include the Multicultural Welcome Event in early September and Free-Style Fridays to create social connections.

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

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:

Furman University has a nondiscrimination policy, which does not allow unlawful discrimination on the basis of race, color, national origin, sex, sexual orientation, gender identify, disability, age, religion, veteran status, or any other characteristic or status. The President assumes overall responsibility for implementation of and compliance with the nondiscrimination laws and practices. If the nondiscrimination policies are not upheld, various offices deal with these injuries. Furman University's Title IX coordinator, Disability Services Coordinator, and the Assistant Vice President for Human Resources are all responsible for injuries of the policy.

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

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

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

Support for Future Faculty Diversity

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.

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

Affordability and Access

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

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

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

Bridges to a Brighter Future is a comprehensive college access program for Greenville County, South Carolina high school and college students who have potential but whose potential outdistances their circumstances. The program's ambitious mission is to break the cycle of poverty and low-educational attainment by equipping students with the tools and support needed to graduate from high school, and enroll and graduate from college. Bridges to a Brighter Future accomplishes its mission by engaging students in an intensive seven-year program beginning after ninth grade and ending at college graduation. It is a comprehensive program that transforms students' lives by building academic success, self-confidence, resiliency, leadership, and character.

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

Furman United is a two-year program created to help students in the wake of the nation's recession. The goal is to ensure that every student who began their academic career at Furman would have the opportunity to graduate from this school. Furman United has assisted more than 165 students.

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

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

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

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

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

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

No

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

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students:::

	Percentage (0-100)
The percentage of entering students that are low-income	14.20
The graduation/success rate for low-income students	78
The percentage of student financial need met, on average	60
The percentage of students graduating with no interest-bearing student loan debt	57

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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.

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

Assessing Employee Satisfaction

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Furman faculty and staff participated in the Chronicle of Higher Education's Great Colleges to Work For survey conducted by Modern Think. It requested information on issues such as job satisfaction, learning, and advancement opportunities. This survey was a confidential multiple choice instrument designed to gauge faculty and staff satisfaction.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The results of the latest survey were provided to Furman's President (President Davis). She will make a determination as to how she will utilize the data in the future.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

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):

The Employee Assistance Program (EAP) is sponsored by Sun Life as part of the University benefits offered to staff and faculty. This program provides a wide range of services to help in areas such as personal problems, planning for life events, and managing daily life. Programs include counseling services (managing relationships, stress, and grief), resources for work-life needs (finding child care, purchasing a car, and home repair), legal information resources (debt, divorce, and real estate), and financial information (tax and debt issues).

The FIT Rx program is offered through the Department of Health Sciences. Health Science majors provide individualized exercise-training sessions for faculty, staff, and spouses at no cost. Participants receive personalized exercise training and are offered assessments of fitness, body composition, and dietary intake to gauge progress.

Students also have access to a network of medical professionals. Furman's health services offer routine and emergency medical care, a women's clinic, and a sports medicine/physical therapy center. There is also a counseling center, which provides treatment for a variety of mental health issues such as anxiety, depression, stress management, and academic pressure.

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

Workplace Health and Safety

Responsible Party

Yancey Fouche
Associate Director
Shi Center for Sustainability

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	9.30	10
Full-time equivalent of employees	848	838

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2010	Dec. 31, 2010

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

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

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

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

650,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 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	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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.

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

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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:

Designation of campus as an accredited arboretum

A brief description of the innovative policy, practice, program, or outcome :

Furman University has received accreditation as a Level I arboretum through The Morton Register of Arboreta. Furman earned the recognition for exemplifying tree conservation, species diversity, and educational resources and events focused on landscapes and trees.

The George G. Willis Jr. Arboretum, whose grounds and tree tags are accessible to the public on the Furman campus, strives to be a model for other arboreta in the Southeast and across the nation. The predominance of native species makes the arboretum representative of arboriculture in Upstate South Carolina, and provides learning and research opportunities related to the region.

A Furman Trees Committee comprised of students, faculty, grounds staff, and community partners, developed an extensive arboretum management plan to monitor and maintain tree health and safety, and increase species diversity with a focus on local species.

The arboretum is named for George G. Willis Jr., a 1948 graduate whose passion for the Furman landscape persists to fund future arboretum developments.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The George G. Willis Jr. Arboretum affords opportunities for engagement in both the natural and social sciences. Students and faculty are collaborating to research and promote the environmental and human services provided by trees. Plans are under way for installing interpretive signage for distinct educational landscapes, for organizing guided “tree walks” for the public, and for enhancing online resources.

A letter of affirmation from an individual with relevant expertise:

[College Planning and Mgmt - The Green Campus.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	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	---
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://www.arbnet.org/morton-register/george-g.-willis-jr.-arboretum>

Responsible Party

Yancey Fouche

Associate Director

Shi Center for Sustainability

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:

Furman Engaged Living Environmental Community of Students (ECOS)

A brief description of the innovative policy, practice, program, or outcome:

The Environmental Community of Students program is designed to foster and develop student knowledge and passion for sustainability and environmental consciousness at the global and local scale. This intentional residential community for first year students focuses on understanding the science behind global environmental challenges while allowing students a chance to explore and experience environmental sustainability issues and efforts on campus, in the Greenville community, and within their own personal lifestyles. Participants are encouraged to embrace sustainable living practices and become involved with campus and community sustainability groups and initiatives.

Participants live with other students in the Engaged Living program, and study global and environmental topics while meeting with local sustainability leaders in the Greenville community. They are enrolled as a cohort in one common course each semester (Fall: Earth and Environmental Science 112: An Introduction to Environmental Science, Spring: FYS 1126: Sustainability of Natural Resources) and have opportunities to socialize with classmates over meals hosted by Engaged Living faculty, and to celebrate successful completion of the first year at Furman during an awards ceremony.

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:

[Greenbelt_ECOS_masterplan_workingdraft.docx](#)

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	Yes
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---

Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
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://www.furman.edu/studentlife/engaged-living/academic-programs/Pages/Environmental-Community.aspx>

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
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This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.