



Purdue University

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Purdue does not have a medical school

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Attempted to limit reporting to West Lafayette campus only since satellite campuses operate under different management

Reason for excluding hospital:

Purdue does not have a campus hospital

Reason for excluding farm:

Limited information is available for farms. As an agricultural school Purdue owned farms exist statewide.

Reason for excluding agricultural experiment station:

Limited information is available any agricultural experiment properties

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

2,473,000,000 US/Canadian \$

Total campus area:

2,551 Acres

IECC climate region:

Mixed-Humid

Locale:

Mid-size city

Gross floor area of building space:

18,504,432 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

2,015,288 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

5,005,876 Square Feet

Electricity use by source::

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

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

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

15

Number of academic departments (or the equivalent):

112

Full-time equivalent enrollment:

35,213

Full-time equivalent of employees:

12,194

Full-time equivalent of distance education students:

19,768

Total number of undergraduate students:

29,440

Total number of graduate students:

8,407

Number of degree-seeking students:

38,788

Number of non-credit students:

0

Number of employees:

15,697

Number of residential students:

11,243

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	6,637	1,622
Number of sustainability courses offered	18	0
Number of courses offered that include sustainability	144	7

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

26

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

112

Number of years covered by the data:

One

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

[09 - STARS - Appendix A - Course List - 2013-01-29.pdf](#)

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

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

http://www.purdue.edu/sustainability/initiatives/education_research/courses.html

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

Office of University Sustainability staff went through each course on the Spring 2014 Semester course directory and, using the descriptions of each course, identified whether it was sustainability-related, sustainability-focused, or neither.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Diane Beaudoin
Director of Assessment
OIR

Criteria

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

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

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

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

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

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

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

3,740

Total number of graduates from degree programs:

9,993

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

[09 - STARS - Appendix A - Course List - 2013-01-29.pdf](#)

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

The following colleges have sustainability learning outcomes as a part of their undergraduate core requirements: the College of Liberal Arts, the College of Engineering, the College of Technology, and the College of Agriculture.

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

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

Undergraduate Program

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Bachelor of Science in Environmental and Ecological Engineering

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

The Environmental and Ecological Engineering major, leading to a B.S. EEE degree provides an environmentally-focused curriculum. The degree program uses an integrated systems perspective to teach cross-disciplinary problem solving skills and has environmental and ecological engineering as its central focus. We are seeking ABET accreditation for the B.S. EEE degree.

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

<https://engineering.purdue.edu/EEE/Academics/undergrad.html>

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

Bachelor of Science in Natural Resources and Environmental Science

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

With only one world to live in, environmental engineers are helping make sure we handle it with care. The skills of environmental engineers are becoming increasingly important as we attempt to protect the fragile resources of our planet. Students in Environmental Engineering will have the opportunity to apply science and engineering principles to improve the environment, water, air and land.

In Civil Engineering you can prepare for a great future with an environmental engineering career that offers a remarkable opportunity to positively affect the quality of life in our communities, our country, and our planet. Check out the Environmental Engineering area and join in on the excitement! You will have opportunities for research and education in a wide range of issues, including remediation of contaminated soils and sediments, industrial and solid waste treatment, water and wastewater treatment, air pollution measurement and control, urban and agricultural air and water quality management, understanding the environmental fate of pollutants, and sustainable engineering. Other options are also available through the Division of Environmental and Ecological Engineering.

Our Environmental Engineering faculty has leadership roles and participates in numerous national and campus centers and institutes. We offer flexible academic options and research opportunities in our top environmental facilities for undergraduate students, as well as MS and PhD graduate degree programs. The Purdue Air & Waste Management Association also offers opportunities for student involvement in the advancement of environmental knowledge.

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

<https://ag.purdue.edu/nres/Pages/default.aspx>

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

Bachelor of Science in Agriculture and Biological Engineering

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

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

<https://engineering.purdue.edu/ABE/index.html>

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 and Ecological Engineering

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

EEE offers a minor in Environmental and Ecological Engineering, as a mechanism for students in all branches of engineering, and other related fields, to gain expertise and qualifications in EEE fields. The minor is most appropriate for students who have particular environmental interests in engineering, or who want to develop a career at the interface of EEE and their chosen major field. Environmental concerns touch all aspects of engineering, making this an attractive option for many students, and an attractive set of qualifications for many prospective employers.

The minor in EEE consists of six courses (17 or 18 credits), and is available to any student at Purdue who has met the co- and/or pre-requisites for courses in the EEE course sequence.

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

<https://engineering.purdue.edu/EEE/Academics/EEEMinor.html>

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

Environmental Politics and Policy Minor

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

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

<https://www.cla.purdue.edu/students/academics/programs/pos/MENPP201210.pdf>

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

Sustainable Environments Minor

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

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

<https://ag.purdue.edu/oap/Pages/majors.aspx?sid=90>

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

Graduate Program

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

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):

Ecological Sciences and Engineering

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

The Ecological Sciences and Engineering Interdisciplinary Graduate Program provides students with an interdepartmental educational experience. The ESE-IGP currently partners with 15 different Colleges and Departments including Political Science, Agricultural & Biological Engineering, Agronomy, Agricultural Economics, Biology, Botany & Plant Pathology, Technology, Civil Engineering, Earth & Atmospheric Sciences, Entomology, Forestry & Natural Resources, Engineering Education, Health Sciences, Horticulture, and Mechanical Engineering.

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

<http://www.purdue.edu/discoverypark/ese/>

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

- Colombia: Food Security and Sustainable Development: This course provides an international and multidisciplinary perspective on food security and resources. Focus will be case studies that represent different regions of the world with special emphasis on the changing conditions for tropical agriculture. The case studies, discussed in the context of the Millennium Development Goals, will help students gain knowledge and understanding of regional variations of food security and resources, sustainable development and economic growth throughout the world. This is a four-week course, which offers units on social and demographic changes, on the physical environment, global climate change, economic systems, and global trade. Purdue will partner with the University of Caldas, UC, and the Technological University of Pereira, UTP.

- Canada: International Natural Resources: This is a joint course for students from North Carolina State University, Swedish University for Life Sciences (SLU), and Purdue. Students will study in the Maritime Provinces in Canada. Topics that will be studied are forestry, fishing, and wildlife concerns (Canada lynx, Atlantic puffin, marine mammals). Students will take a whale watching trip off the coast.

Students will gain a holistic and thematic view on sustainable use and management of natural resources for different geographic,

ecological, and social conditions.

- Sweden: International Natural Resources – Program to be held in July 2013 will be a joint course for students from North Carolina State University, Swedish University for Agricultural Sciences, and Purdue University. The study will take place in the southern portion of Sweden and adjacent counties. The student will include forestry, fisheries, and wildlife concerns with a holistic and thematic view

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

<https://ag.purdue.edu/ipia/studyabroad/Pages/maymester.aspx>

Sustainability Literacy Assessment

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Campus as a Living Laboratory

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

Submission Note:

<http://www.purdue.edu/honorscollege/>

<http://docs.lib.purdue.edu/dissertations/AAI1549318/>

https://ag.purdue.edu/oap/Documents/Newsletter_documents/BTNY%20390%20Small%20Farm%20Experience.pdf

<https://ag.purdue.edu/oap/Documents/BTNY%20390%20Small%20Farm%20Experience.pdf>

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

<http://www.purdue.edu/newsroom/releases/2014/Q2/whirlpool-corporation,-purdue-turning-house-into-net-zero-home.html>

<http://www.purdue.edu/newsroom/purduetoday/releases/2014/Q3/whirlpool,-purdue-unveil-ultra-energy-efficient-reneww-house.html>

<http://btn.com/2014/07/17/btn-livebig-purdue-whirlpool-partner-to-reneww/>

<http://www.asla.org/2013studentawards/519.html>

<http://www.purdue.edu/lgbtq/>

"---" 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	No
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes

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

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

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:

Since the fall of 2012 in partnership with the USGBC’s “Center for Green Schools”, Purdue University has offered students a unique opportunity to benchmark the sustainable performance of several campus buildings through the LEED for Existing Buildings framework. Through this innovative program undergraduate students have had the opportunity to acquire practical project management and sustainable leadership skills through the College of Engineering’s “Engineering Projects in Community Service” (EPICS) program [EPCS 101/102 and EPCS 201/202]. Graduate students from all disciplines have had the opportunity to spearhead campus LEED for Existing Buildings projects under Krannert Business School’s “Experiential Learning Initiative” [MGMT 690]. Through their academic coursework dozens of students have contributed to advancing knowledge of the University’s practices for groundskeeping, procurement, janitorial care, maintenance, environmental quality, commuting practices and occupant engagement, as evidenced by the LEED documentation compiled for these projects.

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:

BTNY 390, “Small Farm Experience,” is a course at Purdue where students manage Purdue’s student farm. In the class, students learn about business planning and management of a small farm, including scheduling, IPM, and farm/food safety.

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

A recent Master student completed his thesis on increasing energy conservation in the Gatewood wing of Purdue’s Mechanical Engineering building. The student created a Web site, displayed in the wing that provided feedback on electricity consumption reinforced with positive messages.

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:

Two students in Landscape Architecture completed a senior thesis that analyzed the scale of the University’s impact on combined sewer systems and identified ways the University could use on-site stormwater management practices to divert water away from combined sewer systems, save money, and preserve the character of the University’s landscape. The students presented their findings to Purdue’s Campus Master Planning Committee, and Purdue continues to use the information presented in their thesis especially in communications with the city of West Lafayette. They have also been recognized at numerous conferences and poster presentations.

<http://www.asla.org/2013studentawards/519.html>

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

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

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

Psychology undergraduates have collaborated to collect insights into the factors which contribute to recycling participation since fall semester 2014 under PSYC 390. This study is ongoing and includes benchmarking the waste diversion rates in a collection of academic and residence facilities, gathering survey data from the campus community, and observing the effects of messaging campaigns on recycling behaviors. Faculty from the Department of Communications and Psychology Departments have partnered with the Office of University Sustainability to conduct this study.

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 2013 a team of students in EEE 495 designed and installed a rain garden between Harrison and Hillenbrand residence halls on campus. The students performed a site assessment, selected and purchased appropriate plants, and gathered student group volunteers to plant the garden.

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

A team of students in TECH 199 created a Green Office Certification Program, in consultation with the Office of University Sustainability and College of Technology. The Green Office program was presented at an end-of-semester exhibit, and has been piloted in several offices on campus.

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:

Students and staff at Purdue's LGBTQ Center are performing an ongoing study with the Athletics department to better understand the climate of LGBTQ issues in athletics. The goal of the study is to recognize areas to celebrate and gaps that need attention, ultimately creating an inclusive environment where all student-athletes—regardless of their sexual orientation or gender identity/expression—are valued for their contributions as team members and for their individual commitment and character.

To perform the study, the researchers are using both surveys and focus groups to better understand the lived experience of student-athletes. This information will be presented to the Purdue community during a conference scheduled for March 2015. The conference will serve as an opportunity to disseminate information, inform next steps, and spur dialogue and conversation on campus.

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

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

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

Purdue is working with the Whirlpool Corporation on a three-year project to convert a 1920's home near campus into a net-zero residence. The ReNEWW house—for Retrofitted Net-Zero Energy, Water, and Waste—will harvest waste heat from appliances, solar and geothermal energy, and “gray water” from showers and sinks. Whirlpool engineers will come to Purdue as graduate students and live in the house for two semesters, working on projects related to the home and making it a living lab. Additionally, other Purdue faculty and students are doing research on the home.

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:

A team of first-year honors students in HONR 19902 created a reusable bag sharing project, known as Totes Green, during the spring of 2014. The goal of the project was to reduce the amount of plastic bags used at campus mini-marts. Bags are made from unwanted t-shirts donated by students, and bag sharing stations can be found at convenient locations in residence halls and in campus mini-marts. The program is still active and is now run by two separate student groups.

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

293

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

2,427

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

52

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:

[10 - STARS - Appendix B - Research List - 2013-01-29.pdf](#)

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

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

Two undergraduate interns at the Office of University Sustainability developed a faculty sustainability research database based primarily off of the directories for the research centers that make up the Global Sustainability Institute.

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

The website URL where information about sustainability research is available:

<https://www.purdue.edu/discoverypark/sustainability/>

Support for Research

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

Submission Note:

Additional website for information about the student research program:

<http://www.gradschool.purdue.edu/ese/>

Additional website for information about the faculty research program:

<http://www.purdue.edu/discoverypark/>

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

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

Yes

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

Summer Undergraduate Student Research Internships

The Center for the Environment (C4E) Summer Undergraduate Student Research Internship offers students an opportunity to work with a Purdue Faculty Mentor on a field or laboratory-based research project related to the environment.

These research internships will provide support for 20 hours per week for 8 weeks at \$10 per hour. Faculty can match this support for

full-time work but is not required.

Any Purdue University Undergraduate Student in good standing is eligible to apply. Students must work with a Purdue University Faculty Mentor to submit an application.

Discovery Park Undergraduate Research Internships

The Discovery Park Undergraduate Research Internship (DURI) program is designed to involve Purdue undergraduates in the interdisciplinary research environment of Discovery Park. The program provides opportunities for students to work with faculty affiliated with Discovery Park on cutting edge research projects that involve combining two or more disciplinary strengths. Working closely with faculty, students experience the excitement, challenge, and power of truly interdisciplinary research in the fast-paced, entrepreneurial environment that is Purdue's Discovery Park. A list of archived projects can be seen here:

<http://discoverypark.itap.purdue.edu/learningcenter/duri/projects/archive.cfm>

Summer Undergraduate Research Fellowships

The SURF program is helping students across engineering, science, and technology disciplines discover a world of opportunity available to them through research. By closely working with other creative and innovative people, students explore, discover, and transform ideas into reality to advance society and improve people's lives. The interdisciplinary nature of the research drives students to learn new concepts and skills for real-world impact. Sustainability related research topics include, but are not limited too, civil infrastructure and the environment, manufacturing and materials processing, human-in-the-loop engineering, bio/biomed engineering, environment and ecology, systems engineering, energy and power, and vehicle engineering.

The U.S. Borlaug Fellows in Global Food Security

The U.S. Borlaug Fellows in Global Food Security grants are intended to support students interested in developing a component of their graduate research in a single, developing country setting by supporting the student's work in-residence at an International Agricultural Research Center (IARC), or a qualifying National Agricultural Research System (NARS) unit. Note, all research centers of the CGIAR consortium are eligible partners.

Undergraduate research opportunities are also available through four main undergraduate programs among others. Natural Resource and Environmental Science and Program, Division of Environmental and Ecological Engineering, Environmental and Natural Resources Engineering, and Environmental Politics and Policy Minor faculty and staff offer various research opportunities to undergraduate students.

Graduate research opportunities related to sustainability are widely offered through many graduate programs, however the Ecological Sciences and Engineering Graduate Program offers opportunities from faculty with specialties in many different disciplines to integrate engineering and science concepts to solve major environmental problems using an ecological approach.

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

<http://www.purdue.edu/discoverypark/environment/students/students-ops/research.php>

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

Yes

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

Purdue University has a focused effort to encourage faculty research in sustainability through the Global Sustainability Institute, which includes five focused research centers (the Center for the Environment (C4E), the Center for Global Food Security (CGFS), the Purdue Climate Change Research Center (PCCRC), the Purdue Water Community (PWC) and the Energy Center (EC)) as well as several

cross-cutting initiatives, including the U.S.-China Ecopartnership for Environmental Sustainability. This Institute actively engages several hundred faculty from all colleges at Purdue in sustainability research, and provides faculty with staff support, meeting spaces, funding for workshops and lectures, and some seed funding to develop new research ideas. External funding for research performed through the institute comes from major federal agencies including the NSF, EPA, and DoE.

The Global Sustainability Institute is a major component of Purdue's Discovery Park, which is a dedicated \$600 million research and learning complex of 8 core centers, where faculty and students are using an interdisciplinary approach to tackle the grand challenges of today. Discovery Park includes a strong emphasis on entrepreneurship and moving our discoveries to delivery of impacts, ranging from new products and services, to new policies and regulations.

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

<http://www.purdue.edu/discoverypark/sustainability/>

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

Yes

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

Purdue's New Synergies strategic plan states "Purdue University will set the pace for new interdisciplinary synergies that serve citizens worldwide with profound scientific, technological, social, and humanitarian impact on advancing societal prosperity and quality of life." Interdisciplinary efforts are important and Purdue, recognizing this, has provided physical space for such efforts (Discovery Park) and formed the Interdisciplinary Initiatives Committee to address the role of these efforts in promotion cases. A recent report of the Provost's Task Force on Promotion and Tenure recommended that Purdue formalize its policy on recognizing interdisciplinary work in the promotion and tenure process. Involvement at the Purdue Discovery Park, a national model of interdisciplinary work, is highly valued when considering faculty performance. All Research Faculty appointed through Discovery Park are engaged in interdisciplinary research and each is evaluated for promotion with evaluation by an interdisciplinary committee.

Purdue also has interdisciplinary degrees such as the Purdue University Interdisciplinary Life Science (PULSe) provides Training Groups, or interdisciplinary research areas, which consist of over 170 faculty members from 27 different departments. Other interdisciplinary programs include Ecological and Environmental Engineering, and in the College of Liberal Arts alone, there are 15 interdisciplinary programs including African American Studies, Asian Studies, Comparative Literature, Film and Video Studies, Global Studies, Latin American and Latino Studies, Peace Studies, Philosophy and Literature, Religious Studies, and Women's Studies, to name a few.

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

<http://www.purdue.edu/provost/documents/PT%20Task%20Force%20Report.pdf>

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:

Although Purdue University does not have a specific library devoted to sustainability research and learning, Purdue Libraries has hundreds of books and resources available to students among its 15 libraries, and countless articles available for access on online journals, newspapers, and databases. Purdue Libraries also offers a library guide service that provides research assistance, subject guides, and useful resources for courses and students. These library guides, or 'LibGuides' are compiled by Purdue librarians and help support courses and student research by including links to other libraries' collections, relevant databases, journals, and other resources useful to students. LibGuides have been created for the CE 355: Engineering Environmental Sustainability, and the POL 327: Global Green Politics courses to provide helpful links and supplementary material important to the courses.

CE 355:

<http://guides.lib.purdue.edu/ce355>

POL 327:

<http://guides.lib.purdue.edu/content.php?pid=129172>

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

<http://guides.lib.purdue.edu/ce355>

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

36,309

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

Eco-Reps @ Purdue

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

7,072

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

Eco-Reps @ Purdue, a partnership between the Office of University Sustainability and Housing and Food Services, serves to promote sustainability and environmental stewardship in University Residences. These students create programs that hope to change personal behavior and instigate collective action at Purdue. The Eco-Reps have arranged many activities, including a Do One Thing door decoration, movie nights, trash audits, water taste tests, and RecycleMania information sessions

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

The students largely are self-selected, and submit a brief application explaining why they want to join the program and what they hope to accomplish.

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

The Office of University Sustainability creates a thorough manual for the Eco-Reps with descriptions of environmental issues at Purdue, and holds monthly meetings to distribute the manual and discuss programs. OUS also arranges meals with key faculty and community field trips for the Eco-Reps.

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

The Office of University Sustainability pays for supplies necessary for activities, field trips, monthly dinners, and faculty meal swipes. There are four \$500 scholarships for Eco-Rep participants (OUS pays for two, Housing and Food Services pays for two).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

http://www.purdue.edu/sustainability/news/getinvolved/eco_reps/index.html

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

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

74

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

During the new student orientation known as Boiler Gold Rush, Purdue offers a session where students can learn how to get involved in making Purdue a more sustainable campus, how to connect with the many student organizations focused on sustainability issues, how to find courses related to sustainability, and how to get involved with the living laboratory. The Purdue community constitutes a city scale organization with energy, water, and material flows, and an integrated transportation network which we encourage students to be part of through this event.

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

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

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

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

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

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

The Purdue Student Sustainability Council is made up of delegates from several sustainability-focused and sustainability-related student organizations across campus. The Council was developed to work closely with the Purdue Sustainability Council and to serve as a connection point for student groups involved in sustainability. This group is student governed. Student groups represented include:

- Boiler Green Initiative
- Ecological Sciences & Engineering GSO
- Electric Vehicle Club
- Environmental Science Club
- Engineers for a Sustainable World
- Full Circle Agriculture
- Global Sustainability Institute
- Heifer International
- Lafayette Food Rescue
- Net Impact
- Purdue Agricultural Council
- Purdue Energy Forum
- Purdue Engineering Student Council
- Purdue Graduate Student Government
- Purdue Student Government
- School of Management Council
- Society of Environmental & Ecological Engineers
- Students Growing Sustainable Communities
- TEDx Purdue
- United States Green Building Council Student chapter

The website URL where information about student groups is available:

<http://www.getinvolved.purdue.edu/organizations>

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

The Purdue Student Farm is a teaching/research farm with the purpose to develop capacity for experiential learning in sustainable agriculture, promote cultural diversity, serve as a resource for existing classes, relate to a new class on sustainable agriculture, serve as a site for undergraduate research in sustainable agriculture, and engage the community in agriculture education. This group is not student governed.

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

<http://www.ag.purdue.edu/programs/studentfarm/Pages/default.aspx>

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

purposes:

The Student Farm is the first farm at Purdue University managed primarily by students. It sits on a lovely five acre tract of land on the west edge of campus. The farm is being developed for and by the students to increase Purdue's opportunity to offer real-life farm development, management and marketing skills. The students raise a wide variety of fruits, vegetables and animals. Produce is currently sold to restaurant outlets on campus and through produce baskets (a CSA - community supported agriculture project). Courses are being developed that will be taught at the farm, and a summer internship experience is available from May through August.

Goals of the Student Farm are:

- *To develop a fully integrated, sustainable, student-run farm,
- *To support a farm where skills in farm management can be developed through experiential learning,
- *To provide locally grown, fresh food for the campus and local communities, and
- *To stimulate the development of education in sustainable agriculture at Purdue.

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

<http://www3.ag.purdue.edu/programs/studentfarm/Pages/default.aspx>

A brief description of the sustainable investment or finance initiatives:

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

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

During Green Week, the entire Purdue community — students, faculty, staff, and locals from the Lafayette-West Lafayette area — come together to celebrate some of our campus sustainability efforts. This event is not student governed.

Each day of the week, we focus on one particular issue of sustainable living, such as energy efficiency, water management, alternative transportation, sustainable food, recycling, and community outreach.

During Green Week, you can enjoy things such as:

- Academic discussions with experts
- Fun activities celebrating the learning process, such as the Sustainability Scavenger Hunt
- Tours of key facilities, such as Purdue's anaerobic waste digester system, or its newly renovated LEED-certified France A. Cordova Recreational Sports Center
- Campus events displaying technological marvels, such as our annual Alternative Transportation Expo
- Screenings of influential movies/documentaries
- Presentations by luminaries who continue to work tirelessly for sustainable development, such as actor-activist Ed Bagley, Jr., and David Orr of the globally renowned Oberlin Project.

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

<http://www.purdue.edu/sustainability/greenweek/index.htm>

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

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

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

The Purdue Outing Club organizes trips nearby and to several states for kayaking, rock climbing, mountain biking, backpacking, mountaineering, caving, hiking, etc. Students travel almost every weekend and on breaks. The Purdue Outing Club also loans out club equipment for members to go on their own trips. The Purdue Outing Club has confirmed that Leave No Trace principles are followed on all outings. This group is student governed.

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

<http://www.purdueoutingclub.org/>

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

For the 2013-2014 academic year, Purdue's Common Reading Book was No Impact Man by Colin Beavan, a book that focuses on personal sustainability. The book was discussed during first-year orientation activities, and Beavan visited Purdue to speak about his book during the first-year orientation week. The book was also used in multiple introductory classes during the year, and continues to be used in a few of these classes.

The Honors College used sustainability as the theme for their first-year cohort in 2013-2014. In the fall 2013 semester, Honors students learned about sustainability issues from a cross-disciplinary group of professors, and discussed these issues in small groups led by upperclass mentors. In the spring 2014 semester, small groups of first-year Honors students, with the guidance of upperclass mentors, designed sustainability projects to be implemented on campus and in the community.

The website URL where information about the theme is available:

<http://www.purdue.edu/sats/commonreading/index.html>

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

The Environmental Sciences Learning Community provides an opportunity to explore emerging problems and innovative solutions. The study of the environment is an interdisciplinary science, and students involved in this community will learn firsthand how to apply knowledge of hydrology, climate, chemistry, and biology to real world problems such as sustainable growth and natural ecology preservation. First Year College of Agriculture and College of Liberal Arts students, College of Science first year students in the Earth and Atmospheric Sciences Program, and first year students in the Undergraduate Studies Program are eligible to participate in this community. All students in the learning community will take three classes together during the fall semester. Other activities include a fall social, West Lafayette Wastewater Treatment Plant tour, Wade Utilities Plant tour, a meal at a professor's home, and various speakers. Additionally the Engineering for the Planet Learning Community is designed for first-year engineering students interested in protecting and enhancing the environment using a problem-solving approach, such as creating technology to ensure clean air and drinking water, or

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

designing products so that every aspect of daily life has the least environmental impact possible. This group is not student governed.

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

A brief description of sustainability-focused student employment opportunities:

The Office of University Sustainability at Purdue employs a number of graduate, undergraduate students as well as staff/faculty temporary employees, who are invaluable in collecting and organizing valuable data on Purdue's many sustainable initiatives. This group is not student governed.

The Purdue Student Farm hires students to take care of all farm operations. They learn about composting, cultivating, harvesting, irrigating, seeding, transplanting, weeding, washing, and packing produce in a hands-on experience. This group is not student governed.

Through the Center for the Environment students can be involved in Discovery Park Undergraduate Research Internships, Summer Undergraduate Research Fellowships, or The U.S. Borlaug Fellows in Global Food Security. Each of these opportunities present employment as a research based opportunity throughout the summer of academic year. This group is not student governed.

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

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

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

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

- Earth and Atmospheric Sciences Graduate Student Association
- Electric Vehicle Club
- Engineering Projects in Community Service
- Engineers for a Sustainable World
- evGrandPrix Crew
- Forestry and Natural Resources Student Council
- Full Circle Agriculture
- INhome Solar Decathlon Team
- Purdue Air and Waste Management Association
- Purdue GreenBuild
- Purdue Student Pugwash
- Solar Racing Team

■ Young Masters of Energy

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

Outreach Materials and Publications

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	No
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	No
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	No
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	No

A brief description of the central sustainability website:

Our sustainability website features current information on our green campus, learning, and getting involved. We feature our university's strategic plan, initiatives, news, events, and awards. The homepage features a section for recent tweets and a banner of recently added articles. The website allows for students, staff, and the public to stay up to date on Purdue's sustainability.

The website URL for the central sustainability website:

A brief description of the sustainability newsletter:

The Global Sustainability Institute (GSI) includes The Purdue Energy Center, The Purdue Center for the Environment, The Purdue Climate Change Research Center, The Purdue Water Community, and The Purdue Center for Global Food Security. The GSI provides opportunities for collaboration between students and faculty in research on sustainability. The websites for the GSI and the individual research centers promote the publishing and dissemination of associated student research

The website URL for the sustainability newsletter:

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

- o Facebook: The Sustainability at Purdue Facebook page was created in an attempt to better engage Purdue students. Information about sustainability-related activities is posted on Facebook. There is a link to the Facebook page from the Purdue Sustainability website.
- o Twitter: The Office of University Sustainability manages a Twitter account @SustainPurdue to help reach students and publicize events.

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

<https://twitter.com/SustainPurdue>

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

The Global Sustainability Initiative (GSI) includes The Purdue Energy Center, The Purdue Center for the Environment, The Purdue Climate Change Research Center, The Purdue Water Community, and The Purdue Center for Global Food Security. The GSI provides opportunities for collaboration between students and faculty in research on sustainability. The websites for the GSI and the individual research centers promote the publishing and dissemination of associated student research.

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

<http://www.purdue.edu/discoverypark/sustainability/index.php>

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

As a LEED Innovation in Design credit, a Green Education Program was developed for Purdue's First LEED Certified Building, the Roger B. Gatewood Wing. In addition to brochures and tours for visitors, the LEED certification plaque is on display with a narrative. A unique feature of the building is the interactive green education kiosk. The electronic, kiosk in the lobby of the Gatewood Wing leads visitors on a self-guided tour through various screens describing the important sustainability measures applied to the building.

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

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

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

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

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:

For Green Week, the Boiler Green Initiative student group put together a map for a self-guided tour of Purdue's sustainable stormwater management strategies. This tour includes stops at the Pao Hall bioswale, Horticulture permeable paving, Hillel House rain garden, Stadium bioswales, Schleman green roof, and Armory parking lot improvements. The map includes additional information about these projects. The map is available online at all times for self-guided tours. During Green Week, however, there were also signs posted at each location with more information.

The website URL of the sustainability walking map or tour:

http://www.purdue.edu/sustainability/greenweek/Water_walk.pdf

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

The Purdue Parking, Airport, and Transportation Service gathered a list of alternative commuting options for the West Lafayette area with links to the associated websites.

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

http://www.purdue.edu/pat/sidenav/boilerride/alternative_trans.htm

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

The Purdue Arboretum started a "Scan, Link, and Learn" educational initiative in August of 2013 which resulted in the creation of the Purdue Arboretum Explorer, an interactive mobile-learning platform, database, and geolocation of all woody plants and landscape features on campus. As part of the Purdue Arboretum Explorer, users can use a smart phone or similar capability device to scan QR codes, located next to a plant or landscape feature, which bring them to a website that gives more information on that object. Another aspect of this service is that users can select from a number of campus tour options. Among the many tours available is the Purdue Sustainable Initiatives tour. This tour identifies fifteen sites on the Purdue University campus that are geared toward sustainable features

such as the Schleman Green Roof, the Harrison Street Bioswales and Infiltration Planters, and LEED certified buildings on campus.

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

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

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

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

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

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

The Sustainability at Purdue Facebook page was created in an attempt to better engage Purdue students. Information about sustainability-related activities is posted on Facebook. There is a link to the Facebook page from the Purdue Sustainability website.

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

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

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

Yes

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

The Office of University Sustainability manages a Twitter account @SustainPurdue to help reach students and publicize events

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

<https://twitter.com/SustainPurdue>

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

Yes

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

The Office of University Sustainability maintains a YouTube channel with video uploads and playlists related to sustainability at Purdue.

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

<https://www.youtube.com/user/sustainpurdue/videos?flow=grid&view=1>

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Recyclemania

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

Recyclemania is a national campaign that allows universities to compete in a recycling competition with other universities. Purdue University participates in this competition by recording the amount and rates of recycling for their campus. Additionally, Purdue has a bracket competition among its residential halls for the highest diversion rate. The winning residence hall receives a prize.

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

In Recyclemania the measurement of our performance has led us to improve and maintain a high standard for recycling. We accredit this to exposing our residence hall population of over 10,000 students to the program. Most recently we ranked 55th out of 256 for our recycling rate, 66th out of 332 for per capita recycling, and 4th out of 336 for total recycling.

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

<http://www.purdue.edu/sustainability/news/greencampus/recyclemania/index.html>

The name of the campaign (2nd campaign):

Friday Night Lights

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

Friday Night Lights is a campaign that has students turning off lights in academic buildings on Friday nights to keep lights from being left on over the weekend. Students turn off lights and also record the number and location of the lights that were left on.

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

During last school year Friday Night Lights resulted in 38,793 lights being turned off that would have been left on otherwise. 538 student volunteers were part of this activity and were educated about energy sustainability.

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

<http://www.purdue.edu/sustainability/initiatives/energy/fridaylights.html>

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

Employee Educators Program

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

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

Employee Orientation

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

Staff Professional Development

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Responsible Party

Michael Gulich

Director of University Sustainability
 University Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<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*.

Submission Note:

<http://www.westlafayette.in.gov/department/division.php?fDD=11-185>

<http://www.lafayettefarmersmarket.com/default.htm>

<https://engineering.purdue.edu/EPICS>

http://www.purdue.edu/community_relations/initiatives/partner.html

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

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

Yes

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

Purdue partnered with the city of West Lafayette to send its food waste from the dining courts to the West Lafayette Wastewater Treatment Plant to be used in the anaerobic digester. Methane is collected from the food waste and used to supply about 15% of the plant's electricity and lower its carbon footprint.

Purdue partners with Greater Lafayette Commerce to host the Purdue Campus Farmers Market every Thursday during the summer and fall on campus. The partnership provides an opportunity for students to purchase fresh locally grown produce and connects them with local businesses and farmers.

The Engineering Projects in Community Service (EPICS) class capitalizes on the engineering strength of Purdue by matching student project groups with community partners to solve problems. The project areas are human services, access and abilities, education and outreach, and the environment.

The Exemplary Community Partner Award distinguishes local organizations that contribute to student experiences by providing volunteer and educational opportunities. The award was established in 2012, and the first winner was the Lafayette Crisis Center.

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

Yes

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

Graduate School requires its students to develop a yearly symposium addressing community, economics and industry problems. The symposiums are open to community members and focus on local, regional, and global issues.

- The 2010 symposium theme was Bridging the Gap from Science to Policy: Technology, Environment, and Sustainable Development
- The 2011 symposium theme was Solutions for 7: 7 billion people – 7 grand challenges.
- The 2012 symposium theme was URBAN RISE: Footprints of a Global Civilization.
- The 2013 symposium was the Capturing Resilience Summit which aimed at finding regional solutions to some of our largest national problems, such as economic instability, threats to national security, and environmental degradation. Specifically, the summit focused on the cornerstones of our region — how we grow our food, manufacture our products, and build our communities — so that we don't just prevent failure, but can recover readily from it. Capturing Resilience was the foundational opening to discussions within the Kentucky-Indiana region. The summit included workshops designed to generate strategy on smart growth, regenerative agriculture, and resource productivity.
- The 2014 symposium focused on bridging the gaps between disciplines and engineering effective pathways of communication ensures that passion and knowledge reach their highest potential to tackle the complexities of today's problems.

<http://www.purdue.edu/gradschool/ese/symposium/index.cfm>

2.) Indiana Watershed Leadership Program - The Indiana Watershed Leadership Academy educates watershed coordinators, teachers, volunteers, engineers, district staff, non-profit organizations, and others to lead watershed efforts that improve water quality in Indiana. The Academy is organized by Purdue University with support from Indiana's major conservation agencies and organizations. Among these agencies and organizations is the Indiana Department of Environmental Management (IDEM), USDA Natural Resources Conservation Service, Jasper county Soil & Water Conservation District, and the Indiana Association of Soil & Water Conservation Districts. Started in 2006 the January through May program has become very established in the community and has enrolled a class for 2015.

3.) Indiana Green Campus Network (IGCN) –Purdue partners with 25 Indiana campuses in a program that provides student interns volunteer opportunities where the students can gain experience and develop skills that will help them secure positions in energy-related and green technology fields. The program’s objectives are to: 1. save energy, 2. infuse energy efficiency into academic curricula, 3. increase campus awareness of energy efficiency through outreach, and 4. develop a green workforce.

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

Yes

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

): Center for Regional Development – The mission of the Purdue Center for Regional Development (PCRD) is to pioneer new ideas and strategies that contribute to regional collaboration, innovation and prosperity. Founded in 2005, the Center partners with public, private, nonprofit and philanthropic organizations to identify and enhance the key drivers of innovation in regions across Indiana, the U.S. and beyond. These drivers include a vibrant and inclusive civic leadership, a commitment to collaboration, the application of advanced data support systems to promote sound decision-making and the pursuit of economic development investments that build on the competitive assets of regions. As such, the five goals of the PCRD align with major contributors to healthy and sustainable regions. The five goals of PCRD:

- o Strengthen the Civic Leadership of Regions - Recognizing the economic needs and assets of regions rests, in part, on access to high quality data tools that can produce a comprehensive assessment of the region’s social economic, educational and environmental resources.
- o Strengthen Collaborative Leadership - Vibrant regions depend on a diversity of people and groups contributing to the civic life of their regions. In addition, they hinge on the presence of a pipeline of new leaders who are capable of working in partnership with existing leaders to think and act regionally.
- o Promote Regional Strategy and Planning - Embracing a framework that promotes sound planning and timely decision making is critical to the effective tackling of regional concerns and opportunities.
- o Advance Economic Development and Business Growth Strategies - Strong and sustainable economies require the pursuit of an appropriate mix of economic development strategies, especially ones that reduce economic gaps and strengthen a region’s economic assets.

o Tap the Talents of Purdue Faculty and Staff - No matter the complexity of the challenges regions face, PCRD has access to a team of highly talented Purdue University faculty and staff who can provide guidance on key regional matters.

To fulfill its mission and meet its goals, PCRD has developed the following signature programs

- o The Regional Decision Maker (RDM) and Demographic Profiles programs look to visualize critical data that informs local leaders and organizations of their region’s unique characteristics.
- o The Great Lakes Training Initiative is about building trusting relationships among key players that spur the movement of ideas into action in an agile manner. The initiative represents an effort by six University-based Centers in the states of Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin.
- o Stronger Economies Together, Strategic Doing, and the EDA University Center aim to promote the development of a high quality multi-year plan that builds on the economic strengths of the region
- o Economic Gardening and the Small Business Development Center (ISBDC) were established to advance a suite of programs that foster a balanced investment in the economic development activities of a region.

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

Purdue's Global Sustainability Institute (GSI) is connecting existing expertise at Purdue with a pressing global issue and form the core of the initiative. Purdue GSI has 5 main focuses, each affiliated with a separate Center.

- o Energy Center - The Center's mission is to grow the Purdue energy research and education enterprise. We engage researchers and students in a community that delivers new discoveries and develops disruptive technologies with national and global impact.
- o Center for the Environment (C4E) - The C4E is a major home of interdisciplinary, problem-driven research and teaching at Purdue focused on some of the world's largest environmental problems. C4E faculty are currently working on problems ranging from eliminating hazardous electronic waste, to reducing nutrient runoff in farm systems, to understanding the fate and transport of new chemicals in our soil and water, to understanding and addressing threats to soundscapes—acoustic resources that are an important part of many ecosystems. In all of their work, C4E emphasize both the human elements of environmental challenges and solutions as well as their ecological and technical aspects. The center also helps faculty partner with community stakeholders of all types—industry, government, local communities—to increase the relevance and impact of their work whenever possible.
- o Purdue Climate Change Research Center (PCCRC)- The PCCRC was established in April 2004 to serve as a crucible for interdisciplinary research on climate change and its ecological, social, economic, and political impacts. The PCCRC mission is to increase scientific and public understanding of the causes and impacts of climate change through fundamental research and effective education and outreach. Our overarching goals are to understand the causes and consequences of climate change, improve predictive models to project future climate conditions, and inform on-going state, national and international policy discussions on climate change, including mitigation and adaptation strategies. Distinguishing Features.
- o Purdue Water Community - The Purdue Water Community (PWC) is a vibrant, interconnected academic community that creates a collaborative environment for discovery and delivery of critical information focused on solving global and regional water challenges. The PWC will foster interdisciplinary water research and educational programs, via University-wide coordination of water research and educational activities.
- o Center for Global Food Security - Purdue's Center for Global Food Security is taking up the grand challenges of food security, helping to ensure that we have enough food, feed and fuel for the 21st century and beyond. The Center is gearing to mobilize and focus the talent pool of its faculty and partners on the evolving challenges arising from the interactions among agricultural production and food systems with climate change, energy demand and supply, policy responses, population growth and the associated development pressures. With a more comprehensive, transdisciplinary, and holistic approach to our educational and research programs, we hope to develop the strategies and tools we need to address the causes and consequences of food insecurity. A new generation of global leaders and new scientific solutions are needed to sustainably increase agricultural productivity, to reduce hunger and poverty, and to ensure peace and stability.
- o U.S.-China Eco-partnership for Environmental Sustainability (USCEES) - in 2011 USCEES was established by the U.S. State Department with the primary focus of addressing environmental challenges that are common to both the United States and China. The USCEES will bring together leaders from academic, government and business spheres to develop and apply innovative, solutions-oriented approaches to help move the trajectory of our nations, and the world, toward sustainable management of our natural resources and living environment in the face of our common vulnerability to climate and land use change.

The website URL where information about sustainability partnerships is available:

<http://www.purdue.edu/discoverypark/sustainability/>

Inter-Campus Collaboration

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

Submission Note:

Additional websites about cross-campus collaboration:

<http://www.purdue.edu/research/gpri/>

<http://www.purdue.edu/discoverypark/climate/>

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

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

Yes

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

A non-exhaustive list of collaborative sustainability research includes the following:

Global Policy Research Institute Research Incentive Awards
• U.S.-Mexico Workshop on Sustainable Biofuels Production

Principal Investigator:

Arvind Varma, Chemical Engineering

Co-Investigators:

Enrico Martinez, Chemical Engineering

Michael Ladisch, Agricultural and Biological Engineering

Maureen McCann, Biological Sciences

Arvind Raman, Mechanical Engineering

Anatoli Rapoport, Curriculum and Instruction

John Sutherland, Environmental and Ecological Engineering

Ignacio Grossmann, Chemical Engineering - Carnegie Mellon University

• A Global Spatially-Explicit, Open-Source Data Base for Analysis of Agriculture, Forestry, and the Environment: Kickoff Workshop for a 2 Year Pilot Project

Principal Investigator:

Thomas Hertel, Agricultural Economics

Co-Investigators:

Nelson Villoria, Agricultural Economics

Carol Song, ITaP

Christopher Miller, Library Science

International Co-Investigators:

Wolfgang Brigz, Bonn University, Germany

Noah Diffenbaugh, Stanford University

Glenn Hyman, International Center for Tropical Agriculture

Andrew Nelson, International Rice Research Institute, Philippines

Navin Ramankutty, McGill University, Montreal

Stefan Siebert, Bonn University, Germany

Stanley Wood, International Food Policy Research Institute, D.C

• Increasing Electricity Trading and Environmental Sustainability in Southeast Europe

Principal Investigator:

Paul Preckel, Agricultural Economics, Energy Center

Co-Investigators:

Brian Bowen, American University, Kosovo

James Myers, Rochester Institute of Technology

Benjamin Gramig, Agricultural Economics

F.T. Sparrow, Professor Emeritus, Purdue

Fadel Ismajli, Kosovo Transmission System and Market Operator

Skender Isufi, Korporata Energjetike e Kosoves Kosovo

Agon Meca, Albania

Verica Taseska, Macedonian Academy of Sciences and Arts

Researchers are also engaged with NSF, NASA, World Bank, DOE, NIT, US EPA, USAID, USDA, and The Nature Conservancy.

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:

AASHE

USGBC

Indiana Green Campus Network

Arbor Day Foundation

National Wildlife Foundation / Indiana Wildlife Federation

Greater Indiana Clean Cities Coalition

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

Purdue actively collaborates with other campuses within Indiana and abroad through the sharing of information, case studies, and resources. Much of the collaboration is facilitated through networking and relationships built at regional and national conferences.

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

<http://www.purdue.edu/discoverypark/environment/>

Continuing Education

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

26

Total number of continuing education courses offered:

130

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

[EN-11-Continuing Education Class List.xlsx](#)

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

The continuing education courses at Purdue include a range of classes designed to introduce and further expand knowledge on specific systems within sustainability. Some classes include Energy Savings 101, Fundamentals of Lighting Efficiency, and Green Chemistry-Chemical Waste Management.

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

Yes

A brief description of the certificate program:

The Green Enterprise Development certificate program offered through Purdue Continuing Education and Purdue Technical Assistance Program offers three levels of instruction in the implementation of sustainable, environmentally friendly practices in the workplace. Level 1 is the Green Generalist certificate which is earned by 8 instructional hours. Level 2 is the Green Specialist certificate which includes modules such as Sustainability in Practice, Dumpster Dive, Energy Management, H2O, Conserve, Pollution Solutions, and Green Chemistry. Level 3 is the SME Green Manufacturing Specialist Certificate which is earned by passing an exam.

Year the certificate program was created:

2,008

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

<https://www.distance.purdue.edu/training/greenGeneralist/>

Community Service

Responsible Party

Melissa Gruver

Assistant Dean

Civic Engagement & Leadership Development

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:

30,046

Total number of students :

38,788

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:

1,337,800

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:

Purdue University does not include student community service achievements on the academic transcript. However community engagement is included on the co-curricular transcript administered by the Division of Student Life

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

Yes

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

Purdue employees are allowed to volunteer one hour per week (in paid status) for the United Way Read 2 Succeed Program in local schools. Employees are encouraged and welcome to participate in any community service initiatives that are available to students. This includes campus-wide days of service and giving programs such as Season of Sharing and Project Move Out.

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

<http://www.purdue.edu/binvolved>

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

Yes

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

Purdue's Global Policy Research Institute (GPRI) is the nexus where science, technology, and policy meet. GPRI's mission is to enhance the visibility and impact of Purdue University's strengths in policy-related and multidisciplinary research, education, service, and outreach to inform decision-makers on global policy issues. GPRI is concentrating on the following seven critical global concerns:

- Agriculture: Crop development, food security, safety;
- Environment: Climate change, sustainability, water, air and arable land;
- Energy Systems: Alternative sources, delivery, efficiencies;
- Economy: Global commerce, development;
- Health: Health care engineering, disease, drug research;
- Security: Defense; space, cybertechnology;
- Society and Leadership: Family, governance, community resilience.

GPRI's continuing policy advocacy efforts include the following:

- Incentivize faculty in policy making - over \$480,000 has been awarded to Purdue researchers in 18 different policy related projects;
- Stage global issues 'salons' in California, Chicago, Indianapolis, and Washington, D.C. to raise awareness of the leadership role Purdue can play in advancing research knowledge and policy solutions;
- Educate Purdue students to be policy savvy and globally and culturally aware through the Seminar in Global Policy Issues Course offered during the spring semester, and through policy-related summer internships;

■ Host campus events including "grand challenge" conferences and distinguished lectures that provide understanding of the connections between global headlines and policy developments.

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

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

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

<http://www.purdue.edu/research/gpri/about/index.php>

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

Submission Note:

Additional website about the institution's participation is available at:

<http://www.fairlabor.org/affiliates/colleges-universities?page=7>

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

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

Yes

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

Yes

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

No

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

<http://workersrights.org/about/as.asp>

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

The 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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

Outdoor Air Quality

Responsible Party

Robin Ridgway
Senior Director
EHPS

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.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

List of Certified Buildings -

<http://www.purdue.edu/sustainability/initiatives/greenbuildings/highperformancebuildings.html>

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

756,016 Square Feet

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>407,109 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

	Certified Floor Area
Minimum Level	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

0 Square Feet

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

0 Square Feet

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

348,907 Square Feet

A copy of the guidelines or policies :

[OP-4-ExecutiveOrder-20080709-IR-GOV080541EOA.xml.pdf](#)

The date the guidelines or policies were adopted:

June 24, 2008

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

<http://www.in.gov/legislative/iac/20080709-IR-GOV080541EOA.xml.pdf>

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

and policies:

Purdue Board of Trustees assures each project meets the guidelines set by the Energy Efficient State Building Initiative

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

<http://www.purdue.edu/sustainability/initiatives/greenbuildings/highperformancebuildings.html>

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

Criteria

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

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

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

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

18,504,432 *Square Feet*

Gross floor area of building space:

18,504,432 *Square Feet*

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

Indoor air complaints are reported to and investigated by Purdue's Radiological & Environmental Management Department (REM). Investigations may include temperature, relative humidity, carbon dioxide, mold, and bacteria concentrations. Additional parameters may be checked depending on the specific complaint. Repairs, equipment modifications, and evaluations are conducted by Zone Maintenance, Departmental Maintenance and/or the central Indoor Air Quality (IAQ) Shop. Special room cleaning and disinfection may be conducted by Building Services or Departmental housekeeping when necessary.

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

<http://www.purdue.edu/rem/ih/iaq.htm>

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Dan Crimmins

Strategic Sourcing Manager

Food Stores

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

10.72

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

[OP-6-Local and Organic Purchases Total Dollars.xls](#)

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

See Excel 'OP-6-Local and Organic Purchases Total Dollars'

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

No

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

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

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

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

Purdue strives to procure food and beverages in the most sustainable method possible, and from sources within 250 miles of campus. Local vendors include some produce from Piazza, Red Gold Tomatoes, Creighton Brothers Fresh Eggs, Crystal Lake Frozen Eggs, Prairie Farms Dairy, Alpha Baking, and Glover's Ice Cream.

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

We pulled purchase reports from all vendors and removed the line items that did not qualify under local or sustainable purchases, based on STARS criteria. We also require our produce supplier to provide us a list of items purchases from within 250 miles and then added the two together.

Total annual food and beverage expenditures:

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

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

Has the institution achieved the following?:

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

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

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

Low Impact Dining

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

32.75

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

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

Yes

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

Yes

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

Yes

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

Vegetarian and vegan options are offered at all of Purdue's five dining courts. Beans, tofu, and peanut butter can be found on the salad bar and soy milk and vegan Malibu burgers are always available. A variety of self-serve options such as soup, salad bars, and stir fry stations with woks for special requests allow vegan and vegetarian students to customize their meal to fit their needs. Hummus and legumes are staples at Purdue dining courts. Windsor Dining Court has a designated station providing full balanced meals for vegan and vegetarian diners every day. Windsor also has a Burrito line with a variety of beans to customize their burrito or burrito bowl. Wiley Dining Court added a No Meat No Wheat station this year with a popular new recipe for Vegan Chimmichurri burgers. Vegetarian options are available in our popular “On the Go” locations.

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

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

<http://www.housing.purdue.edu/Dining/Nutrition/Vegetarian.html>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	3,589,226 <i>MMBtu</i>	3,366,960 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	---	---
District steam/hot water	---	---

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	17,310,458 <i>Gross Square Feet</i>	15,832,335 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	---
Healthcare space	---
Other energy intensive space	

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

	Degree Days
Heating degree days	---
Cooling degree days	---

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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:

Through the campus energy management system, occupancy schedules are established for various facilities based on the function of the space (i.e. classroom, office, lab...) and the heating, ventilation, and cooling (HVAC) systems serving those spaces are programmed to operate only during occupied periods. Additionally, the spaces are monitored during unoccupied periods to activate the HVAC systems if the space temperatures exceed acceptable conditions (i.e. space temperature rises above 85°F or drops below 60°F).

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

Purdue University uses various types of LED fixtures on campus with applications ranging from office lighting to parking lot lighting to task lighting in labs, and even plant study at the Horticulture greenhouse. One of the most popular LED fixtures on campus is the Cree CR24 2' x 4' Recessed Troffer.

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

Occupancy sensors have been installed throughout various buildings on campus (approximately 45 buildings). Occupancy sensors are used in classrooms and offices and are especially effective in areas of short term and inconsistent use such as bathrooms, closets, hallways, and break rooms.

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

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

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

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

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

The West Lafayette campus utilizes two building automation system (BAS) vendors to control heating, ventilation, and cooling (HVAC) systems on campus. Both of these systems are monitored and controlled by our BAS console operators in the Building Systems Department. Additionally, these systems can be accessed locally in the field and remotely off campus.

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

high efficiency alternatives:

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

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

Technology used includes motion sensors that completely shut down the cooling compressor if no motion is sensed after 1 hour. Unit will not restart the compressor until motion is sensed.

Additional savings include snack machines with LED lighting vs. fluorescent, and Coca-Cola vending machines that are programmed to shut off their lights. Decals have been placed on the machines indicating "My Beverages Are Still Cold" to make customers aware of the change.

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

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

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

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>2,551 Acres</i>
Footprint of the institution's buildings	<i>147 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>529 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>1,875 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

[OP-10-IWF_LSC_PURDUE_April-2012_FINAL.pdf](#)

The IPM plan :

Purdue provides integrated pest management with in-house staff. Outdoors, Supervisors inspect turf and shrubs on a regular basis to assess the health of plants and are watchful for pest presence / damage. Indoors, Building Managers report pest problems through the building work order system. Non-chemical strategies and approaches are implemented prior to resorting to chemical use. Pesticides will be applied only as needed, mainly as a curative treatment, using low impact products when applicable. If a chemical application is required, spot spraying is utilized instead of general full coverage approach, and the least hazardous pesticide should be selected. Staff who apply regulated pesticides maintain their Indiana 3A and/or 3B certifications. Application equipment is regularly calibrated and the label's directions are always followed when applying any product. Records are kept of all chemical applications.

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

The Sustainable Landscape Plan is a comprehensive look at Purdue University's forward thinking approach to landscape design, maintenance, and operations. In many cases, this document captures efforts that Purdue has been implementing for years based on innovative partnerships between operational units and world-class academic resources. In other cases, this document points to a path

forward where Purdue can provide a more sustainable campus landscape while continuing to meet the needs and the expectations of the campus community.

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

See Purdue Sustainable Landscape Plan (West Lafayette Campus) April 2012 – Pages: 21-40 , Link shown above

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

See Purdue Sustainable Landscape Plan (West Lafayette Campus) April 2012 – Pages: 2-10, , Link shown above

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

Purdue Sustainable Landscape Plan(West Lafayette Campus) April 2012 - Integrated Throughout Plan, Link shown above

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

See Purdue Sustainable Landscape Plan (West Lafayette Campus) April 2012 – Integrated throughout plan, Link shown above

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

See Purdue Sustainable Landscape Plan (West Lafayette Campus) April 2012 - Pages: 41-52, Link shown above

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

The Purdue Buildings & Grounds Department is responsible for snow and ice removal on over 20 miles of streets, 80 miles of sidewalks, 10,000 parking spots, and hundreds of curbs, ramps, and steps leading to buildings.

Staging and preparedness are two critical factors early in the snow and ice removal process. The Buildings & Grounds Department constantly monitors the weather conditions utilizing local media, government websites, and close communication with the Purdue Airport. The preparedness phase integrates communication and announcement of snow fleet mobilization with the Purdue Police Department, Purdue Fire Department, and the Purdue Airport.

Once the 2”-3” snow accumulation threshold is anticipated or has been met, the snow fleet mobilizes. Rather than using harsh or corroding chemicals, the product used as a deicing agent is a brine and beet juice solution. In 2011, Buildings & Grounds Department was awarded with the “Effective and Innovative Practices Award” from the Association of Physical Plant Administrators (APPA) for the design and application of a brine and beet juice deicing solution.

When class is not in session, a discretionary reduction in snow removal areas is implemented while maintaining critical areas for the 15,000 employees remaining on campus after the 40,000 students have gone home for Winter Break.

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

Ross reserve

<https://www.bio.purdue.edu/ecology/ross-reserve/>

McCormick Woods

<https://ag.purdue.edu/fnr/Pages/propmccormick.aspx>

Horticultural Park

<http://www.arboretum.purdue.edu/come-learn/horticulture-park/>

Horticultural Gardens

<http://www.arboretum.purdue.edu/come-learn/horticulture-garden/>

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

Yes

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

<http://www.purdue.edu/sustainability/initiatives/landscape/sustainablecampus.html>

Responsible Party

Donald Staley

Senior Landscape, Architect
Physical Facilities

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

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

Criteria

Part 1

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

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

Part 2

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

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

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

Purchasers are directed to established suppliers (Apple, Dell, HP) when sourcing PC equipment. For example, to purchase Dell the purchaser is directed to

<https://www.purdue.edu/business/procurement/BPM/Showcase/Dell/index.html>

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

The West Lafayette campus of Purdue University has engaged in a Strategic Sourcing initiative to direct as many purchases of desktop computer-ware as possible to a limited number of suppliers and a fixed list of products, most of which are EPEAT registered. This is a preference but not a mandate or policy. The procurement web pages showcase the selected equipment, most of which is EPEAT. Approval of the purchase requires fiscal authorization which validates that the purchase is from the list of approved suppliers. This is required for many IT purchases.

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	133,450 US/Canadian \$
EPEAT Gold	5,055,896 US/Canadian \$

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

7,601,491 US/Canadian \$

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

Cleaning Products Purchasing

Responsible Party

Charlie Cary
Director of Building Services
Building 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?:

No

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

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

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

There is a Campus Housekeeping committee where representatives of several departments (self-supporting and campus) [Building Services (academic buildings), University Residences (dining and res halls), Division of Rec Sports (Co-Rec), Athletics, Purdue Memorial Union] meet monthly to evaluate new green cleaning products. They develop a list of approved green cleaning chemicals as replacements for less sustainable cleaning chemicals, and help ensure compliance.

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:

37,333.33 US/Canadian \$

Total expenditures on cleaning and janitorial products:

495,526.70 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?:

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

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

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

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

Office Paper Purchasing

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

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

Part 2

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

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

Inclusive and Local Purchasing

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability

OUS

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

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

In 2005, Purdue University took steps to enhance their supplier diversity activities and recruited a well-known small diverse business advocate to lead their efforts to increase the contracts awarded to Indiana women and minority businesses. Since then Purdue University has become recognized as one of the premier supplier diversity programs in higher education in America.

The focus of the program has been outreach. The small staff of three people work tirelessly to introduce the diverse business community to decision makers at the West Lafayette campus, in addition to staff from each of the three regional campuses: Purdue Calumet, Purdue North Central at Westfield, and Purdue University-Indiana University at Fort Wayne. The cornerstone of the outreach efforts of the Purdue Supplier Diversity staff is the Relationship to Partnership (R2P) Sessions that take place each November. R2P is structured to

introduce the attending diverse businesses to decision makers from the Supplier Diversity Coalition of Greater Lafayette. The Coalition members are the larger employers of Tippecanoe County, each committed to expanding opportunities to women and minority firms.

Additionally Purdue University participated in the Disparity Study that was commissioned by the State of Indiana. Purdue's response to the findings in the study has produced a new stronger initiative entitled ACCESS, (Advocating Consistent Contracting to Engage Small Business Success). This program is designed to give even more muscle to an already dynamic commitment to the success of Indiana women and minority businesses.

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

No

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

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

<http://www.purdue.edu/supplierdiversity/>

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

And/or

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

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

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

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

Student Commute Modal Split

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

Employee Commute Modal Split

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

Support for Sustainable Transportation

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

The Roger B. Gatewood Addition facilitates bicycling as a commuting option by providing two shower facilities, as well as lockers and changing areas. This building meets the requirements of LEED Sustainable Sites Credit 4.2: Bicycle Storage and Changing Rooms. Thirty-four secure bicycle racks are located within 12 yards of the building entrance, and there are many other secure bicycle storage areas slightly farther from the building.

A semiannual audit of campus bicycle racks has been conducted since 1998 to determine bicycle rack capacity vs. use. Latest audit showed 61% of overall capacity was available for use.

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

Yes

A brief description of the bicycle parking and storage facilities:

The France A. Cordova Recreational Sports Center also is able to serve as a space for bicycle commuters, with bike rack areas right outside the west entrance, and shower and locker areas, however, only students and paying members may use these 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):

CityBus offers free rides for Purdue students, faculty, staff and retirees with a valid Purdue Photo ID. Free rides are available on all Campus Loop and Regular Route buses operated by CityBus throughout Lafayette and West Lafayette. This program is funded by an agreement between Purdue University and CityBus. In 2011, there were 3,497,400 free rides by Purdue students, staff, and faculty. This made up 67% of total ridership.

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:

A carpool permit is offered to individuals who currently hold a valid "A" or "B" parking permit. By utilizing the carpool permit, individuals who regularly commute together have the opportunity to save money on parking.

<http://www.purdue.edu/pat/mainnav/parking/carpool.html>

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Purdue has partnered with ZipCar to provide six cars at three convenient campus locations for use by the campus community. Students, faculty, and staff can join for \$25 and the first \$35 of driving is free. Gas and insurance are included in the hourly fee. The ZipCar program provides students access to inexpensive, fuel-efficient transportation 24 hours a day. Purdue also has a Budget rental car office directly on campus that rents vehicles by the hour, day or week.

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

Yes

A brief description of the electric vehicle recharging stations:

Electric vehicle charging stations are located at four locations on Purdue University's campus.

<http://www.purdue.edu/pat/mainnav/parking/chargingstation.htm>

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

Yes

A brief description of the telecommuting program:

Purdue University recognizes that flexible work arrangements can promote better work/life balance for its employees. Existing Purdue policy, Memorandum No. 178, addresses flexible work schedules for biweekly-paid staff and operations/technical assistants as subject to the Fair Labor Standard Act (VPBS 178). These Flexible Work Guidelines, in addition to policy, are being offered to assist exempt and non-exempt employees and their supervisor in making flexible work decisions.

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

Yes

A brief description of the condensed work week program:

Purdue University recognizes that flexible work arrangements can promote better work/life balance for its employees. Existing Purdue policy, Memorandum No. 178, addresses flexible work schedules for biweekly-paid staff and operations/technical assistants as subject to the Fair Labor Standard Act (VPBS 178). These Flexible Work Guidelines, in addition to policy, are being offered to assist exempt and non-exempt employees and their supervisor in making flexible work decisions. The most common practice of a condensed work week would be the "4/40 schedule," where the employee would work four 10-hour days with one day off each week.

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

Yes

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

Purdue provides unlimited fare-free transit to both West Lafayette and Lafayette for Purdue students, faculty and staff with a valid Purdue ID. This service spans all campus loop routes as well as nine regular routes throughout the community.

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:

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

Tamm Hoggatt

Assistant Director of Sustainability
OUS

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	6,522.34 Tons	11,642.98 Tons
Materials composted	215.47 Tons	1,854.59 Tons
Materials reused, donated or re-sold	548.80 Tons	698.16 Tons
Materials disposed in a solid waste landfill or incinerator	4,555.31 Tons	4,199.52 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	11,243	11,524
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	35,213	36,392
Full-time equivalent of employees	12,194	11,990
Full-time equivalent of distance education students	19,786	17,949

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

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

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

The Purdue University Warehouse and Surplus Store has existed in some form since the 1960s. It started out as an auction one day a year, but transformed into a year-round store operation. The goals of the Warehouse and Surplus Store are to redistribute assets within the university, generate revenue through the sale of merchandise to the public, and reduce landfill costs through the sale of merchandise. For the fiscal year 2011-12, over 589 tons of items were resold either to other departments or the public.

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

Purdue University has made its course catalogs, schedules, and directory easily accessible online. Students access course offerings, schedules, descriptions, and registration through a personal “myPurdue” account. The Purdue Electronic Directory is also available as an electronic copy of the Purdue University phone book which contains contact information for students, faculty, and staff.

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

Since 2006, Information Technology at Purdue (ITaP) has used a printing quota system to limit the amount of wasteful printing in libraries and computer labs. Students, as well as faculty and staff, have an established limit to their free printing for each semester. After that limit is exceeded, students are charged a per page fee. The Pharos Uniprint system is used to track printing history and printing balances. Currently, the free student printing quota is set at \$20 per semester for undergraduates and \$40 for graduate students. Black and white printing is valued at \$0.04 per page, and color printing is valued at \$0.12 per page. After implementing the program, a 40% decrease in printing was observed. Additionally, at the start of Fall 2010 duplex printing and the use of print release stations were implemented in computer labs.

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

For twelve years the Boiler Volunteer Network and the New Chauncey Neighborhood Association have sponsored Project Move-Out. Project Move-Out is a program that encourages residence hall students and students living in nearby apartments to donate items they would normally throw out when moving out for the summer. Furniture, clothes, food, cleaning supplies, personal care supplies, home décor, and electronics are some of the many donations accepted. For fiscal year 2011-12 over 70 tons of items were donated. Donated items are organized at the Purdue Armory and sent to local service and assistance organizations including:

- AIM (Lafayette School Corp)
- American Red Cross
- Diabetic Youth Foundation of Indiana
- Habitat for Humanity
- Bauer Family Resources
- Lafayette Adult Resource Academy (LARA)
- Lyn Treece Boys & Girls Club
- Mental Health America
- Mental Health America Day Shelter
- Trinity Mission
- Weed & Seed
- Multicultural Efforts to End Sexual Assault (MESA)
- New Apostolic Church
- Lafayette Urban Ministries
- First United Methodist Church Furniture Bank

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

Purdue University recycles rechargeable batteries for computers, power tools, telephones, cameras, laboratory equipment, and many other devices. Additionally, Purdue University recycles gloves worn by chemistry students during laboratory experiments.

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

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

Purdue University Residential Dining adopted permanent trayless dining in two of the five “All You Care to Eat” locations in the Fall of 2012. This represents 34% of total meals served. This decision came after piloting trayless dining in 2010 when for a one week period in all five “All You Care to Eat” dining locations in 2010.

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):

Purdue University introduced On-the-Go reusable bottles for freshman to reuse and refill fountain drinks for free at On-the-Go locations. Additionally, reusable bags were handed out for On-the-Go users to carry their food items.

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

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

Residential Dining began a reusable mug program in 2011. Every student living in a residence hall is given a reusable mug and bag. If students use their reusable mug in the “Grab and Go” locations, then they receive the beverage for free. All plastic bags from retail and “Grab and Go” locations have been virtually eliminated with students opting for the reusable bags.

The Purdue Memorial Union also has a reusable mug program. A 20 ounce mug can be purchased at various retail locations. The first drink is free, and every subsequent 20 ounce purchase of a drink costs only the 16 ounce price.

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

Purdue University has collaborated with the city of West Lafayette's Wastewater Treatment Plant in order to convert fats, oils, and grease and food scrap waste from Purdue University to produce energy used to augment the plant's electricity usage.

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

<http://www.purdue.edu/sustainability/>

Responsible Party

Tamm Hoggatt

Assistant Director of Sustainability
OUS

Criteria

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

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

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

Submission Note:

Figures from 2013-2014 fiscal years

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

Materials diverted from the solid waste landfill or incinerator:

8,537.66 Tons

Materials disposed in a solid waste landfill or incinerator :

4,498.11 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:

On October 20, 2011 Purdue's Physical Facilities department received the Indiana Governor's Award for Environmental Excellence for recycling and reuse. The University's award application highlighted the campus community's commitment to recycling by focusing on the implementation of the dual-stream desk-side recycling and waste-to-energy programs. Strongly complementing the established traditional recycling program, Purdue also diverts four tons of food waste from the landfill each week and converts it into clean, sustainable energy sources by utilizing the on-site equipment at the City of West Lafayette Waste Water Treatment Plant. The food waste from Purdue dining courts is converted to energy that is used to augment the plant's electrical supply. More information can be found at:

http://www.purdue.edu/newsroom/purduetoday/general/2011/story-print-deploy-layout_1_15961_15961

.html

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

Residential Dining implemented the FoodShare program in 2010. After each meal, dining administrators collect all food that is still safe to eat, but would not meet Purdue’s dining hall quality standards if reheated or reused. The food is packaged, frozen, and donated to the local county food bank.

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

Residential Dining and the Purdue Memorial Union (PMU) do not directly compost pre-consumer food waste. All Residential Dining facilities and PMU divert waste from the landfill through a cooperative agreement with the West Lafayette Waste Water Treatment Plant (WWTP). All pre-consumer waste collected is transported to the WWTP. At the WWTP the pre-consumer food waste is placed in an anaerobic digester which produces methane gas used to run turbines to produce electricity. Approximately 25% of the electrical needs of the WWTP are provided through this process.

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

Residential Dining and the Purdue Memorial Union (PMU) do not directly compost post-consumer food waste. All Residential Dining facilities and the PMU divert waste from the landfill through a cooperative agreement with the West Lafayette Waste Water Treatment Plant (WWTP). All post-consumer waste collected is transported to the WWTP. At the WWTP the post-consumer food waste is placed in an anaerobic digester which produces methane gas used to run the turbines to produce electricity. Approximately 25% of the electrical needs of the WWTP are provided through this process.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes

Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	No
White goods (i.e. appliances)	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Animal waste from butchering activities

Construction and Demolition Waste Diversion

Responsible Party

Michael Gulich

Director of University Sustainability

University Sustainability

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Hazardous Waste Management

Responsible Party

Adam Krajicek

Hazardous Material Manager
Radiological and Environmental Management

Criteria

Part 1

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

Part 2

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

Submission Note:

<http://www.purdue.edu/ehps/rem/hmm/wstmin.htm>

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

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

Yes

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

All chemical waste is collected, processed, and disposed of according to State and Federal disposal requirements. Purdue University has a system to manage all hazardous waste generated at the West Lafayette, Indiana campus. Purdue's Chemical Handling & Disposal guidelines devote several pages to waste minimization. The major steps include, source reduction, recycling and treatment. Full details are available at the URL:

<http://www.purdue.edu/rem/home/booklets/HMMguide.pdf>

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

All waste is picked up, transported, and processed in Purdue's permitted treatment, storage, and disposal facility. All non-regulated chemical waste is handled conservatively and managed based on chemical characteristics (e.g., many non-RCRA wastes are managed as hazardous). Each individual generator collects and accumulates their waste in proper containers at or near the point of generation without accumulating more than 55 gallons of waste at one time. When items are ready for pickup, the generator certifies the identity of the waste by completing and submitting a Hazardous Material Pickup Request form to the Purdue University Radiological and Environmental Management Department (REM). For each waste stream, Purdue selects a facility for the final treatment and disposal method that best protects human health, the environment, and natural resources. A 43 page document, at the URL shown below, outlines in detail the procedures of the program.

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

No significant hazardous materials release incidents have occurred during the last three years.

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

Purdue Radiological and Environmental Management directs a chemical redistribution program for laboratories on campus. To qualify for redistribution, chemicals must be in the original labeled container, have no visible sign of contamination, and be at least half full. Common chemicals redistributed through this program include mineral acids, acetic acid, trifluoroacetic acid, hydrogen peroxide, solid oxidizers, reactives, crystallized phenol, non-halogenated solvents, and bromine

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

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

All of Purdue's e-waste is sent to University Surplus, where they determine if it can be re-purposed, sold to the public, or as a last resort re-cycled. If an item is deemed to be end of life it is either re-cycled in house or sent to a certified (e-stewards and/or R2) re-cycler. Purdue Surplus employs part-time students to de-construct desktop computers, in which we are 100% ZERO Landfill. All components are sold to certified e-waste re-cyclers.

Purdue's Warehouse & Surplus Store and Purdue's Radiological and Environment Management department have collaborated to ensure Purdue's e-waste is handled in an environmentally responsible manner. The Warehouse "Green Program" effectively redistributes these assets where applicable, sells to the general public, then responsibly recycles all unusable electronic items. The recent purchase of a new state-of-the-art hard drive shredder will not only guarantee the security of the University's electronic media, it will also reduce hard drive e-waste and turn a product that once cost the university to dispose of, into a recyclable product. Approximately 5,000 pounds of power cords that are cut off from machines are recycled each year. Additionally, hard drives, circuit boards, aluminum, memory sticks, and

metal cases are also recycled.

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

All of Purdue's e-waste re-cyclers are audited and certified through Purdue's Radioactive and Environmental Management Department (REM). All re-cyclers must be certified under the e-Stewards and/or R2 standards. All of Purdue staff receives training and proper PPE before performing any task.

All e-waste items are either handled through Purdue's Surplus and Salvage operations or contracted out to a local e-waste vendor. Both services have been certified by the Responsible Recycling Practices (R2), an accredited, third-party auditor.

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

<http://www.purdue.edu/ehrs/rem/hmm/chemwaste.htm>

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

Christopher Marks

Water Works/Waste Water Supervisor

Campus Planning

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	1,079,187,550 Gallons	1,487,285,906 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	598,275,053 Gallons	602,086,694 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
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Number of residential students	11,243	11,524
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	35,213	34,968
Full-time equivalent of employees	12,194	13,686
Full-time equivalent of distance education students	19,768	15,915

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	12,087,759 <i>Square Feet</i>	10,909,862 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	1,371 <i>Acres</i>	1,371 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

Water recycled/reused on campus, performance year:

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

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

Purdue has two large cisterns approximately 1000 gallons. One is located at the south corner of the Materials & Electrical Engineering building and one under the southeast stairs at Duncan Annex (EE) which is used to collect “once-through” cooling water from DX air conditioning units in the surrounding buildings. Those cisterns are also connected to the irrigation system on Purdue Mall.

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

Purdue University installed water meters to meter all potable water use on campus in 2006 and 2007. Those meters track water use to pay sewage usage charges to the City of West Lafayette Wastewater Treatment Utility. The University is currently in the process of upgrading all meters for potable water, chilled water, electric and steam condensate on campus. When complete all data points will be brought to a central collection and reporting point.

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

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

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

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

The Grounds Department at Purdue has been keeping up with irrigation technology since the 1950s to more efficiently and effectively keep campus plant materials and turf attractive and healthy. Since the 1970s, the Grounds department has integrated control timers with the irrigation systems for better control. Since the early 2000s, smart timers, soil probes, and rain gauges have been used for even more precision and conservation. The department is responsible for over 1.9 million square feet of turf and over 680,000 square feet of shrub and flowerbeds. The irrigation systems on campus contain 67 control units, over 600 in-ground control valves, and more than 10,000 irrigation heads. The Grounds Department recently installed a new centralized irrigation control system that allows the control units to be set remotely and to incorporate weather data to help determine how much water is required. The system includes a weather station that automatically adjusts the irrigation based upon the weather. Projections indicate the system will save countless labor hours and 18 million gallons of water annually.

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

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

http://www.purdue.edu/sustainability/pdf/Purdue_University_Sustainability_Strategic_Plan_April_2010.pdf

Rainwater Management

Responsible Party

James Knapp
Senior Civil Engineer
Facility Engineering

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

Submission Note:

<http://www.wabashriver.net/hydrology/>

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

No

A brief description of the institution's Low Impact Development (LID) practices:

Purdue University maintains a cooperative Municipal Separate Storm Sewer (MS4) permit (2011) with the Tippecanoe Partnership for Water Quality (TCPWQ) in accordance with Phase II National Pollutant Discharge Elimination (NPDES) requirements. A campus-specific, comprehensive stormwater management ordinance can be accessed online (URL below). This includes guidance for construction and post-construction Storm Water Pollution Prevention Plans (SWPP), which Purdue actively maintains for campus construction sites greater than 0.5 acres. To support this, Purdue Physical Facilities maintains a Consultant's Handbook that includes a Stormwater Technical Standards Manual and list of post-construction Best Management Practices (BMPs). Purdue's Campus-Wide Sustainable Stormwater Modification Design (Nov. 2009) identified opportunities to implement stormwater measures that reduce runoff, improve water quality, and maintain groundwater recharge. This included retrofits in areas such as streetscapes, existing program areas, and buildings to sustain and improve campus water resources.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

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

The Purdue University storm water management plan, includes the following objectives ■ Recognize the link between rain and groundwater replenishment, prevent ground and surface water pollution, and raise awareness of water in built environments, and provide a model in managing water as a valuable resource (Purdue SWMP, 2009).

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

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

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

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

Living or vegetated roofs - The student-led, Boiler Green Initiative (BGI) received a grant from Indiana State Farm to build Purdue University's first green roof (also the first green roof in Tippecanoe County). Constructed in 2009, the Schleman Hall Green Roof Project retrofitted an existing 1,750 square foot roof with an extensive, modular system. The project was designed to improve Schleman Hall's environmental footprint and aesthetic presence while introducing sustainable construction practices to students and the community. The installation acts as a 'living laboratory' for a variety of studies on green roof technologies and impacts, including energy efficiency, insect population response, and stormwater capture-treatment.

A second, much larger green roof project (approximately 6,000 square feet) was initiated in March 2012 when the opportunity arose for necessary roof replacement on the Civil Engineering Building. This provides a space for students to collaboratively develop new methods for green roof evaluation and research. Examples of such work include: analysis of roof structure heat loads via selected pavers and plant media and an investigation of energy-efficiency technologies, as well as quantification of rainwater collection system runoff reduction.

Slated for completion this Fall (2012), green roof design is available online at:

<https://engineering.purdue.edu/CESAC/projects/greenroof.html>

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous asphalt was first installed on Horticulture Service Drive in 2007; it was later installed along Beering Drive and the band practice field. Pervious concrete was installed more extensively in parking lots (north of the Armory, Marriott Hall and at the intersection of Third and Russell streets). Purdue has become a local leader in pervious pavement installation, providing tours and 'lessons learned' as part of a continuing education program for civil engineers and contractors.

One of the most successful uses of permeable pavement can be observed in the integrated design of the Black Cultural Center (BCC) parking lot. Pavement was used in the parking stalls of the lot to infiltrate runoff, and the parking lot was graded to direct runoff towards a central bioswale surrounded by impervious concrete pavement. This design redirected debris and particulates, which would have otherwise clogged the porous surfaces. Excess runoff was then directed into another bioswale at the north end of the parking lot.

• Porous Asphalt

1. 2007 Horticulture Service Dr.,
2. 2008 N. Beering Drive,
3. 2008 Band Practice Field, and
4. 2010 BCC Parking Lot

• Pervious Concrete Parking Lots

1. 2007 3rd. and Russell
2. 2010 Armory
3. 2011 Marriott Hall

• Permeable Pavers

1. 2008 Rush Crossing the Tracks
2. 2011 Stadium Mall
3. 2009 Hilltop Apt
4. 2012 Nelson Food Science

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

There is a rain garden south of Hanley hall, next to the Horticulture Building, and in between Harrison and Hillenbrand residence halls. The rain garden between Harrison and Hillenbrand was celebrated with a \$50,000 Ford Motor Company College Community Challenge grant.

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

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

Vegetative bioswales have been similarly integrated on the grounds of Pao Hall of Visual and Performing Arts, Bindley Bioscience Center, Ross-Ade Stadium, Mollenkopf Athletic Center and the Armory parking lot. Pao Hall landscaping epitomizes economical, attractive vegetative alternatives to curbs and gutters. Blocks of dense, native grasses and forbes are surrounded by cultivated shrubs and trees that flow seamlessly into the traditional campus landscape. Additionally, the number of rain gardens and infiltration beds continues to increase from year to year. The first rain garden was installed at the Hillel House in 2010 by the BGI, and rain gardens have been integrated into multi-use path and roadway development. Additional rain gardens are in the planning stages near the Horticulture Building. Infiltration beds have been installed beneath the football practice fields, in Stadium Mall and in sections of the Neil Armstrong Hall parking lot.

2006 Pao Hall

2009 Discovery Park

2009 Mackey

2010 Replacement Student Housing

2011 Stadium "R" Lot

2011 Stadium Mall

2011 Hanley Hall

2012 Northwest Athletic Site

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://pubs.awma.org/gsearch/em/2013/6/ridgway.pdf>

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Purdue University has received recognition from various local, regional, and national organizations, on account of the ongoing sustainability initiatives on campus. These awards and certifications have pertained to all sorts of categories, such as recycling, planning management, sustainability reporting, landscaping, and green construction. The U.S. Green Building Council awarded Purdue a Leadership in Energy and Environmental Design “Gold” status. Purdue’s 77% Waste Diversion in 2011 was highlighted in ‘The Princeton Review’s Guide to 322 Green Colleges’. The Purdue arboretum was awarded a Level II Accreditation by the ArbNet Arboretum Accreditation Program and the Morton Arboretum. Purdue received a “Silver” Starts rating in 2012. From 2010 to 2012 Purdue received APPA’s Effective and Innovative Practice Award. The Indiana Wildlife Federation awarded a Level 3 “Conservation Champion” to Purdue University in 2012. Finally, Purdue received Indiana Governor’s Award for Environmental Excellence in 2011.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The purpose of the committee is to set five-year goals to advance the sustainability of the university, guided by Purdue University's Sustainability Strategic Plan including but not limited to reducing overall energy consumption and transitioning to greater utilization of clean and renewable sources of energy, determine measurable objectives for achieving these goals, and evaluate progress in meeting the objectives.

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

Faculty Members:

Jane Yacilla (Chair)

Inez Hua

Sanford Fleeter

Abdelfattah Nour

Germina Weldwachter

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

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

Yes

A brief description of each sustainability office:

The Office of University Sustainability was formally established in the summer of 2011 and is currently staffed with a director, 4 full-time employees, and 8 student interns. The task of the Office of University Sustainability is to provide a comprehensive approach to sustainability on campus, linking the many initiatives already underway across departments, collaborating with the Lafayette-West Lafayette community on innovative projects, and creating a long-term vision for the future. In addition, the Sustainability office is charged with facilitating and tracking progress on the campus Sustainability Strategic Plan. This plan contains over 150 goals around these pillars.

-Site Considerations

-Water Recourses

-Energy & Built Environment

-Materials Management

-Food Systems

-Academics & Research

-Endowment / Development

-Community Relationships

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

3

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

<http://www.purdue.edu/sustainability/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Michael J. Gulich, AIA, LEED AP

A brief description of each sustainability officer position:

The Director of Sustainability is a senior management position responsible for providing the vision, organizational strategy and focus for advancing operational sustainability efforts at Purdue University. This position provides senior administrators, faculty, staff and students with the knowledge, skills, and motivation to integrate sustainability values and practices into: strategic planning processes, operations and resource management, and overall University practices. This individual will collaborate with students, faculty, and staff and relevant committees to support and enhance current sustainability initiatives and will provide leadership in assisting the University to continue to enhance its efforts and reputation with regard to sustainability programs.

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

<http://www.purdue.edu/sustainability/>

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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

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

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

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

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	No
Buildings	Yes	Yes
Dining Services/Food	Yes	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	No
Transportation	Yes	No
Waste	Yes	Yes
Water	Yes	No
Diversity and Affordability	No	No
Health, Wellbeing and Work	No	No
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

Purdue University has created both short and long term academic goals to increase our sustainability. The short term goals include creating an inclusive workgroup on sustainability and promoting the development of faculty sponsored service-learning courses. Our long term goals include formalizing a process to maintain a list of sustainability-related courses, creating and supporting a Green Week group responsible for managing future Purdue Green Weeks, and supporting sustainability-themed, cross-disciplinary courses. Purdue is committed to creating a sustainably centered academic campus.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

N/A

Accountable parties, offices or departments for the Curriculum plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Concerning research, Purdue's short term goal is to investigate strategies to improve integration of current research with sustainability projects on-campus. For long term goals, Purdue plans to conduct year-round sustainability research, explore global research opportunities with institutions around the world, and offer graduate student research assistantships in sustainability related topics and fields.

The measurable objectives, strategies and timeframes included in the Research plan(s):

N/A

Accountable parties, offices or departments for the Research plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Purdue's extensive engagement with on campus facilities include launching an educational campaign that highlights existing sustainability projects around campus and bringing an educational component to Purdue's Living Laboratories initiative. Long term goals include creating a green demonstration residence hall and encouraging the creation of department-level Sustainability Committees at the department level.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

N/A

Accountable parties, offices or departments for the Campus Engagement plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance Public Engagement around sustainability:

One of Purdue's short term goals is to develop an email list to invite community groups interested in attending sustainability events on campus. Concerning long term goals, Purdue desires to create funded student internship positions that relate to sustainability work. Also, Purdue wants to create a Purdue Cooperative Extension Service technical advisory group that will develop sustainability goals including: energy efficiency, wind energy systems, biomass education, and programs for on-farm and residential stakeholders.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

N/A

Accountable parties, offices or departments for the Public Engagement plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Air and Climate:

Purdue's short term goals for air pollution control include continuing the research and tests on battery-powered grounds maintenance equipment. Some long term goals for air pollution control include developing an inventory for greenhouse gas emissions related to transit and developing a program for tracking the data and reporting it annually. Purdue also strives to develop construction indoor air quality (IAQ) guidelines for contractors to protect worker/occupant health based on the ASHRAE Standard 189.1.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

N/A

Accountable parties, offices or departments for the Air and Climate plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Buildings:

Purdue's sustainability goals extend to green building certification, construction best management practices, and building energy. Green building certification includes investigating the potential of piloting a LEED for Existing Buildings maintenance project. For construction best management practices, Purdue desires to have a 65 percent construction and demolition diversion rate. Finally, there is a goal of having Purdue's Sightlines peer group have the lowest energy consumer (BTU/GSF/year) in the building energy category.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Achieve a 65 percent construction and demolition waste diversion rate.
Lead our Sightlines peer group as the lowest energy consumer (BTU/GSF/year) by 2014.

Accountable parties, offices or departments for the Buildings plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

A Dining Services Sustainability committee worked to create a university definition of 'local food'. Dining has piloted nearly phosphorous-free dishwasher cleaning solution and now uses phosphorous-free dishwashing solution in all dining areas. Dining also has goals to develop student education campaigns for healthy food at the dining commons and grow herbs for use in dining services' meals.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

N/A

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Energy:

Purdue's sustainable goals in energy include renewable energy and greenhouse gas emissions inventory. Some long term goals within renewable energy parameters include developing on-campus wind capacity through research in small turbine installation to supplement current power sources, and a wind farm installation sized 10 to 20 megawatts. Greenhouse gas emissions short term goals include calculating the university's carbon footprint annually. Some long term goals include quantifying greenhouse gas emissions associated with onsite and purchased energy and populate the greenhouse gas and pollutant emissions metrics.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Quantify greenhouse gas emissions associated with onsite and purchased energy and calculating the university's carbon footprint.

Accountable parties, offices or departments for the Energy plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

In the Ground's department, Purdue is striving to improve master planning and land use, Storm water, and Site operations and maintenance. Within these sections short term goals include implementing organic turf management practices in 10 percent of the campus's current managed turf area, creating stronger connections between campus and community bicycle trails, and improving storm water usage. Long term goals include implementing a targeted turf replacement effort where turf is not necessary and converting 50 percent of the Horticulture Park to native prairie grasses.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Conversion of 50 percent of the Horticulture Park to native prairie grasses, and implementing organic turf management practices in 10 percent of the campus's current managed turf area.

Accountable parties, offices or departments for the Grounds plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Purchasing:

Purchasing goals for Purdue University include: developing educational materials for procurements professionals, revising vendor agreements to provide sustainability information about their products, and develop a comprehensive sustainable purchasing policy. Purdue also requires that all campus printers are able to print double sided and will default to that setting.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

N/A

Accountable parties, offices or departments for the Purchasing plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Transportation:

Purdue's short term transportation goals include expanding alternative transportation programs through new initiatives, and continuing to use fleet vehicle purchasing guidelines with at least minimum fuel efficiency requirements. Long term goals include establishing an internal campus transit loop that connects the four major campus quadrants, encouraging a "park once" mentality, and developing an inventory for greenhouse gas emissions related to transit.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

N/A

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

Purdue's short term goals for waste include: expanding the Purdue Recycles desk-side dual stream recycling program, achieving an 85 percent recycling rate, and to require contractors to recycle construction materials for all project types. With long term goals, Purdue would like to continue to investigate opportunities to reuse coal ash from the Wade Utility Plant and continue to participate in RecycleMania.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Achieve an 85 percent recycling rate by 2014.

Accountable parties, offices or departments for the Waste plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Water:

Short term goals to improve Purdue's sustainable use of water resources include maximizing opportunities to reduce water usage for irrigation, adopting maximum flush and flow requirements for all water-using fixtures, continuing to explore opportunities to redirect water, and capitalizing on synergies with the Wellhead Protection Program. Long term goals include assessing opportunities to reuse stormwater in the chiller plant cooling towers to offset potable water use, capturing and redirecting water flushed from wells on startup, and winning the "Hoosier Water Guardian" award for campus potable water supply.

The measurable objectives, strategies and timeframes included in the Water plan(s):

N/A

Accountable parties, offices or departments for the Water plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Purdue Dining health goals completed include encouraging portion control by having smaller plates and tray less dining. This will also help to decrease food waste and promoting healthfulness by educating guests on portion size. Additionally, Purdue is encouraging healthy eating choices by providing educational materials such as nutritional information for dining hall food items.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

N/A

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in Investment:

N/A

The measurable objectives, strategies and timeframes included in the Investment plan(s):

N/A

Accountable parties, offices or departments for the Investment plan(s):

Purdue Office of University Sustainability

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

Purdue Office of University Sustainability

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

http://www.purdue.edu/sustainability/pdf/Purdue_University_Sustainability_Strategic_Plan_April_2010.pdf

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

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

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

And/or

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

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

Part 2

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

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

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

And/or

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

Part 3

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

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

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

And/or

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

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

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

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

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

Yes

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

Purdue Student Government (PSG) represents the interest of Purdue undergraduate and professional students at the University, state, and national levels. PSG's President, Vice President, and Senators are elected by the undergraduate student body. Senators represent the School/College they are enrolled with. Students can also participate directly in PSG by serving as a Director or Associate Director in the executive branch, or as a justice in the Purdue Student Supreme Court. Finally, students can interact with PSG through a variety of media, directly impacting PSG's operations and involvement on campus.

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

Yes

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

Purdue Student Government's President, elected by the undergraduate and professional student body, is a voting member of the Purdue University Senate. A Purdue Graduate Student Government representative also serves as a voting member of the Purdue University Senate; this individual is appointed by a Senate of graduate students from each academic department on campus.

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

	Yes or No
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	---

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

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

Yes

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

The Administrative and Professional Staff Advisory Committee (APSAC) links administrative/professional staff to Purdue's central administration. APSAC appoints its members, and these members elect the APSAC chairperson and vice-chairperson.

The Clerical and Service Staff Advisory Committee CSSAC advises Purdue administration on important issues relating to all clerical and service staff members. CSSAC members apply for a position and are interviewed by the CSSAC membership subcommittee; CSSAC's work benefits all staff.

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

Yes

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

CSSAC and APSAC each appoint a permanent nonvoting seat on the University Senate, and have members on a wide range of University Senate committees, including the Strategic Plan Committee, Campus Master Plan Review Committee, and Campus Safety Task Force.

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	---
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	---

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

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

Yes

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

The Purdue University Senate is the governing body of the faculty. Subject to the authority of the Board of Trustees and in consultation with the President, the Purdue University Senate it has the power and responsibility to propose or to adopt policies, regulations, and procedures intended to achieve the educational objectives of Purdue University and the general welfare of those involved in these educational processes.

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 representatives are selected by their departments.

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

	Yes or No
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	---

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

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Christine Taylor

Vice Provost - Diversity & Inclusion
Division of Diversity & Inclusion

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

Submission Note:

<http://www.purdue.edu/diversity-inclusion/what.html>

http://www.purdue.edu/provost/about/bios/Christine_Taylor.html

<http://www.purdue.edu/diversity-inclusion/index.html>

"---" 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:

Rather than a committee the university has established a Division of Diversity and Inclusion is charged with the responsibility to bring together resources, cultural centers and diversity programs across campus. The Division of Diversity and Inclusion provides focus, energy, support and leadership as Purdue University builds a more diverse, inclusive community. Through synergistic collaborations, the division seeks to:

- Create and sustain a welcoming campus where all students can excel
- Increase and retain the number of historically underrepresented and diverse students, faculty and staff at Purdue
- Prepare all students to thrive in an ever increasing diverse, global environment

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

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

<http://www.purdue.edu/diversity-inclusion/what.html>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Cultural competence training and activities are available through numerous venues on the campus for faculty, staff and students. Key to all of the initiatives is the utilization of effective assessment measures.

The Diversity Resource Office (DRO) encourages, develops, administers, and assesses programs and activities that foster a climate celebrating the rich diversity of our university community. DRO, home of the Diversity Key Certificate Program and the L.E.A.D. Peer Mentor Program, offers training for diversity competencies in both the workplace and learning environments. Other diversity initiatives include the Connections Institute on Leadership and Diversity, Diversity in the Global Experience, the Intersections Student Diversity Conference, the annual Diversity Summit, and publication of the Religious, Ethnic, and Civic Observances Calendar.

The Office of Institutional Equity supports Purdue University's mission to promote human and intellectual diversity by providing equal access and opportunity through fostering an inclusive environment for all members of the University community. The office develops and directs the affirmative action program for the West Lafayette campus and serves as a resource and coordinator of Purdue University's system-wide affirmative action activities, including the Calumet, Fort Wayne, and North Central campuses. The Office of Institutional Equity works with the Purdue University community in implementing and upholding policies and practices that are consistent with federal and state mandates as well as existing University policies regarding equal access, equal employment and educational opportunity for all persons, without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or veteran status.

The mission of the Susan Bulkeley Butler Center for Leadership Excellence is to develop leadership capacity through research, education and collaborations that help advance inclusion and broaden representation in academic administration. The Butler Center provides research support, educational seminars, workshops and experiences that enhance both aspiring and experienced leaders' understanding and ability to manage today's complex institutions of various types, particularly colleges and universities. Hallmark programs, such as Purdue Women Lead, the Women's Resource Network and the Purdue Conference for Pre-Tenure Women, support, with collaboration from other University units and organizations, the preeminence of Purdue University as a leader, as well as a university that is welcoming and inclusive of its diversity of women students, staff and faculty while recognizing the achievements and relevance of women in all its aspects.

The Division provides on-going cultural programming for the campus. For a comprehensive listing of programs visit

diversity.purdue.edu

. Two new offerings in the 2012-13 programs have included:

One Community – A series of eight conversations which have highlighted the lived experiences of a number of identity groups including: LGBT, Native American, Latino, Internationals, Asian Americans, People with Disabilities, Women, African Americans, and People with Religious Differences. During the sessions, panels from the respective groups share their story and engage the audience in discussion. This has been a widely successful series.

Safezone training – provides an understanding of the unique challenges facing LGBTQ students, faculty and staff in higher education. There has been strong demand for these programs.

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

<https://diversity.purdue.edu/programguide/>

Assessing Diversity and Equity

Responsible Party

Christine Taylor

Vice Provost - Diversity & Inclusion
Division of Diversity & Inclusion

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

Submission Note:

<http://www.purdue.edu/oir/nsse.html>

<http://www.purdue.edu/oir/OIRMonthly.html>

Data is more than 3 years old for all but the COACHE survey.

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

Purdue's Office of Institutional Research, Office of Student Analytical Research, and Office of Strategic Planning and Assessment comply with various state and federal mandates to collect and make public certain types of information about our campus community.

Periodical assessments are conducted to statistically inform the campus community about the dynamics of diversity and inclusion in the university environment. These are collected through a variety of university and college based survey instruments.

COACHE Survey – faculty – 2012

NSSE – Student Survey – every three years

University Climate Study – 2009

These statistical results are presented openly to the Purdue community including students, faculty, and staff. These reports are available on the university website and guide institutional initiatives. A most recent example was the establishment of an LGBTQ center which was identified as a key issue in the institutions accreditation report as well as the last climate survey.

Has the institution assessed student diversity and educational equity?:

Yes

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

Purdue’s Office of Institutional Research, Office of Student Analytical Research, and Office of Strategic Planning and Assessment comply with various state and federal mandates to collect and make public certain types of information about our campus community. Periodical assessments are conducted to statistically inform the campus community about the dynamics of diversity and inclusion in the university environment. These are collected through a variety of university and college based survey instruments.

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Has the institution assessed employee diversity and employment equity?:

Yes

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

Purdue’s Office of Institutional Research, Office of Student Analytical Research, and Office of Strategic Planning and Assessment comply with various state and federal mandates to collect and make public certain types of information about our campus community. Periodical assessments are conducted to statistically inform the campus community about the dynamics of diversity and inclusion in the university environment. These are collected through a variety of university and college based survey instruments.

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NSSE – Student Survey – every three years

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These statistical results are presented openly to the Purdue community including students, faculty, and staff. These reports are available on the university website and guide institutional initiatives. A most recent example was the establishment of an LGBTQ center which was

identified as a key issue in the institutions accreditation report as well as the last climate survey.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<https://sp2010.itap.purdue.edu/provost/COACHE/SitePages/Home.aspx>

Support for Underrepresented Groups

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

Purdue University's Black Cultural Center is a vibrant element of University life, offering a wealth of programs and services for the entire campus community. We bring together the wonderful diversity of the Purdue family by nurturing and presenting the rich heritage of the African American experience through art, history and cultural understanding. The center sponsors outstanding student performing arts ensembles in dance drama, choral music and creative writing. We also house a special collections library, a computer lab, and student organization office and meeting space.

Latino Cultural Center (LCC) The LCC was established in 2003 as a place to gather, learn, share, and support Latino cultures. The LCC seeks to enhance diversity through education and programming but also acts as a home away from home among Latinos/as at Purdue. The LCC serves as an educational and cultural foundation for all students, faculty, and staff members. Educational, social, professional, and cultural events are hosted and sponsored by the center throughout the year. These events are designed to foster open relationships across campus and in the community in celebration of and education about Latino culture. In addition to programming, the LCC also provides an array of resources for Latino/a students and visitors to the center. Some of these resources include an ITaP computer lab, Latin American Book & Media Collection, study room, multipurpose room, and a conference room for meetings. The LCC facility exists to create an environment for academic success as well as support for a culture that is both familiar and essential to the Purdue academic community.

The Lesbian Gay Bisexual Transgender and Queer (LGBTQ) Center provides programming that engages the entire Purdue University campus and community on LGBTQ issues through an exciting calendar of events, a distinguished lecture series, advocacy for equitable access and a discrimination-free environment, and facilitation of a variety of training opportunities throughout the year. Our space is a dedicated Safe Zone that provides a welcoming and affirming location on campus for all, regardless of sexual orientation and gender identity or expression. The LGBTQ Center maintains an extensive print and media library as well as a collection of original artwork and historical artifacts that communicates an all too often hidden history. Tours of the Center highlight the diverse LGBTQ community, relate key historical moments, explore the complexity of identity, address common stereotypes and misinformation about LGBTQ people, and create opportunities for building intercultural dialogue and connections. The Center is the primary point of contact for members of the LGBTQ community as it works collaboratively with campus departments, student organizations, university administration, and local community groups to connect students with enriching resources, activities, and support services they seek in order to be successful at Purdue University and beyond.

The Native American Educational and Cultural Center (NAECC) is committed to creating and promoting positive relationships with and among Purdue University students, staff, and Native American communities. The NAECC facility provides academic support and serves as "a second home" for Purdue students. NAECC staff engage in direct student advocacy and liaise with various academic departments to promote higher education access and inclusion of Indigenous knowledge.

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

<http://www.purdue.edu/diversity-inclusion/>

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:

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

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

http://www.purdue.edu/purdue/ea_eou_statement.html

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

Yes

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

Yes

Support for Future Faculty Diversity

Responsible Party

Christine Taylor

Vice Provost - Diversity & Inclusion
Division of Diversity & Inclusion

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Purdue has been a recent recipient of the NSF Advance grant. The ADVANCE grants assist university with respect to increasing the presence of women in the STEM disciplines. The focus of our grant was to increase the number of women and specifically the number of URM women who are members of the STEM faculty. Institutional practices which have emerged since the beginning of the grant include the following:

Hiring and Bias Workshops – open to all faculty members participating in searches

Future Purdue Hiring Incentive Funds – funding which can be sought from the provost office as a way to leverage hiring of underrepresented faculty (women and underrepresented minorities)

Participant in Compact for Faculty Diversity – a program which features the largest gathering of URM Ph.D. students who are interested in going into the professoriate. We recruit annually at this event.

We have developed a Post-Doctoral program which is focused on increasing the number of URM women in the STEM area

We have developed mentoring workshops for chairs and department heads. Several areas have developed mentoring programs.

LSAMP – this NSF sponsored program provides research opportunities and financial support to URM students to prepare them to move on to the advanced degrees in STEM areas.

AGEP – this NSF program supports URM doctoral students who are interested in moving into the professoriate.

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

<http://www.purdue.edu/discoverypark/advance/>

Affordability and Access

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The Division of Financial Aid staff members assist students and families in weighing their options in paying for a Purdue education. As a state-supported university, Purdue serves both the resident taxpayers of Indiana and students from across the nation and world. Nonresidents, who pay higher tuition than Indiana residents, often need to develop comprehensive financing strategies to cover the cost of a Purdue degree. DFA helps evaluate the options families have and aids families with special circumstances.

In the 2013-14 academic year, financial aid awards totaling \$331,959,747 were received by 72 percent of undergraduate students. The average aid per undergraduate recipient was \$14,627. University scholarships and grants grew by 3 percent.

<http://www.purdue.edu/dfa/Financial-Aid-1415.pdf>

In addition to counseling, DFA awards students from low-income backgrounds need-based aid. A calculation based on the information from the FAFSA is used to create a financial aid award for the student.

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

21st Century Scholars (TFCS)

The Twenty-first Century Scholars program helps Indiana families afford a college education for their children and began in fall of 1990. The focus is to assist students from low and moderate income families afford the ever-increasing cost of a college education.

Income-eligible 7th and 8th graders who enroll in the program and fulfill a pledge of good citizenship may be eligible for up to four years (eight semesters) of college tuition at any participating public college or university in Indiana.

The Purdue Opportunity Awards Program (POA) provides scholarship monies and support programming to income eligible Twenty-first Century Scholars from Indiana. Made possible through the generosity of Purdue's alumni and friends, qualified students may receive a nice scholarship package as long as they fulfill the requirements of the program, one of which includes full participation in the Purdue Promise support program for four years.

<https://www.purdue.edu/studentssuccess/specialized/purduepromise/index.html>

<https://www.purdue.edu/studentssuccess/specialized/poa/index.html>

Indiana Scholar Corps

Based in the Student Success at Purdue Office, AmeriCorps serves 21st Century Scholars not eligible for Purdue Promise. The program offers assistance in referral services, information, and direct service. The Indiana Scholar Corps program for 21st Century Scholars that are not being served by Purdue Promise promotes on-time college completion and student success. Scholars receive a variety of support services and can take advantage of leadership and networking opportunities. Scholar Corps goals encompass supporting Scholars as they plan their path to their degree, prepare for success, and pay for college with their 21st Century Scholars scholarship.

<http://www.purdue.edu/studentssuccess/specialized/tfcs/>

<http://www.in.gov/21stcenturyscholars/2442.htm>

Academic, Financial and Social Support

In addition to all of the specific scholarship and support programs listed, Purdue offers a vast array of academic and social support programs. We have summer bridge programs (ex. Academic Boot Camp) to help better prepare some students for academic life at Purdue. We have four cultural centers that provide yearlong diversity and cultural programming. For each student who comes to Purdue, there are advisors, financial aid counselors, personal counselors, academic support specialists, career counselors, and other faculty and staff who are here to assist him/her student in achieving his/her goals.

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

While not every student enrolled in the programs below is from a low-income background, many are. These programs are available to all students, preparing them for academic life at Purdue.

College Goal Sunday

College Goal Sunday is a program that helps college-bound Indiana students, who qualify for undergraduate admission to a college or technical school, and their families complete the Free Application for Federal Student Aid (FAFSA). College Goal Sunday provides on-site help from financial aid experts, primarily from Indiana colleges and universities. Most colleges, universities and vocational/technical schools in the nation require students seeking federal financial aid, including grants and loans, to complete the FAFSA. The FAFSA form must be received by the federal processor on or before March 10. Twenty-first Century Scholars are required to complete and submit a FAFSA form to claim their Twenty-first Century Scholarships. College Goal Sunday will help all college-bound students, including Twenty-first Century Scholars, complete the FAFSA properly.

<http://www.collegegoalsunday.org/index.php/locations/north-west/lafayette>

STAR

STAR is the Summer Transition, Advising, and Registration program at Purdue. Attendance is required for all first-time students. Incoming freshmen meet with their academic advisor and schedule classes for the fall semester. Many learning opportunities are offered throughout the day, including a session presented by the Division of Financial Aid (DFA) and Bursar's Office entitled, "Paying for Purdue" that families are strongly urged to attend. Families can meet with a financial aid counselor at the Paying for Purdue session to get answers to individual questions.

<http://www.purdue.edu/studentssuccess/orientation/star/index.html>

Boiler Gold Rush

Boiler Gold Rush is a seven-day new student orientation program that takes place the week before classes start each year and is open to all new first-year and transfer students. What makes BGR such a unique experience is the small group size and peer mentor contact, which enable new students to become better acquainted with Purdue and meet hundreds of new students before classes begin. BGR has one of the largest university volunteer staffs in the country with more than 500 student leaders who work year-round to prepare for the new class of Boilermakers. A limited number of need-based waivers are available to cover all or part of the \$320 fee.

<http://www.purdue.edu/studentsuccess/orientation/bgr/>

Learning Communities

Through learning communities, first-year students have a great way to make friends and learn the ropes at Purdue. Research results at Purdue and programs across the United States show that students who take part in a learning community earn higher grades, make friends faster, and graduate at higher and faster rates than students who don't participate. Learning communities are available in all of the colleges.

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

Purdue encourages all students to complete the Free Application for Federal Student Aid (FAFSA) in order to maximize consideration for all federal, state, and institutional funds they may be eligible to receive. The Purdue University Division of Financial Aid awards need-based scholarships to students who demonstrate certain levels of financial need and complete the FAFSA by the March 1st deadline.

Purdue provides accessibility to students regardless of economic circumstances, offering several institutional scholarships to help ease the financial burden for undergraduate students and their parents. Many of these scholarships can be found on DFA's website

www.purdue.edu/dfa

. Below is a brief overview of the largest scholarships that are offered exclusively to students from low-income backgrounds.

-Purdue Promise

The Purdue Promise program helps eligible Twenty-first Century Scholars, Emerging Urban Leaders, and Purdue Opportunity Award Scholars be successful at Purdue University, West Lafayette. The Purdue Promise four-year experience is comprised of financial assistance and targeted support rooted in four Guiding Principles: academic, social, leadership, and life skills development. Through a combination of support services and financial aid, Purdue Promise helps make attaining a college degree from Purdue a reality. The financial aid package is renewable for up to four years (total of eight semesters).

To be considered for the Purdue Promise Program, a student must come from a family with a combined (student and parent(s)) income of \$40,000 or less per year among other requirements. Family income is calculated for the dependent student by adding parent and student adjusted gross income (AGI) from the tax return and all non-taxed income received by the student and parent. For the independent student, total family income represents adjusted gross income (AGI) from the student's tax return and all non-taxed income of the student and spouse (if married).

Purdue Promise strives to create a family-away-from-home atmosphere through the support components that include:

- College courses focused on success at Purdue;
- Orientation programming and learning community opportunities;

- Leadership and volunteer opportunities;
- Free Tutoring/Study tables;
- Mentoring by upper-level Purdue students as well as faculty and staff from across the campus;
- Social and cultural activities; and
- Family college transition support initiatives.

-Purdue Opportunity Awards Program

The Purdue Opportunity Awards Program (POA) provides scholarship monies and support programming to income eligible Twenty-first Century Scholars from Indiana. Made possible through the generosity of Purdue's alumni and friends, qualified students may receive a scholarship package as long as they fulfill the requirements of the program, one of which includes full participation in the Purdue Promise support program for four years. The Purdue Opportunity Award criteria are the same as the Purdue Promise program.

-Emerging Urban Leaders Scholarship

As part of Purdue University's efforts to recruit and retain more students with diverse backgrounds, Purdue has created the Emerging Urban Leaders Scholarship. A key goal of the scholarship is to boost the number of students from major urban areas near Purdue.

Students are selected for the Emerging Urban Leaders Scholarship based on their academic promise and their leadership potential. Preference will be given to students majoring in STEM disciplines. Indiana residents will receive \$5,000 annually, and out-of-state students will receive \$15,000. Cities initially targeted include Indianapolis, Gary, Hammond, East Chicago, and Chicago. However, gifts that would fully support a student from another major urban district are welcome. marketing.purdue.edu/Auctions/Apollo11/Scholarship

■ Science Bound

Science Bound is a partnership between Purdue University, the Indianapolis Public Schools and the Indianapolis business community. It is designed to work with students from low-income backgrounds and help prepare them for careers in Engineering, Technology, Science, Agriculture and Math Science. Students are invited to join the program at the end of the fifth grade. IPS students must maintain a 3.1 GPA and attend 75% of Science Bound activities. At IPS, there are four major components:

1. After school workshops and activities
2. Parent Program
3. Summer Camps and Internships
4. Other projects and Workshops

Students who successfully complete the five-year program receive a full four-year tuition scholarship to Purdue University. Because most of the students are the first in their families to attend college, any enrollment in higher education is considered a success story.

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

Parents of Purdue students are a key partner in the financing of a Purdue education. Parents do more than send money; they can help students understand financial concepts, responsibility, and the investment they make in a college education. Purdue actively communicates with parents and families in many ways from providing tools to help estimate the awards they can expect to receive from Purdue's Division of Financial Aid, to offering a wide range of educational materials that help families become more financially literate.

Aid Estimator

Parents and students who wish to calculate an early estimate of their eligibility for financial aid may fill out Purdue's Early Financial Aid Estimator. (

www.purdue.edu/apps/onepurdue/finaid/

). This is an estimate for early planning purposes only. Final eligibility for financial aid will be determined by data from the Free Application for Federal Student Aid (FAFSA).

MyMoney

Whether it's devising and following a budget or choosing the right investments, being able to manage personal finances is a learned skill. MyMoney's mission is to help you attain financial freedom by giving you the tools and information needed to empower you to wisely manage debt and increase your knowledge and awareness of financial issues. Through collaboration with financial professionals, MyMoney is committed to strengthening the financial fitness of all Purdue University students, parents, staff and others within our community. (

www.purdue.edu/mymoney/

)

Paying for Purdue

Paying for Purdue highlights various methods available to students to manage the costs of attending Purdue.

<http://www.purdue.edu/dfa/pfp/>

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

The Division of Financial Aid's Outreach Services took part in 142 outreach programs during 13-14, with a total of 17,271 attendees. Many of these programs are targeted toward incoming freshman from all backgrounds. The programs and presentations include the Money Smart Cash Course, Paying for Purdue, STAR, college fairs, and high school visits.

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

More information about Purdue University's policies and programs for students can be found on the admissions website.

www.purdue.edu/purdue/admissions/

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

Purdue's Division of Financial Aid (DFA

www.purdue.edu/dfa

) calculates an estimated cost of attendance for student financial aid applicants based on federal student aid guidance. DFA surveys a

sample of students every three years to help estimate costs accurately. Cost of attendance estimates vary based on enrollment level each semester and a variety of other factors. Estimated costs include tuition and fees; housing, food; books and supplies; and travel and miscellaneous expenses.

Tuition and fees:

www.purdue.edu/bursar/tuition/fees_wl.html

Other costs:

www.purdue.edu/dfa/cost/index.php

Special Circumstances

A Special Circumstance for Parents (SCP) or Special Circumstance for Students (SCS) may be used when a family's financial status is not accurately reflected on the FAFSA. If a family has experienced a significant change in income, Purdue encourages the family to speak with a financial aid counselor at DFA about its circumstances. If the counselor finds that the revision could change the Expected Family Contribution (EFC) resulting in additional financial aid eligibility, then they will provide the family a Special Circumstance Appeal Form. The family will complete and return the form with documentation. Families should allow a minimum of 2-3 weeks (longer in April and May) for processing. Note: All families requesting a Special Circumstance Appeal will be required to provide verification of FAFSA information before the appeal can be processed.

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

Academic Success Center

The Academic Success Center (ASC) is a hub of Student Success at Purdue's academic enhancement initiatives. Through partnership with the Purdue community, the mission is to provide students at various stages of their academic journey with both credit and noncredit opportunities to enhance learning, increase retention, and improve overall student success.

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:

Helen B. Schleman Scholarship

This scholarship is named for the founder of the Span Plan Program. Applicants must have a 2.2 GPA, maintain enrollment of 6 credit hours during each the fall and spring semesters. The applicant must also submit an essay and request a letter of recommendation. This scholarship may be renewed if the recipient is continually enrolled in at least 6 credit hours, receives a minimum GPA of 2.2, and maintains high standards of conduct consistent with the student code of conduct at Purdue University.

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:

Purdue has 3 on-campus child care centers. These are: Ben and Maxine Miller Child Development Laboratory School, Children's Choice at the Patty Jischke Center, and Purdue Village Preschool.

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

Span Plan Scholarships for Undergraduate Student

Span Plan Adult Student Services offer four annual scholarships for adult on traditional undergraduate students. The scholarships are administered during the spring semester and applied the following academic year, 50% awarded in the fall and the remaining 50% in the spring semesters. Other than the Ewing Scholarship, each requires writing a personal essay, requesting one letter of recommendations, and filing a FAFSA (Free Application for Federal Student Aid) or EFC (Expected Family Contribution) for the current academic year at least several weeks before the scholarship application deadline. All awards are a minimum of \$1000.

<http://www.purdue.edu/odos/spanplan/scholarships.php>

Span Plan Grants

Span Plan Grants are need based funding for part-time adult nontraditional undergraduate students and are administered each semester. By the application deadline, applicants are required to be in part-time registration status for the semester the grant will be disbursed, be in good academic standing and have filed a FAFSA (Free Application for Federal Student Aid) or EFC (Expected Family Contribution) several weeks before the application deadline. Recipients are each awarded \$1000; fee remission eligible recipients are each awarded \$450. Enrollment can be at Purdue University, West Lafayette, or Purdue College of Technology Statewide, Lafayette. Students may be awarded up to four Span Plan Grants.

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

Yes

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

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	64
The percentage of student financial need met, on average	---

The percentage of students graduating with no interest-bearing student loan debt

47.90

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.purdue.edu/>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

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

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

Submission Note:

Governance Report to the Board of Trustees on Faculty and Staff Compensation – May 2012 (
<https://www2.itap.purdue.edu/bot/viewDocument.cfm?id=5358>
)

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

Assessing Employee Satisfaction

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

34

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The project team, which consisted of two Purdue faculty members, was contacted by PU Human Resources to evaluate the overall quality of the non-faculty work environment, determine what contributes to the current environment for non-faculty staff, and implement a managerial intervention to improve the environment as well as recommending other changes that would enhance the Purdue employee experience. The project has four phases. The first phase involved conducting twelve focus groups to help understand the current state of the work environment at Purdue. The second phase involved the assessment of the initial exploratory work and the creation of a survey that would be distributed to nearly 7,000 employees. Analysis of the data collected from the survey allowed us to draw conclusions about the current state of the Purdue work environment and determine the best course of action for a managerial intervention. The results also allowed us to make other recommendations to Purdue leadership for improving various aspects of the work environment. The third phase will involve an intervention for improving leadership effectiveness. The fourth phase will include another survey to determine if our intervention has had a noticeable impact on Purdue employee perceptions of their work environment.

A campus-wide survey for non-faculty employees was administered in April 2014. The goal of the survey was to evaluate baseline employee perceptions of the quality of the work environment and employee engagement at Purdue, to identify the key factors that have

the greatest effect on the quality of the work environment, and to evaluate the influence of the work environment on employee well-being and performance

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The university intends to implement training programs focused on leadership and supervisor support issues, develop programs focused on creating a culture of comfort around reporting bullying and harassing behaviors. Create initiatives aimed at increasing interpersonal support among clerical and service staff. Develop programs focused on building a culture of respect and recognition among staff and supervisors. Create awareness-building activities focused on development opportunities. Initiate programs that support balancing work and non-work responsibilities

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://www.purdue.edu/hr/qwei/index.html>

Wellness Program

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

<http://www.purdue.edu/hr/CHL/>

<http://www.purdue.edu/caps/>

"---" 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):

Center for Healthy Living

Through Purdue's Center for Healthy Living, covered faculty, staff and dependents experience a style of health care that may be different from what they've experienced before. A proactive health care team tailors the Center for Healthy Living experience to meet each client's individual health care, lifestyle and work-life needs. Multiple health care teams serve client needs.

Purdue RecSports

Our wellness programs focus on health education, providing opportunities for positive behavior change, and a holistic approach to personal well-being. In collaboration with a variety of campus partners, we are committed to promoting a healthy Purdue community.

Counseling and Psychological Services

Our mission is to help Purdue University students maximize the value of their life experiences. As we develop collaborative relationships in a safe and respectful environment, the unique value and dignity of each individual and group is held paramount. We accomplish our mission through a variety of professional services, including individual, group, and couples psychotherapy; psychological testing; psychopharmacology; crisis intervention; drug and alcohol programs; outreach and consultation; and the training of helping professionals.

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

http://www.purdue.edu/recsports/programs/fitness_and_wellness/index.php

Workplace Health and Safety

Responsible Party

Kristina Evans

Occupational Safety Specialist II
Radiological and Environmental Management

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

Submission Note:

http://www.purdue.edu/datadigest/2011-12/Pages/Faculty_Staff/Faculty_Staff_FTE_Source_Fund.html

<http://www.purdue.edu/datadigest/FacultyStaff/FacStaffFTEFundSource.html>

"---" 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	349	434
Full-time equivalent of employees	12,194	11,990

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

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

A brief description of when and why the workplace health and safety baseline was adopted:

N/A

A brief description of the institution's workplace health and safety initiatives:

In terms of safety Purdue University features public safety in the categories of police, fire, and emergency preparedness. The university also has the following departments: REM, fire protection, and regulatory compliance. For 2014-2015 new enhancements include emergency alert beacons, door locks, Twitter updates, desktop pop-up alerts, all-hazard awareness training, and an emergency call center. There are online training courses for dealing with chemicals and hazards communication, safety newsletters, injury form completion guidelines, and safety chair meeting presentations.

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

<https://www.purdue.edu/physicalfacilities/partnerunits/ehps/index.html>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Sustainable Investment

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

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

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

Investment Disclosure

Responsible Party

Scott Seidle

Chief Investment Officer
Purdue Research Foundation

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://prf.org/sites/default/files/09.30.14.pdf>

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

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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

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:

Friday Night Lights

A brief description of the innovative policy, practice, program, or outcome :

Friday Night Lights (FNL) was launched as a collaborative partnership between the Student Sustainability Council, Office of University Sustainability, Building Services, Building Deputies, Purdue Police Department, and numerous student volunteers. Every Friday evening participants volunteer an hour of their time to turn off lights in classrooms of targeted academic buildings so they will not be left on over the weekend. Not only does this program reduce Purdue's energy use and carbon footprint, it also increases social capital among those on campus and, ultimately, trims Purdue's bottom line.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Since the program's launch in October 2013, a total of 830 volunteers have turned off over 58,000 light bulbs in twelve academic buildings on Purdue's campus.

A letter of affirmation from an individual with relevant expertise:

[IN 1 - Letter.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	Yes
Dining Services	No
Energy	Yes

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 :

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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Submission Note:

<http://mlp.arboretum.purdue.edu/ecmweb/index.php>

<http://www.arboretum.purdue.edu/purdue-arboretum-explorer/link-and-learn/>

<http://www.arboretum.purdue.edu/purdue-arboretum-explorer/about/>

>

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Purdue Arboretum Explorer

A brief description of the innovative policy, practice, program, or outcome:

< The Purdue Arboretum Explorer, established in August 2013, is a searchable database that allows users to learn more about Purdue's plants and campus landscape features. Using the Purdue Arboretum Explorer, users can search for plants by name, characteristic or location on campus; learn about Purdue's sustainability initiatives; discover what is in bloom on campus; and find historic Purdue landmarks. The Purdue Arboretum Explorer also includes a collection of campus tours that includes points of interest such as sustainable initiatives, seasonal plant highlights, and campus artwork.

An important aspect of the Purdue Arboretum Explorer is the "Scan, Link, and Learn" technology that it supports. Users can scan QR codes on a plant or landscape feature label, link to that plant or feature's page on the website, and learn by using the wide expanse of information available on the website and database for all aspects of the arboretum.

At least one of each of the 779 unique plants on campus is labeled with a QR code. By merging technology with public landscapes, the Purdue Arboretum is connecting with its users at the University.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[IN 2 - Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes

Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	Yes
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://www.arboretum.purdue.edu/>

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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Submission Note:

<http://www.purdue.edu/newsroom/purduetoday/releases/2013/Q4/honors-college-enhancing-the-purdue-experience.html>

http://www.purdueexponent.org/campus/article_af2d8c30-34cb-5831-99ba-488b79f1aeec.html

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

Title or keywords related to the innovative policy, practice, program, or outcome:

HONR 19901 and 19902: The Sustainability Project

A brief description of the innovative policy, practice, program, or outcome:

The first class of Purdue Honors College students started their freshman year in the fall of 2013. This group of 500 first-year students all completed an Honors College first-year seminar entitled “The Sustainability Project,” lasting both the fall 2013 and spring 2014 semester. During the fall semester of the course, eight sustainability experts at Purdue gave students an overview of methods of approaching sustainability issues during bi-weekly lectures. Methods covered included community development, politics, engineering, and anthropology. On the weeks without lecture, students would divide into “discussion sections” of 10 to 20 students across disciplines. Here, an upper-class mentor would guide the students through discussions about the lecture and the completion of several small projects. During the spring semester, students met weekly with their “discussion section” groups to create and complete a large, semester-long sustainability project. Projects were of each group’s choosing, and each group was required to write a project proposal and create several videos promoting their project. Many groups elected to work with student organizations, local elementary schools, and nonprofit groups of all sizes; some groups performed research on campus sustainability and presented their research results to administrators. At the conclusion of the spring semester, all 500 Honors students spent time discussing their sustainability group projects with attendees of Spring Fest, a large festival held on campus. Since the festival is geared toward children, the students created games and crafts that engaged the children and got them interested about sustainability projects on campus and in the community. Spring Fest achieved a record turnout in 2014, enabling the students to reach a massive community audience and share sustainability tips.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[IN 3 - Letter.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	Yes
Campus Engagement	Yes
Public Engagement	Yes
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:

Responsible Party

Michael Gulich

Director of University Sustainability
University Sustainability

Criteria

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

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Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

EEE 495 “Urban Water Projects”

A brief description of the innovative policy, practice, program, or outcome:

EEE 495, a course offered in spring 2014 and 2015, is a course where students led the design and implementation of community-based urban stormwater projects. The students in the class use the “transdisciplinary approach” to accomplish this task, a process not common in most courses. Not only did students use their discipline-specific knowledge, but they also gathered knowledge from community partners and local stakeholders. This knowledge and feedback was then incorporated into the project, enabling the community to take ownership of the work and proudly see their suggestions reflected in the work. >

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Over the course of the two semesters, thirty students installed five stormwater projects: a rain garden at a high school, a native savanna at a children’s home, a rain garden on Purdue’s campus, a rain garden at a local museum, and a native courtyard at a junior high school. Because the students interacted with local stakeholders and incorporated their wishes and concerns into the final design, these projects are more apt to be well-liked and well-maintained into the future—the community “champions” these projects and the partnership. The process also pushed students outside of their traditional disciplinary “comfort zones,” forcing them to consider other perspectives and identify relationships between perspectives.

A letter of affirmation from an individual with relevant expertise:

[IN 4 - Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	Yes
Public Engagement	Yes

Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	Yes
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:
