



LIU Post

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	37
Campus Engagement	37
Public Engagement	64
Operations	80
Air & Climate	80
Buildings	89
Dining Services	93
Energy	96
Grounds	104
Purchasing	111
Transportation	121
Waste	131
Water	143
Planning & Administration	150
Coordination, Planning & Governance	150
Diversity & Affordability	161
Health, Wellbeing & Work	172
Investment	181
Innovation	185
Innovation	185

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

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:

49,748,206 US/Canadian \$

Total campus area:

307.96 Acres

IECC climate region:

Mixed-Humid

Locale:

Small town

Gross floor area of building space:

1,508,514 Gross Square Feet

Conditioned floor area:

1,499,614 Square Feet

Floor area of laboratory space:

156,681 Square Feet

Floor area of healthcare space:

2,400 Square Feet

Floor area of other energy intensive space:

213,479 Square Feet

Floor area of residential space:

435,440 Square Feet

Electricity use by source::

Percentage of total electricity use (0-100)

Biomass	0
Coal	0
Geothermal	0
Hydro	0
Natural gas	77.30
Nuclear	0
Solar photovoltaic	0.10
Wind	0
Other (please specify and explain below)	18.10

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

According to the EPA, the fuel mix for the NPCC Long Island eGRID Subregion is:

77.3% Natural Gas

13.0% Oil

5.10% Non-Hydro Renewables

0.00% Coal

0.00% Nuclear

0.00% Hydro

LIU Post produces a very small percentage of its total electricity from the photovoltaic solar panels installed near the Facilities Services building.

Energy used for heating buildings, by source::

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

Fuel oil	0
Geothermal	0
Natural gas	100
Other (please specify and explain below)	0

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

6

Number of academic departments (or the equivalent):

34

Full-time equivalent enrollment:

5,686.20

Full-time equivalent of employees:

827

Full-time equivalent of distance education students:

242

Total number of undergraduate students:

4,080

Total number of graduate students:

2,616

Number of degree-seeking students:

6,696

Number of non-credit students:

1,618

Number of employees:

827

Number of residential students:

1,197

Number of residential employees:

22

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

Scott Carlin

Associate Professor of Geography
Earth and Environmental Science

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

Submission Note:

The Sustainable course page,
<http://liu.edu/CWPost/About/Resources/Initiatives/Sustainable-Courses>
 , can also be found at
<http://liu.edu/post/green>
 .

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,175	905
Number of sustainability courses offered	28	12
Number of courses offered that include sustainability	42	20

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

17

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

34

Number of years covered by the data:

Three

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

[LIU Post Sustainability Courses - STARS June 2014_1.docx](#)

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://liu.edu/CWPost/About/Resources/Initiatives/Sustainable-Courses>

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

LIU Post faculty completed a sustainability survey in May 2014. Faculty completed questions regarding the sustainability content of the courses they teach. An additional six courses were included in this inventory based upon information provided by students who were both knowledgeable about those courses and involved in campus sustainability.

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):

All courses with multiple offerings were included in the count of sustainability classes as well as total classes.

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

Yes

Learning Outcomes

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.

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

Undergraduate Program

Responsible Party

Margaret Boorstein

Chair

Earth and Environmental Science

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?:

No

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

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

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

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

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

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

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

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

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

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

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

Yes

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

Minor in Environmental Sustainability

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

The minor in Environmental Sustainability at LIU Post offers students an interdisciplinary framework for assessing local and global environmental problems. Students in the environmental sustainability minor will examine the scientific, cultural, ethical, and policy aspects of sustainability. Course work offers students a range of professional skills for analyzing and creatively managing threats to environmental sustainability.

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

<http://www.liu.edu/CWPost/Academics/Schools/CLAS/Dept/EES/Undergraduate-Programs/Minors/Minor-in-Environmental-Sustainability>

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

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

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

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

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

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

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

Responsible Party

Margaret Boorstein

Chair

Earth and Environmental Science

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

M.S. in Environmental Sustainability

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

The 33-credit Master of Science in Environmental Sustainability at LIU Post, the only degree of its kind on Long Island, is designed to educate and train professionals to develop environmentally sustainable solutions for society via multidisciplinary and interdisciplinary coursework integrating the physical and social sciences. The program centers on issues specific to the Long Island/New York metropolitan region while also considering the global context. Students in the Environmental Sustainability program will investigate the region's diverse systems of natural environments and built infrastructures. Students will be challenged to offer sustainable long-term solutions to a range of critical environmental issues. Our key challenge is to develop resource and energy systems that advance the region's long-term health and sustainability by developing solutions that can be implemented in partnership with government agencies, businesses, and non-profit organizations. The M.S. in Environmental Sustainability is offered in a blended format – part classroom, part online – affording students flexibility and convenience.

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

[STARS Reporting Tool | AASHE](#)

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Joan Digby

Director

Honors Program

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:

LIU Post participates in the Partners in the Parks program which is a unique and rewarding experiential learning opportunity for Honors students and faculty. This program was developed in cooperation with the National Parks Service offering participants the opportunity to experience and appreciate the unique natural treasures that make up America's national park system. All projects also address the social, economic, and environmental dimensions of sustainability being that the parks are created to sustain elements of nature for educational and recreational purposes.

In May 2008, LIU Post and LIU Brooklyn hosted a project that took students on a journey from Fire Island to Ellis Island, the first Partners in the Parks program to make use of both rural and urban settings. Honors students from the member institutions came in addition to students from Vermont, Maryland, Massachusetts, West Virginia, Tennessee, Texas and Colorado.

Dr. Joan Digby, the Director of the LIU Post Honors Program, is also the creator and mastermind behind Partners in the Parks.

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

<http://partnersintheparks.org/>

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

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.

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

Campus as a Living Laboratory

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	Yes
Public Engagement	Yes
Other	No

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

Using data provided by the Department of Facilities Services, students in the Environmental Sustainability program calculated Scope 1 and Scope 2 greenhouse gas emissions from 2005-2013 as part of a project for their Sustainable Energy Systems class. A draft Climate Action Plan was also written as part of that project.

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

The students enrolled in the Sustainable Energy Systems class at LIU Post took a tour of the campus energy system with the Director of Facilities Services. The tour included a walk-through of the central heating plant, the ground-mounted solar panels, and the geothermal central air conditioning system located on campus. Information about energy efficient building features was also discussed as part of this tour.

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:

In Fall 2013, undergraduate students from the Environmental Sociology class conducted a campus food survey. Respondents were asked about their attitudes towards organic and sustainable foods and whether or not Dining Services adequately met their expectations in regards to sustainability. The information gathered from this survey will serve as a building block for future sustainability initiatives in Dining Services.

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

In Fall 2013, graduate students from the Sustainable Energy Systems class took a tour of the campus energy system. This information included a tour of the central heating plant, its building management system, and renewable technologies such as the solar panels on campus. Undergraduate students from the Business of Clean Technology class also did projects exploring potential clean energy opportunities for LIU Post.

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:

The Community Arboretum at LIU Post and the Miracle-Gro® Greenhouse offers students an excellent environment to study plant anatomy, botany, ecology and photosynthesis. Classes and individual research are usually conducted by students and faculty in the Departments of Biology and Earth and Environmental Science. Future work will include the arboretum's role in carbon sequestration. Group tours, led by a trained horticulturist, are also available by appointment.

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:

N/A

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:

For his Master's thesis project, Environmental Sustainability major Juan Carlos Gutierrez is conducting a comprehensive student transportation survey. Questions related to travel distance, most used form of transportation, and attitudes towards alternative forms of transportation will be measured in order to develop a sustainable transportation plan for the LIU Post 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:

For his undergraduate honors thesis, Environmental Sustainability major William Achnitz III conducted a comprehensive waste audit for the LIU Post campus. For a two-month period, waste volumes were measured, converted using volume-to-weight conversion factors provided by the U.S. EPA, and statistics including a recycling rate were developed. The economic and environmental benefits were also examined in order to demonstrate that LIU Post was or could benefit from reducing waste and recycling.

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:

In Spring 2011, undergraduate students enrolled in the American Urban Planning class conducted a class project examining the promotion of reusable water bottles, the use of reusable water bottles and ways to refill water bottles throughout the campus. This class project encouraged the Department of Facilities Services to invest in a number of water refill stations that were installed throughout the campus.

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:

In Fall 2011, undergraduate students enrolled in a Conservation class conducted a campus-wide survey assessing attitudes towards the prospect of creating a Green Office Program. The results indicated an overwhelming amount of support from both academic and administrative offices and a pilot program was tested the following academic year. To date, over 20 offices have signed up to partake in this program. That number is projected to grow to 60 offices by early 2015.

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:

N/A

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:

N/A

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

In the Business of Clean Energy class, students conduct projects related to investing in clean energy technologies. In the past, some of this research contributed to the decision to install solar panels on the LIU Post campus. Students calculated the average return on investment for a variety of solar projects and found that the payback rate was usually between 10-15 years.

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:

In the class Material and Energy Flow, graduate students in the Environmental Sustainability program constructed a curriculum for a sustainability education program that LIU Post could potentially take to local high schools to educate students on circular economic

principles. This curriculum was presented before the University President and other campus personnel at the end of the Fall 2013 semester.

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:

N/A

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

Scott Carlin

Associate Professor of Geography
Earth and Environmental Science

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:

16

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

281

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

9

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

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

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

Shiela Gunther, Foreign Languages
Jeong-Eun Rhee, Education
Anonymous, Earth and Environmental Science
Mark Pires, Earth and Environmental Science
Scott Carlin, Earth and Environmental Science
Stephen Tettelbach, Biology
Iftikhar Ahmad, Education
John Gibbons, Curriculum and Instruction
John Koshel, Cinema
Anonymous, Library
Manju Prasad-Rao, Library
Anonymous, Curriculum and Instruction
Pat Kennelly, Earth & Environmental Science
Paul Forestell, Psychology
Shawn Welnak, Philosophy
Winn Rea, Art

- in our survey several faculty members requested that their data remain anonymous

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

Spring 2014 Survey of Faculty

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

none at this time.

The website URL where information about sustainability research is available:

Responsible Party

Scott Carlin

Associate Professor of Geography
Earth and Environmental Science

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?:

No

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

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

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

No

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

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

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

No

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

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 at LIU Post provides ongoing support for sustainability research. The library maintains a wide collection of books and journals relevant to sustainability. Most recently, an online research guide for environmental sustainability was established on the campus website.

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

<http://liu.cwp.libguides.com/sustainability>

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

6,696

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

Environmental Educators

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

6,696

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

The Environmental Educators program at LIU Post provides students with the opportunity to learn and engage in peer-to-peer sustainability activities. Students holding the Environmental Educator position are responsible for promoting sustainability on campus and educating the campus community about sustainability issues. They do this by creating educational materials, hosting programs, conducting research, and communicating progress made in sustainability.

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

Any student may apply to be an Environmental Educator. The position, which is housed under the Department of Student Life and Leadership Development, is a paid position and all students who apply go through a formal interviewing process.

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

Environmental Educators at LIU Post are trained by the Sustainability Coordinator. They learn how to conduct sustainability research. They review the mission, vision, and goals from the Sustainability Vision Statement. They network with other campus stakeholders who champion sustainability. And they get special opportunities to participate on various campus-wide committees such as the Sustainable Post committee.

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

The Environmental Educators report directly to the Sustainability Coordinator, a position housed under the Department of Facilities Services. The Department of Student Life and Leadership Development also financially supports the program.

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:

500

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

Student Orientation

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.

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

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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

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

N/A

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:

In existence for more than 10 years, the Community Garden at LIU Post is open to all members of the campus community. Each March, the Department of Facilities Services sends a letter campus-wide to faculty, staff, and students inviting participation. The plots are given out on a first-come, first-serve basis and are rototilled and composted with horse bedding in preparation for the planting season. Some of the gardeners, however, prefer to prepare their own plots as part of the horticultural experience. The Community Garden not only enhances the beauty of the LIU Post campus, but it demonstrates and promotes the concept of sustainable agriculture.

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

<http://www.liu.edu/CWPost/About/News/Press-Releases/2008/August/CWP-Press-Release-Aug1-2008>

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

The LIU Post Recycling Program is a student-run enterprise that handles campus recycling efforts in conjunction with the Department of Facilities Services. Students employed by the program work as Environmental Assistants (EA's) and the program is led by a Coordinator, usually a graduate student.

EA's are responsible for the collection and sorting of recyclables in their assigned locations. As part of its mission, the LIU Post Recycling Program strives to collaborate with other members of the campus community to bring forth a more sustainable institution.

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

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Recycling>

A brief description of the sustainable investment or finance initiatives:

N/A

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:

Each spring since 2010, the Sustainable Post Committee hosts a Sustainability Celebration. The celebration features awards, student presentations, sustainable food, and a keynote speaker. The committee, which also includes a number of students, has hosted a Sustainable Movie Series and has featured speakers on the topic of sustainability such as author Jim Merkel, author Carl Safina, and permaculture advocate Jan Spencer.

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

<http://liu.edu/CWPost/About/Resources/Initiatives/Sustain-Committee>

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

In 2011, the Long Island Vegetable Orchestra performed at LIU Post on instruments made of fresh produce to introduce the Summer Sustainability Institute. The concert, conducted by acclaimed violinist, concertmaster and LIU Post music professor Dale Stuckenbruck featured a four-minute composition entitled "Carrots and Strings."

The Art Department at LIU Post also regularly displays recycled art projects. Most recently in 2012, Eco-Artist Roy Staab collaborated with LIU Post students to create an outdoor environmental sculpture on the LIU Post campus.

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

<http://www.liu.edu/CWPost/About/News/Press-Releases/2012/March/LIU-Post-PR-2-Mar19-2012>

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

LIU Post participates in Partners in the Parks, a unique and rewarding experiential learning opportunity for Honors students and faculty. This program was developed in cooperation with the National Parks Service offering participants the opportunity to experience and appreciate the unique natural treasures that make up America's national park system. Projects are hosted by select Honors programs working in partnership with national parks in their area. Projects are designed to offer students and faculty unprecedented access and insights into the parks through extended 5-6 day excursions. Projects include educational and recreational seminars led by expert faculty and NPS rangers specifically designed to take advantage of the unique resources within each park.

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

<http://partnersintheparks.org/>

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

"Sustainability: Our World, Our Responsibility" was the theme of the 2011 Summer Sustainability Institute at LIU Post. The program offered 10 new undergraduate courses that examined sustainability from the perspectives of international business and Wall Street, ancient history, clean energy technology, ecology, journalism and the fine arts. The courses were three credits and the University extended a tuition discount to college students as well as to high school juniors and seniors.

The classes offered were:

"Ecology/Evolution - Our Changing Earth"

"Introduction to Basic News Writing for the Environment"

"The American Classroom & Sustainability in Curriculum and Policies"

“Field Studies in Earth Science”
“Wall Street Solutions to Sustainability”
“Eco-Art: Creative Environmental Sustainability”
“Ancient Egypt: The Ultimate Sustainable Nation”
“The Business of Clean Technology”
“The Human Artistic Experience in the Natural World”
“The Sustainability Challenge & the Global Firm”

The website URL where information about the theme is available:

<http://www.liu.edu/CWPost/About/News/Press-Releases/2011/March/CWP-Press-Release2-March-21-2011>

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

N/A

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

A brief description of sustainability-focused student employment opportunities:

Students at LIU Post are provided with two sustainability-focused employment opportunities, either as an Environmental Assistant or an Environmental Educator. Both positions are paid at a rate of \$10/hour and students must apply for the position through the Department of Student Life and Leadership Development. Environmental Assistants are responsible for the collection and sorting of recyclables at assigned locations around campus and at times may help recycle at events that the Environmental Educators host. On the other hand, Environmental Educators are responsible for creating educational materials, hosting programs, conducting research, and communicating progress made in sustainability to the campus community.

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

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Recycling>

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

Graduates of LIU Post have been making commitments to civic responsibility for several years. At commencement each May, students can volunteer to take the “Green and Gold Pledge” in which they vow to improve the social and environmental issues in their homes, jobs and communities. By making this promise, Long Island University’s newest graduates join students from more than 130 universities nationwide. On the day of Commencement, students wear green and gold ribbons that signify their dedication.

The Green and Gold Pledge states:

"As a graduate of Long Island University, I pledge to be attentive to the social and environmental consequences of my actions and to improve these aspects in my home, work and community."

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

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Pledge>
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A brief description of other co-curricular sustainability programs and initiatives:

Established in 2010, the LIU Post Recycling Scholarship has provided students with an extra way to earn money. Designed to be an incentive to get students to recycle more, the scholarship is completely funded by the 5-cent deposits found on plastic bottles and aluminum cans in the State of New York. To date, the LIU Post Recycling Program has raised and awarded over \$2,000 to LIU Post students, a result of recycling more than 40,000 bottles and cans. Each year, the recipient(s) are recognized at the Annual Sustainability Celebration.

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

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Recycling/Recycling-Scholarship>

Outreach Materials and Publications

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The central sustainability website houses information regarding all of the active sustainability efforts going on at LIU Post. Information regarding the campus recycling program, degrees in sustainability, and other environmental initiatives can be found on this page.

The website URL for the central sustainability website:

<http://liu.edu/post/green>

A brief description of the sustainability newsletter:

Tree Talk is the official newsletter of the LIU Post Community Arboretum that is published annually. In addition to covering the community arboretum, the newsletter also provides updates and information about sustainability initiatives at LIU Post.

The website URL for the sustainability newsletter:

<http://liu.edu/CWPost/About/News/Campus-Newsletters/Tree-Talk>

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

The LIU Commpost is an interactive blog that covers everything green at LIU Post. Writers provide updates on campus sustainability initiatives, op-ed pieces dealing with sustainability issues, and advertisements for upcoming sustainability events. The blog also has a number of resources available for students, faculty and staff alike, including schedules for upcoming sustainability committee meetings, recycling reference sheets, and statistics from student research. Sustainability at LIU Post also has a Facebook page and a Twitter account where members of the LIU Post community can interact and receive updates regarding campus sustainability.

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

<http://theliucommpost.com/>

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

The LIU Commpost hosts a student research portal which publishes and disseminates any research that students perform in the area of sustainability. Currently, the blog contains information from multiple campus waste audits that were performed by students as well as an overview of the electrical grid on Long Island.

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

<http://theliucommpost.com/>

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

A TV monitor located in the Facilities Services building, displays the energy saved with the newly-installed solar panels at LIU Post. Not only does the TV monitor graphically display how much energy the building is consuming, but it also shows how much energy the campus solar panel system is producing. It then displays details regarding how much energy LIU Post saved per day and per month, as well as how much that equates to in gallons of oil, CO2 emissions, and dollars saved.

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

<http://www.liu.edu/CWPost/About/News/Press-Releases/2011/July/CWP-Press-Release3-July-13-2011>

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

Dining Services at LIU Post has designed a “Green Board” for Hillwood Commons and the Winnick Residential Restaurant. This board educates and informs the campus community about green topics and promotes any new sustainability initiatives sponsored by Dining Services. In addition to this board, TV monitors will graphically display flyers of upcoming sustainability events.

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

<http://www.campusdish.com/en-US/CSE/LIUPost/Sustainability/>

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

N/A

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:

N/A

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:

LIU Post distributes information about alternative methods of transportation both on campus and on county buses. LIU Post is serviced by the Metropolitan Transit Authority (MTA), Long Island Bus N20. The N20 connects to the New York City subway system (#7 line), several Long Island Rail Road stations, and other buses serving Nassau, Suffolk and Queens.

LIU Post also offers students access to an on-campus shuttle bus and a van service that takes students to various nearby locations like the supermarket, mall, and the LIRR-Hicksville train station. All of these schedules can be found on the website and around campus.

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

<http://www.liu.edu/CWPost/StudentLife/Services/Student-Transportation>

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

N/A

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:

N/A

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:

Each year, the LIU Post student newspaper, The Pioneer, publishes articles related to recycling and other campus sustainability initiatives.

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

<http://liupostpioneer.com/>

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

"Sustainability at LIU Post: A Year In Review" is an annual report detailing all of the sustainability initiatives from the previous academic year. The report also profiles some of the champions of sustainability at LIU Post - the ones responsible for making LIU Post a more sustainable institution.

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

<http://theliucommpost.files.wordpress.com/2013/11/2012-2013-sustainability-report.pdf>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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):

20,000 Bottles

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

The LIU Post Recycling Program has sponsored a scholarship every year since 2010 by redeeming the 5-cent deposits that are found on bottles and cans in the State of New York. To win that scholarship, students must participate in the annual Sustainable Creative Expressions Contest. Therefore, in an attempt to raise more awareness about the contest and hence more money for the scholarship, the LIU Post Recycling Program launched the 20,000 Bottles Campaign. This campaign was promoted to the entire campus community, including faculty and staff, even though the primary goal was to educate students about the opportunity to receive a scholarship. By promoting the goal of recycling 20,000 bottles, the campus community would ensure that the LIU Post Recycling Program would have raised at least \$1,000 for its annual student scholarship.

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

During the first year of the scholarship, the Recycling Program raised \$250, a result of recycling 5,000 bottles and cans. In its second year, the program raised \$600, a result of recycling 12,000 bottles and cans. Last year, in its third year, the Recycling Program raised \$1,000, a result of recycling 20,000 bottles and cans, the very mark that was set for the 20,000 Bottles Campaign.

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

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Recycling/Recycling-Scholarship>

The name of the campaign (2nd campaign):

RecycleMania Competitions

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

Along with participating in the much larger nationwide RecycleMania Tournament, LIU Post holds a variety of other recycling competitions to encourage and help increase recycling efforts on campus. This includes competitions between athletic teams, student clubs and organizations, and residence halls. Over the years, the goal has always been to see who can recycle the most during a 1-week period. However, all competitions are now judged on a per-capita basis.

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

In 2012, the LIU Post Recycling Program purchased hand-scales in order to weigh individual bags that were getting recycled through the various RecycleMania competitions. In the past, all bottles and cans were counted individually and assigned points based on the type of material. Teams were also assembled in equal numbers to maintain fairness. So, one large athletic team may have recycled against a team of 3 or 4 smaller athletic teams. Now, all bags are simply weighed and the total weight is divided by the total number of members in the group to determine a per-capita recycling statistic. For example, in April 2013, the sorority Alpha Xi Delta won the Greeks Going Green competition by recycling around 1,800 pounds of paper, cardboard, and bottles, which was approximately 45 pounds per member.

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

<http://liu.edu/CWPost/About/Resources/Initiatives/Recycling>

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

Employee Educators Program

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

1,476

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

Green Office Program

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

1,476

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

When signing up to be a Green Office, the office formally designates a representative to serve as the official liaison between their office and the Sustainable Post committee. The Green Office Representative is responsible for relaying any communications, updates, and resources to the rest of their office. They are also asked to serve as a sustainability resource for their office and any other neighboring

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

offices.

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

All Green Office Representatives are provided with a number of resources including recycling reference sheets, energy saving tips, and recycling bins if their office is not already equipped with them. After being walked through these resources and formally trained by student Environmental Educators, the Green Office Representatives are expected to adequately educate the rest of their office about the various sustainability initiatives taking place on the LIU Post campus. Green Office Representatives may also request a workshop to be performed by either the Sustainability Coordinator or an Environmental Educator depending upon availability.

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

The Sustainable Post committee devotes a portion of its budget to the purchase of promotional items for Green Office participants such as reusable water bottles. The program is also jointly overseen by the Sustainability Coordinator and the Chair of the Sustainable Post committee.

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

<http://liu.edu/CWPost/About/Resources/Initiatives/Green-Office-Program>

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

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).

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

Staff Professional Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Public Engagement

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

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

Community Partnerships

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

Inter-Campus Collaboration

Responsible Party

Scott Carlin

Associate Professor of Geography
Earth and Environmental Science

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:

LIU Post strives to share its success in the field of sustainability by disseminating the information on its campus website, the AASHE website, and its campus sustainability blog The LIU CommPost.

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:

LIU Post is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE) and the College and University Recycling Council (CURC). Regionally, LIU Post is a member of the Long Island Regional Advisory Council on Higher Education (LIRACHE). As a signee of the LIRACHE College and University Sustainability Compact, LIU Post agrees to pursue common goals, take actions, share ideas and experiences and seek collaborative opportunities, for the purpose of creating an institutional culture of environmental sustainability that permeates campus life and operations at each of our member institutions.

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

Through the Sustainability Compact of LIRACHE, Long Island's institutions of higher education will provide leadership in raising awareness of the challenges and threats posed by unsustainable practices. The institution of LIRACHE will also promote the interconnected economic, social, and ecological issues that are essential in implementing sustainable solutions. Most recently, representatives from each member institution met to discuss their particular sustainability initiatives.

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

Continuing Education

Responsible Party

Kay Sato

Assistant Provost for Continuing Education
School of Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

"---" 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:

4

Total number of continuing education courses offered:

900

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

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

Summer 2014

Triple Convergence: Poverty, Violence, and Climate Change.

Explores the tensions in global interdependence between affluent parts of the world and nations such as India, Pakistan, and Kenya that are struggling with drought, poverty, and violence. Sustainable solutions should tackle environmental and economic justice concerns.

Going Green on Long Island.

Discusses the greening of LIU Post and its significance for Long Island. Particular attention will focus on strategies for reducing waste streams through innovative recycling efforts.

Organic Gardening: A Green Adventure Through “Slow Food,” “Locavores,” “CSAs” and More

Why is it that we often buy our food in grocery stores, which may have shipped it over thousands of miles, even though much fresher, more nutritionally viable food might be right around the corner? Why can't we learn to think like “locavores” (Oxford “word of the year”) and buy more of our food locally? These and other interesting considerations (e.g., “slow food” vs. fast food) will be discussed as we embark on an interesting adventure through history, science, and methods of organic gardening. This course will also include a segment, which allows you to cultivate using soil and seed materials provided by the professors.

From: Winter 2010

Living in A Sustainable Community: Cohousing As A Model For The Future

The typical pattern of living in isolated large homes, with oil/gas furnaces, is not sustainable from an environmental, cultural or financial point of view. Explore a more rewarding living arrangement that enhances the well-being of both the community members and the planet, through increased social connection, resource-sharing, and use of sustainability practices. The cohousing model, which balances privacy and community involvement, is a growing trend in the United States. Learn about different models of cohousing, and specifically, about one of the very few developments in New York State: Legacy Farm Cohousing.

From: Spring 2012

Renewable Energy: Is America Falling Behind?

Very few developed countries have wind and solar resources comparable to those found in the continental United States. Nonetheless, these vast renewable energy resources remain substantially unexploited. Why? Is it simply a lack of “political will” that is holding back development or is there something larger at play here? Answers will be provided in this class by comparing and contrasting the German and American experiences with respect to renewable energy.

From: Fall 2012 and Winter 2013

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Responsible Party

Jeanette Murray
Community Service Coordinator
Religious Life

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

2,400

Total number of students :

5,223

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:

27,500

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

No

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

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

No

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

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

<http://www.liu.edu/CWPost/StudentLife/Community>

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

Christopher Williams

Associate Vice President for Public Policy, Government and Foundation Relations
University Relations

Criteria

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

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

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

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

Yes

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

Long Island University's legislative priorities for 2014 include participation in a statewide advocacy effort to establish a Greening and STEM Initiative. This effort recognizes that colleges and universities are natural partners in state efforts to improve energy efficiency and sustainability programs. To help meet state greening goals, we propose that the state work with the Dormitory Authority of the State of New York (DASNY) to enact a capital matching program to finance projects at public and independent colleges and universities that promote or enhance energy efficiency and conservation or enhance Science, Technology, Engineering and Mathematics education.

LIU Post has also advocated in the past few years for similar initiatives, including START-UP NY, a state initiative that seeks to spur economic development and job creation through comprehensive partnerships with the business community. Recently, LIU Post applied to be recognized as a START-UP NY campus and has already partnered with Canrock, a venture capital firm that currently occupies space in the LIU Post library where they engage and build hi-tech businesses.

Last year, LIU Post also participated in efforts to seek funding through the NYS Regional Economic Development Council (REDC) to establish a Film Center under the auspices of the LIU Post School of Visual And Performing Arts (SVPA) at the former Grumman property in Bethpage. Some of the funding we sought would have provided for renovations to blighted and underutilized structures at this superfund site. As part of our efforts, we advocated for Cleaner Greener LI, an initiative that led to the publication of the LI Sustainability Plan. Additionally, we continue to advocate for sustainability funding for the NYSERDA initiative under which affordable energy options are available to colleges and universities in New York.

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

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

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

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

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

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

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

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

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

William Achnitz
Sustainability Coordinator
Facilities

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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:

LIU Post uses the Clean Air-Cool Planet's Campus Carbon Calculator to calculate its GHG emissions.

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

Yes

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

All Scope 1 and Scope 2 emissions at LIU Post have been calculated by the Sustainability Coordinator using historical data. The data is then reviewed and verified by the Director of Facilities Services. Students in the Environmental Sustainability program are also researching Scope 3 emissions. However, no Scope 3 emissions have been measured as of yet.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>4,774.05 Metric Tons of CO2 Equivalent</i>	<i>4,280.99 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>492.69 Metric Tons of CO2 Equivalent</i>	<i>454.55 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>8,680.35 Metric Tons of CO2 Equivalent</i>	<i>9,293.95 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>0 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>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 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:

N/A

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

N/A

A brief description of the composting and carbon storage program:

N/A

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

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,565	1,643
Number of residential employees	25	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,504	7,599
Full-time equivalent of employees	956	987
Full-time equivalent of distance education students	242	72

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2011	Aug. 31, 2012

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

Gross floor area of building space, performance year:

1,508,514 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
--	-------------------

Laboratory space	156,681 <i>Square Feet</i>
Healthcare space	2,400 <i>Square Feet</i>
Other energy intensive space	213,479 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

[GHG Inventory - LIU Post.png](#)

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:

LIU Post is constantly looking to upgrade old and antiquated equipment with more efficient technologies. By installing the most efficient equipment for things like HVAC and other process systems, LIU Post can significantly reduce its greenhouse gas emissions. Most recently, LIU Post completed a large lighting retrofit project that is expected to save the institution over \$70,000 per year.

Outdoor Air Quality

Responsible Party

Lynn Minutaglio
ESHM
Facilities Services

Criteria

Part 1

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

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

Part 2

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

"---" 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:

In accordance with New York State law, LIU Post prohibits engine idling for longer than 5 minutes. This policy has been in effect since 2003 and is part of the University's Vehicle Operating Policy.

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

Yes

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

In 2003, LIU Post hired an environmental consulting firm to review the existing State Facility Air Permit for the campus. The purpose was to support the application for permit modification so that we could install and operate 2 replacement boilers and identify additional [STARS Reporting Tool](#) | [AASHE](#)

areas that may require permit modification. Calculations of regulated air pollutants were performed for the new boiler installation at our Central Heating Plant. The consultants utilized appropriate manufacturer's data, engineering assumptions and/or emission factors to calculate emissions for applicability purposes and a summary of actual emissions rates for each pollutant was summarized in a spreadsheet. LIU Post applied for the permit modification and it was approved by the NYSDEC in 2004.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>3.60 Tons</i>
Sulfur oxides (SOx)	<i>2.73 Tons</i>
Carbon monoxide (CO)	<i>2.29 Tons</i>
Particulate matter (PM)	<i>0.23 Tons</i>
Ozone (O3)	<i>0 Tons</i>
Lead (Pb)	<i>0 Tons</i>
Hazardous air pollutants (HAPs)	<i>0.04 Tons</i>
Ozone-depleting compounds (ODCs)	<i>0 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	<i>0 Tons</i>

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

Over the past decade, LIU Post has made several improvements to minimize air pollutant emissions at numerous combustion systems throughout the campus. The Central Heating Plant had new boilers installed and over half of the emergency generator systems have been replaced with modern low-emission equipment. Also, all #2 oil-fired heating systems were replaced with high-efficiency natural gas apparatuses. More recently, LIU Post initiated a plan to replace antiquated domestic hot water systems with newer equipment that will provide a definitive benefit to lower emissions.

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

Buildings

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

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

Building Operations and Maintenance

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

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.

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

Indoor Air Quality

Criteria

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

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

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

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

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

Low Impact Dining

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.

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

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

William Kirker
Director
Facilities Services

Criteria

Part 1

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

Part 2

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

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

"---" 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	138,123 <i>MMBtu</i>	132,270 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	48,357 <i>MMBtu</i>	51,775 <i>MMBtu</i>
District steam/hot water	89,766 <i>MMBtu</i>	80,495 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	1,508,514 <i>Gross Square Feet</i>	1,508,514 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	156,681 <i>Square Feet</i>
Healthcare space	2,400 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	5,022
Cooling degree days	974

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2011	Aug. 31, 2012

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

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

LIU Post installs automated electronic controls for heating and air conditioning systems when renovation work is done. This allows us to manage HVAC systems from a central location and operate them more efficiently. This results in a higher level of comfort for occupants with lower operating costs.

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

The Department of Facilities Services at LIU Post has installed LED lighting technology in a few applications. Locations with LED lighting include aisle lighting and outdoor lighting along ramps and stairs in the Tilles Center as well as chandeliers and wall sconce lights in Lorber Hall and Bush Brown. Additionally, all incandescent light fixtures and bulbs in Hillwood Commons were replaced last December with LED fixtures/bulbs.

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

LIU Post uses photo cells for many outdoor lighting applications and dual technology (passive infrared/motion) for indoor lighting applications. About 25% of the building space on campus is equipped with this technology.

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

N/A

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

In 2007, LIU Post installed a new geothermal central air conditioning system, designed to retrofit the Winnick House administration center. This geothermal system provides air conditioning only. It always provides ground water for condenser cooling for both Mullarkey Hall and Winnick House. However, when temperatures are milder the ground water temperature is cool enough to provide proper air conditioning for Winnick House only.

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

N/A

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

In 2013, LIU Post completed a large lighting retrofit project where all T-12 fixtures on campus were replaced with more efficient T-8 fixtures. In 2002, the Pratt Recreation Center was commissioned and in 2008 it was recommissioned and had several of its HVAC systems looked at for improved efficiency.

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

LIU Post meters all buildings in some way. Some are metered individually and some are metered as a group. LIU Post uses a building management system that controls all equipment. However, it does not track energy consumption in real time. Instead, our energy consumption is tracked by reading meters and then entering that data as well as the data from all of our bills into a spreadsheet.

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

All appliances at LIU Post are replaced with higher efficiency alternatives during renovations or when equipment breaks down beyond reasonable costs of repair.

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

N/A

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

All vending machines at LIU Post are equipped with motion sensors that inform our vendor when a product has been sold. It is part of an inventory system that allows them to monitor product movement remotely.

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

N/A

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

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Energy>

Responsible Party

William Kirker

Director

Facilities Services

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

"---" 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	40.19 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <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	0 <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:

138,123 *MMBtu*

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

In September 2010, LIU Post began powering its Facilities Services building with a new 10-kilowatt solar generating system. The photovoltaic panels, which are ground-mounted on a 700-square-foot pad, will provide about 15 percent of the electric power used at the Facilities Services building every year. On average, the solar panels will generate 15,000 kilowatt-hours per year, saving LIU Post approximately \$3,000 in annual energy costs.

Incentives from the Long Island Power Authority lowered the cost of the solar panels from \$84,000 to \$40,000. The solar panel project is expected to pay for itself through energy cost savings within 14 years.

In addition to being very visible, the energy produced by the solar panels can be tracked in real time on a TV monitor that is located inside the Facilities Services building. The TV monitor gives a graphic display of how much energy LIU Post is purchasing from LIPA, how much energy the solar panel system is producing, and the total energy consumption of the building. The monitor also displays how much energy LIU Post saves per day and per month, as well as how much that equates to in gallons of oil, pounds of carbon dioxide, and dollars saved.

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

N/A

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

N/A

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:

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Energy/Solar-Panels>

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

Michael Sweeney

Assistant Director Facilities Services
Facilities Services

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	<i>307.96 Acres</i>
Footprint of the institution's buildings	<i>34.63 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>247.41 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

When contacted by affected campus individuals, we will visit and assess the conditions and develop an action plan. We will monitor and identify pests on a case-by-case basis ensuring the proper response. Our primary goal is to eradicate pests by implementing controls without utilizing pesticides or other harmful measures. An example of this is having Canadian geese relocated by means of a certified company that employs the use of sheep dogs. A wood-chip mulching program is in place to suppress weed growth in all landscaping beds. To prevent pest infestation in buildings we make sure all building windows are fitted with screens. We also try to keep pests away from buildings by making sure areas around the building are kept clean and that garbage is removed on a regular basis. The Department of Facilities Services at LIU Post has received a pesticide agency registration in Category 7A-Structural and Rodent Control from the New York State Department of Environmental Conservation (NYSDEC). Facilities Services use of pesticides will be in accordance with all federal, state and local regulations. If necessary, we will arrange for a NYSDEC certified exterminator to address any unusual situations that may arise at LIU Post.

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

LIU Post is nationally recognized as one of the most beautiful college campuses in the nation. The scenic campus is famous for its magnificent formal gardens, rolling green lawns and 4,000 trees -- some among the largest on Long Island. A 40-acre portion of the campus is designated as an arboretum, which features more than 125 trees (some very rare). Therefore, in maintaining the natural beauty of the campus, LIU Post does everything it can to sustainably manage its natural landscapes. This is done by protecting and using existing vegetation, practicing organic soil management, utilizing environmentally preferable materials, maintaining the integrity of the natural hydrology, and by composting and mulching our landscaping waste.

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 encouraged and invasive plants are removed to the extent possible. For example, LIU Post has removed Norway Maple seedlings in woodland areas. Native plants on campus are there naturally or are introduced as part of a landscaping plan for a given area. Some examples of these plants are Mayapple (*Podophyllum Peltatum*), Marsh Marigold (*Althra Palustris*), Virginia Bluebells (*Mertensia Virgunica*), Bayberry (*Myrica Pennsylvanica*), Sweet Fern (*Comptomia Peregruna*), and Spice Bush (*Lindera benzoin*).

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

All mowers used on campus at LIU Post are equipped with mulching decks. These mulching decks grind up grass clippings and deposit them on lawn surfaces. By reintroducing these clippings to lawn areas, we are returning nitrogen and other nutrients back to the soil. All leaves are also collected and windrowed. The windrows are turned until the leaves turn into compost. The compost is then used when trees and shrubs are planted. We also have community gardens on campus where we introduce this compost to the soil. We also use the woodchips as mulch in established beds in order to keep weeds down and to enrich the soil. Composted horse bedding from the stables on campus are also used in a similar fashion.

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

The native soil on campus is preserved most importantly by stipulating in construction contracts that it has to remain on campus for re-use on the site after the project is finished. Any excess soil from large projects is to be stockpiled on campus to be used as needed for repair of areas where soil is disturbed due to trenching and excavating that occurs as the result of normal maintenance of the campus infrastructure, which is always ongoing. Turf areas are mowed with recycling mowers, which return clippings to the soil, thus no clippings are ever collected. And in the fall, some leaves are collected and some are mulched with the recycling mowers during the final cuts of turf areas.

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

At LIU Post, we use a mulch that is a byproduct of the horse stables on campus and it is produced as follows: When horses are in their stalls in the stables, the floor is covered with wood shavings called bedding. The horse's waste gets absorbed and mixed with the wood shavings over time as the horse moves about in the stall. When the old bedding is replaced, it is taken to a "cooker" or "fermenter." This is a structure in which the bedding material is placed and air and a certain amount of water is forced into the bedding material. This results in naturally occurring aerobic bacterial activity which increases the temperature of the bedding material to about 140 degrees Fahrenheit.

The bedding material stays in the fermenter for 5 to 7 days, during which time any weed seeds and pathogens that may have been present in the bedding, are killed by the high temperatures. Odors normally associated with animal wastes are also largely eliminated by this sterilizing process. When the bedding material is taken out of the fermenter, it is run through a screener which makes the material even in

consistency.

It is then stock piled in the open pending its use. Because of its rich deep brown color the material can be used as an ornamental mulch in planting beds, or as an organic additive that can be rototilled into soil that needs improvement before planting.

We also use wood chips that are produced both on and off campus. The chips are piled in the open and are separated to some degree in fresh chips and aged woodchips which eventually decompose into humus. Fresh wood chips are used where weed suppression or erosion control is needed such as in less prominent beds, trails and also as moisture conserving mulch around newly installed plantings. Old woodchips are mixed with soil and used as backfill in planting holes around the rootball.

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

Soils on mowed areas on campus can become compacted by foot traffic over time, resulting in more run off during heavy rainfall. Periodically, these areas are aerified in order to alleviate the compaction and to help rainwater infiltration, thus lessening run off. Gypsum and lime are also used to improve the permeability of these soils. Fencing is also used to steer foot traffic away from sensitive areas. During construction projects, storm drains are protected from silt with hay bales. Three recharge basins or sumps on campus are accepting excess surface runoff water so that it can be recycled back into the ground water table. Artificial field surfaces in the stadium help reduce the demand for irrigation.

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

LIU Post is monitored 24/7 by the Department of Public Safety. If conditions start to deteriorate due to snow or ice, the Grounds & Custodial Departments are notified and respond on a sliding scale based on the conditions. We apply a deicer product on roadways that is treated with a by-product from fermentation to make it more effective. This allows us to use less product in a more efficient manner. We also use snow boxes in the removal of snow in the parking lots. This allows us to clear areas in a quicker and more efficient way than with traditional plowing.

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

Although not officially protected, a 40-acre portion of the campus is designated as an arboretum which features more than 125 trees (some very rare). Each tree is labeled with interesting horticultural facts and origin information. The trees are located along a self-guided walking trail that encircles the campus' main academic buildings.

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

No

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

<http://www.liu.edu/CWPost/About/Resources/Arboretum>

Biodiversity

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Purchasing

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

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

Electronics Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Cleaning Products Purchasing

Responsible Party

Michael Sweeney

Assistant Director Facilities Services
Facilities Services

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

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

The Department of Facilities Services at LIU Post is always looking at new, green cleaning technologies and chemicals to help maintain the cleanliness of the campus. Often, these products are demoed by the cleaning companies first before being tried by our staff. If the product proves that it cleans to our standards then we will go ahead and purchase the product regularly. Presently, LIU Post is using a variety of Green Seal and bio-based cleaning chemicals.

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

In addition to actively searching for new, green cleaning technologies, the Department of Facilities Services at LIU Post regularly reviews solicitations from companies offering green cleaning products. As mentioned previously, all products are tested but priority is placed on cleaning products that are environmentally friendly.

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:

60,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

90,000 US/Canadian \$

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

No

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

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:

[STARS Reporting Tool | AASHE](#)

Office Paper Purchasing

Criteria

Part 1

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

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

Part 2

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

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

Inclusive and Local Purchasing

Responsible Party

Kirk Lenga

Associate Vice President for Finance

Budgets

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:

[LIU-Purchasing_P1400_Vendor-Evaluation-Selection.pdf](#)

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

In Policy Number P1400, Long Island University establishes standards for vendor selection. The policy explicitly states that:

"Federal regulations and best business practices require that awards be made to vendors whose responses to solicitations are the most advantageous to the University, based on quality, price and other relevant factors including sustainability and environmentally preferable sourcing practices."

The policy also states that "every effort should be made to utilize suppliers who can certify that they meet federal and state standards for small, disadvantaged, minority and/or women-owned vendors as well as environmentally preferable purchasing (EPP)."

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

No

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

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

<http://www.liu.edu/About/Administration/University-Departments/Procurement/Policies/Index>

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

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

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

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

Responsible Party

William Kirker
Director
Facilities Services

Criteria

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

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

And/or

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

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

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

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

Total number of vehicles in the institution’s fleet :

96

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
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:

LIU Post is constantly looking for alternative fuel vehicles that meet the needs of the University in an economical way.

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

<http://www.liu.edu/CWPost/About/News/Press-Releases/2008/July/CWP-Press-Release-July3-2008>

Student Commute Modal Split

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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:

28

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)	72
Walk, bicycle, or use other non-motorized means	18
Vanpool or carpool	2
Take a campus shuttle or public transportation	8
Use a motorcycle, scooter or moped	0

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

The Office of Student Life and Leadership Development conducted a Student Life Satisfaction Survey in Fall 2013. Included in that survey were questions related to commuting habits. In total, 642 respondents answered the question: "What means of transportation do you use most often to get to and from LIU Post?"

90% responded that they either drove themselves or somebody else dropped them off. The remaining 10% responded that they took another form of transportation such as railroad, public bus, campus shuttle, or carpool. When residential students are factored in (all of whom walk or bicycle to class), the percentage of students that use more sustainable commuting options rises to 28%. Plans are underway in Spring 2014 to complete a more refined assessment of student commuting as part of a campus-wide Greenhouse Gas Inventory.

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

<http://www.liu.edu/CWPost/StudentLife/Services/Student-Transportation.aspx>

Employee Commute Modal Split

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.

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

Support for Sustainable Transportation

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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:

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

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

No

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

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

No

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

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

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

LIU Post provides a number of student transportation services including an on-campus shuttle bus, an off-campus shuttle bus, and a van service that takes students to a nearby grocery store. All transportation services sponsored by LIU Post are free of charge to enrolled students and conveniently connect to mass transit options such as the Long Island Railroad Hicksville station and the Long Island Bus N20. According to a recent survey, it is estimated that 10% of the student population utilize some form of mass transit in commuting to and from LIU Post.

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

LIU Post encourages students and employees to utilize the 511NYRideshare program, a free service of the New York State Department of Transportation. This public benefit service provides a suite of programs and services including ridematching for carpools and vanpools, as well as resources and information for transit, bicycling, walking, telework and other options. Any resident of Long Island may participate in this free program. LIU Post has also had representatives from 511NYRideshare come to campus to discuss the benefits of this program to commuters.

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?:

No

A brief description of the electric vehicle recharging stations:

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

No

A brief description of the telecommuting program:

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

No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

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

<http://www.liu.edu/CWPost/StudentLife/Services/Student-Transportation.aspx>

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

William Achnitz
Sustainability Coordinator
Facilities

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	117.87 Tons	81.34 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	777.81 Tons	904.49 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,565	1,643
Number of residential employees	25	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,504	7,599
Full-time equivalent of employees	956	987
Full-time equivalent of distance education students	242	72

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2011	Aug. 31, 2012

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

A brief description of any (non-food) waste audits employed by the institution:

A comprehensive waste audit was performed as part of RecycleMania to estimate how much trash gets disposed of through our front loaders on a weekly basis. For the entire duration of the competition, a student observed the volume of trash in each front loader, and then used the volume-to-weight conversion factors provided by the EPA and the CURC to estimate weekly weights. These estimates were then adjusted to account for seasonal fluctuations in trash output and an annual trash output was determined.

A brief description of any institutional procurement policies designed to prevent waste:

As per the University's Vendor Evaluation and Selection policy, vendors will be evaluated on a number of relevant factors including sustainability and environmentally preferable sourcing practices. This includes purchasing in bulk and encouraging vendors to minimize packaging.

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

Offices and departments on campus are directed to contact Facilities Services if they are discarding any furniture or surplus materials. Facilities Services then does their best to give a second life to these materials. A Facebook Freecycle group also exists for students to buy, trade, sell, or donate their unwanted belongings during the school year.

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

LIU Post encourages students, faculty, and staff to use e-documents rather than printing multiple copies. All course catalogs, course schedules, and directories are available online in addition to many other materials. Furthermore, web-based resources have been adopted for departmental and university-wide document sharing through Microsoft's Sharepoint. Newly-released functionality within our content management system, Blackboard, also facilitates our green goal of reducing paper and printing by accommodating organizational groups with the same management and communication tools afforded to courses. iTunes U is also used for quick and easy iOS access to course-related and institutional documents.

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

All Xerox printers at LIU Post use solid ink sticks instead of toners. Xerox's "Colorcube" is environmentally friendly and creates 90% less waste than regular toners. IT at LIU Post also encourages scanning to email and faculty use of Blackboard with paperless assignments through the use of posters in student areas and faculty trainings. Printing from general access labs at LIU Post is limited to 10 free pages per person per day for black and white copies for all LIU Post students. During the two-week period around mid-terms and finals, this limit is raised to 20 pages per person. Printing beyond these limits is allowed but a nominal fee is assessed.

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

The Department of Facilities Services and Residence Life at LIU Post work together to reduce waste during Move-In and Move-Out. During Move-In, containers for recycling cardboard are placed in the lobby of each residence hall. During Move-Out, containers for various items are placed in each lobby for resident students to either donate or recycle their unwanted belongings. Salvageable items are donated to The Salvation Army and non-working items are recycled through the many recycling programs that we offer. The Salvation Army also installs drop-off collection boxes around campus during Finals Week and has a truck accepting donations at a central location on the last Move-Out day.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

All offices and departments on campus at LIU Post are encouraged to reuse envelopes through inter-campus mail.

A brief description of any food waste audits employed by the institution:

The University has not conducted any comprehensive food waste audits to date. However, after examining weights and trends from data provided by our waste hauler, LIU Post has determined that it produces about 100 tons of food waste per year. Equipped with this data, LIU Post has begun exploring the prospect of implementing a full-scale composting program.

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:

Dining Services has implemented an extensive pre-consumer waste management program designed to minimize loss due to production inefficiencies and lack of controls. The program includes an extensive production management system that is designed to ensure that enough food is produced to support the needs of our guests without overproducing. Production numbers are based on a number of factors, specifically menu mix, prior usage, weekly trends, and even weather conditions. Every item has a recipe and set of handling instructions, from the time the product enters the building to the time it is consumed. Cooking and production techniques are constantly monitored and reinforced to ensure that the process is followed and that waste is minimized due to improper temperature handling, lack of food rotation and poor trimming techniques.

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

Menus and recipes are constantly reviewed and adjusted to make sure that students are as satisfied as possible with the end product. Dining Services also holds true to their portioning policy that states that students are given one portion at a time and are encouraged to return to the line if they want more. This policy helps to reduce plate waste. Dining Services has also implemented a trayless dining program for a number of years to prevent students from taking with them more than they can actually eat. The opportunity of conducting a full study of post-consumer waste has also been explored and any future results arising from such a study are planned to be utilized in an educational campaign at the Winnick residential dining hall.

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):

Dining Services purchases and uses compostable plates and to-go containers at all dining locations on campus. At the Winnick residential dining hall, students may also participate in a reusable to-go container program.

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

Dining Services offers a full line of reusable service ware for dining in at the Winnick residential dining hall. All retail dining locations on campus also offer compostable service ware only.

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

Dining Services offers patrons a 20-cent discount for using a reusable beverage container at any of its retail locations. Reusable coffee mugs may also be purchased from Dining Services at its Hillwood Cafe location.

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

Dining Services utilizes bulk utensil, napkin and condiment dispensers, which prevents unnecessary waste. Utensils and napkins are dispensed one at a time, which discourages waste that results from customers quickly grabbing several at a time. Dining Services also sells reusable shopping bags at its Hillwood Cafe location.

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

<http://www.liu.edu/CWPost/About/Resources/Initiatives/Recycling>

Waste Diversion

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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:

128.94 Tons

Materials disposed in a solid waste landfill or incinerator :

777.81 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:

LIU Post offers a variety of recycling programs for the many waste streams that are generated on campus including but not limited to, plastics, paper, cardboard, ink & toner cartridges, batteries, tires and scrap metal. In June 2012, LIU Post received 32 new bottle bins from the Coca Cola/Keep America Beautiful Recycling Bin Grant program, which dramatically increased recycling efforts on campus in our commingled category. The Department of Facilities Services also installed two new containers for cardboard recycling near both dining facilities. This along with heightened awareness about our recycling programs from our participation in RecycleMania and our newly established Green Office Program also contributed to the increase in our diversion rate.

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

N/A

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

N/A

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

N/A

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	No
Cooking oil	No
Plant materials composting	No
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	No
Residence hall move-in/move-out waste	No
Scrap metal	Yes
Pallets	No

Motor oil	No
Tires	Yes

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

Construction and Demolition Waste Diversion

Responsible Party

Michael Sweeney

Assistant Director Facilities Services

Facilities Services

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:

84.71 Tons

Construction and demolition materials landfilled or incinerated :

84.71 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:

All C&D materials are stored in 30-yard containers near our Facilities Services Building. Our waste hauler picks these containers up on an as-needed basis and brings the contents back to their Materials Recovery Facility. The materials are then separated according to type and either landfilled or sold to secondary markets to be recycled. Our waste hauler estimates that 50% of our C&D waste is recycled.

Hazardous Waste Management

Responsible Party

Lynn Minutaglio
ESHM
Facilities Services

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:

LIU Post actively seeks to reduce hazardous, special, universal, and non-regulated chemical waste by promoting waste minimization initiatives with students, faculty, and staff, such as re-using, recycling and/or replacing materials with less harmful products.

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

LIU Post utilizes permitted waste transporters and storage facilities to handle the disposal of all hazardous, universal, and non-regulated chemical waste. All final treatment/disposal facilities will be in compliance with applicable laws and regulations.

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

None.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

All affected departments have detailed chemical inventories which at a minimum are updated on an annual basis providing them with a helpful resource. Lab Managers at LIU Post then work collectively to assist one another in sharing unused/unwanted products.

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):

E-waste including but not limited to: monitors, CPUs, telephones, televisions, printers, servers, obsolete lab equipment are stored in a designated location in the Library basement. Computers are brought to the Office of Information Technology (OIT) for evaluation. OIT will store them for spare parts use, donate them to other institutions for further use or determine if they need to be disposed of. All recycling documentation is maintained by the Department of Facilities Services. This includes an inventory of items recycled and a Certificate of Recycling. Any student generated e-waste will be managed with the institution-generated materials. Students may coordinate a removal through the Residence Life Staff or Facilities Services personnel will ensure that any items disposed of by students are relocated to the Library basement for temporary storage before removal by the e-waste vendor.

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

LIU Post works with a local e-waste vendor that provides on-site electronics removal, data destruction and environmentally responsible e-waste recycling solutions. As an R2/ISO14001 certified recycler with membership in the National Association for Information Destruction (NAID), our vendor protects clients from liability, providing recycling compliant with all federal, state and local laws.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://liu.edu/CWPost/About/Resources/Initiatives/Recycling/E-Waste-Recycling>

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

William Kirker
Director
Facilities Services

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

High

Total water use::

	Performance Year	Baseline Year
Total water use	33,531,073 Gallons	42,012,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	33,531,073 Gallons	42,012,000 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	1,565	1,643
Number of residential employees	25	25
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	7,504	7,599
Full-time equivalent of employees	956	987
Full-time equivalent of distance education students	242	72

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,508,514 <i>Square Feet</i>	1,508,514 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	247.41 <i>Acres</i>	247.41 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2011	Aug. 31, 2012

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

Water recycled/reused on campus, performance year:

0 *Gallons*

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

0 Gallons

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

LIU Post manages its storm water runoff by capturing it in drywell systems or by diverting it into retention areas on campus. There is a system of approximately 300 drywells and six drainage retention areas that are used to control storm water runoff of all the buildings and parking areas on campus.

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

All domestic water is metered. Jericho Water Authority is the local provider for all domestic water. There are meters at several locations on campus. LIU Post also uses well water that is metered to irrigate several athletic fields.

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

Most of the toilets, urinals, and lavatory sinks at LIU Post have been retrofitted with low-flow fixtures, flushing devices and faucets.

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

Most kitchen, lab and other equipment at LIU Post are replaced with more efficient systems during renovations.

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

Depending on the location, xeriscaping is used. An example of this is using Prickly Pear Cacti (*Opuntia*) in our gravel beds. Also, ornamental grasses such as Pampas Grass (*Cortaderia Species*) are used around the campus grounds. Some areas on campus also use bamboo to provide erosion control and screening.

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

All automatic irrigation systems at LIU Post have rain sensors and some have additional sensors for wind speed and temperature. All systems are then monitored on a regular basis and adjusted as necessary. Night and early morning irrigation is most often used. Conditions on the Athletic Fields are used in connection with the weather forecast to set parameters for the sensors. All water output is metered and logged.

A brief description of other water conservation and efficiency strategies employed by the institution:

The Department of Facilities Services at LIU Post attempts to put forth the best water efficiency program by ensuring that all water-consuming equipment is operating properly. Therefore, Facilities Services continuously monitors all water-consuming equipment and repairs and/or replaces any defective equipment in order to prevent excessive use of water discharges.

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

Rainwater Management

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.

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

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

William Achnitz
Sustainability Coordinator
Facilities

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:

Established in 2010, the LIU Post Sustainability Committee is comprised of administrators, faculty, and students, who meet with one goal in mind: to make LIU Post a more sustainable place. Since then, the committee has hosted a number of programs and initiatives with the hope of raising awareness about sustainability and the need to live more sustainably both on and off-campus. The committee has constructed a 10-page Sustainability Vision Statement, launched a Green Office Program, and has sponsored a number of programs like an annual sustainability celebration, a sustainable film series, and many environmental speakers. Most recently, the committee sent two of its members to present at the AASHE 2013 conference on its campus recycling program and released its first annual Sustainability Report entitled "Sustainability at LIU Post: A Year In Review" - a 21-page assessment of campus sustainability programs and progress.

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:

In accordance with the Mission of LIU, the Sustainability Committee of LIU Post provides a platform for the LIU Post community to learn about and understand their impact on the environment and to live more sustainable local-to-global lives.

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

Dr. Scott Carlin, Committee Chair, Faculty, Earth & Environmental Science

Dr. Mark Pires, Faculty, Earth & Environmental Science

Dr. Carol Boyer, Faculty, Finance

Dr. Jennifer Brown, Faculty, Sociology

Dr. Kay Sato, Continuing Education

William Achnitz, Sustainability Coordinator

Shawn Carvajal, Dining Services

Vincent Gentile, Dining Services

Paul Carroll, Dining Services

Alerie Tirsch, Director, Student Life & Leadership Development\

Jennifer Fuoco, Director, Residence Life

Lauren Pecoraro, Recycling Program Coordinator

William Kirker, Director, Facilities Services

Michael Sweeney, Facilities Services

Lynn Minutaglio, Facilities Services

Jeanette Murray, Religious Life

Father Ted Brown, Director, Religious Life

Lynne Schwartz, Director, Student Counseling Services

Amy Gaimaro, Instructional Designer

Robert Bennett, Admissions

Daniel Potenzieri, Student Government President

Nicole Balnis, Student Government Senator

Rechelle Abalos, Student, Environmental Educator

Juan Carlos Gutierrez, Student, Environmental Sustainability

Theresa Felske, Student, Environmental Sustainability

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

<http://liu.edu/CWPost/About/Resources/Initiatives/Sustain-Committee>

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

No

A brief description of each sustainability office:

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Sustainability Coordinator

A brief description of each sustainability officer position:

The Sustainability Coordinator serves as the catalyst for sustainability at LIU Post by working with stakeholders from every corner of the campus community. The Coordinator is the primary sustainability resource for students, faculty, and staff and is charged with overseeing a variety of initiatives such as the Green Office Program, RecycleMania, the Annual Sustainability Celebration, and a number of other projects. The Sustainability Coordinator also promotes campus progress by writing blog posts, updating the campus sustainability website, posting to social media, writing and releasing reports, and writing press releases. In addition to those duties, the Sustainability Coordinator is also responsible for conducting sustainability assessments, greenhouse gas inventories, and researching what other colleges and universities are doing to become more sustainable that way LIU Post can get closer to achieving its sustainability goals.

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

<http://liu.edu/CWPost/About/Resources/Initiatives/Contact-Us>

Sustainability Planning

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

The Student Government Association (SGA) at LIU Post provides each and every student, regardless of type or status, with an avenue to directly participate in governance. The SGA works with all clubs at LIU Post, handling requests and budgetary issues and instituting regulations. SGA serves as an outlet for student voices to be heard by working closely with the LIU Post Administration to enhance the overall campus. All members share the common goal of bettering the campus community.

SGA divides their services into four committees: Campus Quality and Security; Food; Academic; and Student Activities. Each committee works diligently to give the student body what they need, want, and expect.

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

No

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

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

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

Through the Student Government Association and many other planning committees, all students at LIU Post are invited to partake in the formal role of providing input in various decision-making processes. For example, LIU most recently went through the reaccreditation process for the Middle States Commission on Higher Education (MHRC) and all students were invited to participate in the review of things such as the organizational mission, vision, and goals. Students at LIU Post are also provided an avenue to provide input on things such as strategic and long-term planning, prioritization of programs and projects, and the establishment of new policies or initiatives.

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:

Along with the opportunity to join various campuswide committees, all staff at LIU Post, regardless of type or status, are encouraged to participate in formal University decision-making processes by passing along their input to their immediate supervisors. All staff may also submit proposals to their immediate supervisors, which upon approval and support, will then be passed up the chain of command for further review. The decision-making processes that staff may provide input include but are not limited to the University's organizational mission, vision, and goals, strategic and long-term planning, communications processes and transparency practices, and budgeting, staffing, and financial planning.

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

No

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

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

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

All staff, regardless of type or status, have the ability to submit proposals and provide their input on any issue by either participating in a campuswide committee on that issue if it exists or by directly engaging their immediate supervisor. For example, the Sustainability Coordinator at LIU Post may offer input in how the University can reduce the amount of waste it sends to landfill. In this case, a formal proposal may not be needed, only a discussion with the Director of Facilities Services, the immediate supervisor of the Sustainability Coordinator. This type of example is consistent with the protocol that is expected for any non-supervisory staff to follow when providing input in University-wide decision-making processes.

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:

All full-time faculty have the ability to participate through LIU Post Faculty Meetings, various faculty subcommittees, and through elected representatives to the Faculty Council. These various bodies meet to discuss and vote on various agenda items. The LIU Post Faculty Handbook delineates areas of faculty primacy consistent with the statutes of Long Island University and the Constitution of the University Faculty Senate. The Handbook describes the structure and procedures of faculty governance at LIU Post. The Handbook also describes the means by which LIU Post Faculty participate in University-wide governance through representation on the University Faculty Senate (UFS) and representation at Board of Trustee meetings.

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

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

The Faculty Council represents the LIU Post Faculty in relation to other groups and constituencies; acts and speaks on behalf of the Faculty in furthering the objectives expressed in Campus Faculty meetings; receives regular reports from the standing Campus Faculty committees and evaluates them for further action; receives and evaluates reports from any ad hoc committees it has appointed; serves as an advisory body to the Administration and the Board of Trustees; facilitates the representation of the Campus Faculty in the University Faculty Senate; and selects delegates to and facilitates the representation of the Campus Faculty at the meetings of the Board of Trustees and of its standing committees.

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:

In the context of shared governance, the Faculty Council, whose elected members are full-time faculty from the various schools and colleges on the LIU Post campus, has the primary responsibility for the formation and development of campus-wide policy for the LIU Post Campus Faculty as a whole in the traditional areas of faculty primacy. These areas include, but are not limited to, matters related to governance, academic policy, the protection of academic freedom, and curriculum. In addition, the Faculty Council is the body through which the faculty as a whole shall govern itself. It assumes collective responsibility for the “matters of faculty primacy” named above.

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

William Achnitz
Sustainability Coordinator
Facilities

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 Student Government Association has a committee dedicated to ensuring that diversity at LIU Post is always being recognized and at the forefront of enrollment, public relations, and academics. Home to a diverse array of students and faculty, it is the mission of the SGA to share the diverse and multicultural experiences offered at LIU Post through club programs and events. This student committee also works with the administration to advise on and implement policies and trainings that are related to diversity and equity on campus.

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

0

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

<http://www.liu.edu/CWPost/StudentLife/Activities/SGA>

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:

LIU Post offers and makes available a variety of cultural competence trainings and activities to all students, staff, faculty, and administrators. Annual programs like International Cultural Week, Veteran's Appreciation Week, and Coming Out Week highlight the diverse nature of our campus and allows the entire campus community to develop an appreciation for the diversity of the LIU Post campus as well as the world at large.

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

<http://www.liu.edu/CWPost/About/News/Campus-Calendar>

Assessing Diversity and Equity

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

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

Support for Underrepresented Groups

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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 Arthur O. Eve Higher Education Opportunity Program (HEOP) office coordinates three programs for LIU Post undergraduates. The Higher Education Opportunity Program is specially designed for New York State residents who are economically disadvantaged and educationally underprepared. Co-sponsored by the New York State Education Department and LIU Post, the program offers a wide range of support services including tutoring, academic advisement, financial aid, and career and personal counseling.

The Martin Luther King, Jr. Scholarship Program (MLK) is designed for students of color who excel academically. Students who qualify must maintain a cumulative average of 3.4 or better. The Educational Achievement Program (EAP) serves those eligible students who do not meet the criteria for either HEOP or the MLK scholarship. Students must maintain a cumulative average of 2.5. Both awards are need based and determined by review of application.

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

<http://www.liu.edu/CWPost/Academics/Programs/Special/HEOP>

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:

Long Island University is committed to maintaining a learning and working environment that is free of bias, prejudice, discrimination and harassment and an environment that supports, nurtures, and rewards career and educational advancement purely on the basis of ability and performance. Discrimination or harassment based upon race, color, religion, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such discrimination or harassment is illegal, against University policy, and will not be tolerated.

This policy covers all members of the University community – students, faculty and staff – as well as those who interact with members of the University community such as vendors or visitors. The University encourages everyone to report all incidents of discrimination or harassment, regardless of who the offender may be.

Any conduct that may be in violation of this policy will be investigated, regardless of whether a written complaint is filed, and appropriate remedial action will be initiated. Effort shall be made to complete the investigation of a complaint within thirty (30) days of the report of the discrimination or harassment. Extensions of the time frame may be necessary in some circumstances. The complainant and the accused will be notified of any extension.

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

<http://www.liu.edu/About/Administration/University-Departments/Human-Resources/HR-Policies/Anti-Harassment-Discrimination-Policy>

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

No

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

Yes

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

William Achnitz
Sustainability Coordinator
Facilities

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

Submission Note:

Parents:

<http://www.liu.edu/CWPost/Parents-Family>

HEOP:

<http://www.liu.edu/CWPost/Academics/Programs/Special/HEOP.aspx>

Scholarships:

"---" 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:

The Arthur O. Eve Higher Education Opportunity Program (HEOP) provides access to higher education for eligible New York State residents who are defined as economically disadvantaged and educationally underprepared. Through a broad range of academic, financial, counseling and other support services, the program seeks to promote, encourage and motivate students towards their successful completion of a baccalaureate degree.

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

N/A

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

The five-week summer component of HEOP serves to prepare students through a rigorous academic program covering math, English, reading, critical thinking and life skills courses.

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

The Arthur O. Eve Higher Education Opportunity Program (HEOP) office coordinates three programs for LIU Post undergraduates. The Higher Education Opportunity Program is specially designed for New York State residents who are economically disadvantaged and educationally underprepared. Co-sponsored by the New York State Education Department and LIU Post, the program offers a wide range of support services including tutoring, academic advisement, financial aid, and career and personal counseling.

The Martin Luther King, Jr. Scholarship Program (MLK) is designed for students of color who excel academically. Students who qualify must maintain a cumulative average of 3.4 or better. The Educational Achievement Program (EAP) serves those eligible students who do not meet the criteria for either HEOP or the MLK scholarship. Students must maintain a cumulative average of 2.5. Both awards are need based and determined by review of application.

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

LIU Post hosts a Parents & Family Orientation that is designed for parents, guardians, aunts, uncles, siblings, and any other interested family members of new LIU Post freshman and transfer students. They will learn about campus resources, get a better understanding of the experiences their Post student will soon encounter at our Campus, and will get the opportunity to meet our staff and faculty.

LIU Post also has an initiative called Post Parent and Family Connection. This is a parent's gateway to learning more about the services and resources that foster a strong bond between the University, students and parents. Parents will receive invitations to special events at LIU Post, including athletics, career networking activities and lectures. Parents can partake in workshops on important issues like financial aid, public safety, transitioning to the college life environment. Parents can also get involved in campus activities, such as Parent Orientation, Convocation, Homecoming & Family Day, and Family Night at Tilles Center.

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

The Admissions Department at LIU Post targets students of all backgrounds, including students from low-income backgrounds. When recruiting, students from low-income backgrounds will receive information regarding the Arthur O. Eve Higher Education Opportunity Program (HEOP).

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

N/A

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

The LIU Access Grant is available to eligible full-time undergraduate students. Award amounts vary based on a student's financial need. Awards may be renewed provided the student earns 12 credits each semester, maintains a 2.5 grade point average, exhibits financial need and is approved by the Student Financial Services Office.

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

N/A

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

Yes

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

N/A

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:

N/A

A brief description of other policies and programs to support non-traditional students:

LIU Post sponsors a Return-to-Learning program designed to meet the special needs of adult students who are returning to school. The program includes a Study Skills workshop (memorizing, note taking, and test-taking skills), a Writing Skills workshop (essay and research paper writing), and a Library Research Skills workshop (library tour and hands-on demonstration). It is offered at the beginning of the Fall and Spring semesters and is free for all adults enrolled in credit-bearing courses at LIU Post.

Eligible students may also apply for Life Experience Credit. Life Experience Credit is credit given in recognition of knowledge obtained in ways other than study in a two- or four-year accredited college. The knowledge must be equivalent to what would be learned in an LIU Post undergraduate course as determined by a review by individual academic departments. No Life Experience Credit can be awarded for Accounting or Criminal Justice courses. Matriculated LIU Post students in good academic standing may apply for Life Experience Credit as early as the first semester. However, credits earned by this method will not be posted before completing six credits at LIU Post.

LIU Post is a member of Alpha Sigma Lambda, the national honor society for adult students. To be eligible for this recognition, undergraduate adult students must successfully complete a minimum of 24 credits and rank in the top 20% of their class. The Alpha Sigma Lambda certificate is awarded annually each April.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://www.liu.edu/CWPost/Admissions/NTSP>

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

William Achnitz
Sustainability Coordinator
Facilities

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

827

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

602

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

160

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

0

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

Many of the employees at LIU Post are covered by collective bargaining agreements.

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

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

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

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

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

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

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

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

The local legal minimum hourly wage for regular employees:

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

No

Does the institution offer a socially responsible investment option for retirement plans?:

No

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

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.

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

Wellness Program

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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
-

Submission Note:

Counseling Center:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling-Center>

Medical Services:

<http://www.liu.edu/CWPost/StudentLife/Services/SHCC>

Nutritional Services:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling-Center/Nutritional-Services>

"---" 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):

Living Well with LIU, the University's wellness program, promotes healthier lifestyle choices that lead to improvements in both the physical and mental health of the institution's employees.

The program offers health education seminars and workshops; health screenings; health risk assessments; on-site behavior-change programs addressing issues like weight management and smoking cessation; and incentive programs for the improvement of health and fitness behaviors. It also sponsors special events in connection with national health observances and distributes wellness and other self-help information through print and/or electronic means. In addition to making a positive impact on employees' personal health, the program, which encourages employees to band together to participate in fun activities, leads to the development of healthy relationships and improves the morale of the University as a whole.

Students are also offered counseling, referral, and wellbeing services. The LIU Post Counseling Center offers students free counseling services. Medical Services offers students medical care including diagnosis and treatment, birth control counseling and pregnancy tests, gynecological examinations and treatment, and referrals, if necessary, to local specialists. Campus nutritionists also offer students weight loss advice, nutrition assessments, tips about cooking and food shopping, diabetes education, and much more.

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

<http://www.liu.edu/About/Administration/University-Departments/Human-Resources/Wellness>

Workplace Health and Safety

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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	56	53
Full-time equivalent of employees	956	987

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

	Start Date	End Date
--	------------	----------

Performance Year	Sept. 1, 2012	Aug. 31, 2013
Baseline Year	Sept. 1, 2011	Aug. 31, 2012

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 Department of Public Safety at LIU Post is committed to providing a safe and secure environment for all students, faculty, staff and visitors. The Public Safety Department administers a comprehensive public safety program, including traffic enforcement, crime prevention programs, fire prevention exercises, EMT services, personal safety workshops, escort services, an emergency alert system, and a network of sirens and loudspeakers in the event of outdoor emergencies. All faculty and staff are also advised to be alert, aware, and to report all suspicious activity to the Department of Public Safety. More detailed information can be found in the Faculty & Staff Emergency and Safety Procedures Guide.

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

<http://www.liu.edu/CWPost/About/Offices/Public-Safety>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Sustainable Investment

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

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

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

Investment Disclosure

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

William Achnitz
Sustainability Coordinator
Facilities

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:

LIU Post Recycling Scholarship

A brief description of the innovative policy, practice, program, or outcome :

In 2010, the LIU Post Recycling Program established a scholarship, completely funded by the 5-cent deposits found on plastic bottles and cans in New York State.

In April 2011, the program raised and awarded \$250 to the winner of an essay competition defining sustainability and what it means to LIU Post, a result of recycling 5,000 bottles and cans.

In April 2012, the program raised and awarded \$600 to the winner of a Sustainable Creative Expressions Contest, a result of recycling 12,000 bottles and cans. Applicants were asked to create a piece of work that considers how sustainability affects their everyday life at LIU Post and the world at large.

In April 2013, we awarded \$1,000 to the winner of a Sustainable Creative Expressions Contest, a result of recycling 20,000 bottles and cans. This time, applicants were asked to create a piece of work that reflects how Hurricane Sandy had played a role in their understanding of climate change and how it relates to the importance of sustainability.

This scholarship is awarded at the Annual Sustainability Celebration, which is held every April.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The scholarship helps students to pay for a portion of their educational expenses and gives students additional motivation to participate in recycling. Works of creative art help to inspire campus community on the importance of sustainability in their lives.

A letter of affirmation from an individual with relevant expertise:

[Letter of Affirmation - LIU Post Recycling Scholarship.docx](#)

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	No
Research	No
Campus Engagement	Yes
Public Engagement	No

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

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.liu.edu/CWPost/About/Resources/Initiatives/Recycling/Recycling-Scholarship>

Responsible Party

William Achnitz
Sustainability Coordinator
Facilities

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:

Beta Chapter of Honor Society for Sustainability

A brief description of the innovative policy, practice, program, or outcome:

In 2014, LIU Post established the Beta Chapter of the Honors Society for Sustainability. The Alpha Chapter was established at Arizona State University in 2012, the first honors society in the United States dedicated to majors related to sustainability.

The mission of the Honors Society for Sustainability is to foster a network of sustainability scholars who have demonstrated academic excellence and are committed to solving global challenges of sustainability.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In May 2014, LIU Post will not only see its first group of sustainability students graduate with their Master's degrees, but they will also be members of the Beta Chapter for the Honors Society for Sustainability, the first and only honors society in the country available for sustainability scholars.

A letter of affirmation from an individual with relevant expertise:

[Letter of Affirmation - HSS Beta Chapter.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	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	No
Buildings	No
Dining Services	No

Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://schoolofsustainability.asu.edu/about/honor-society.php>

Responsible Party

Scott Carlin

Associate Professor of Geography
Earth and Environmental Science

Criteria

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

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

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

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

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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