Duke University

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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.
Education & Research

Co-Curricular Education

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.

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Student Sustainability Educators Program

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

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

Total number of degree-seeking students enrolled at the institution:

15,242

Program name (1st program):

Students for Sustainable Living

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):

15,242

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

Students for Sustainable Living (SSL) is a student employment program run by Sustainable Duke. SSL is a paid, 15-member student corps dedicated to “greening” Duke’s campus culture through education and outreach with the ultimate goal of reducing the University’s environmental footprint. A team of graduate and undergraduate students work approximately 3-5 hours per week throughout the academic year and receive between $8 and 10 per hour.

Students learn about current sustainability efforts at Duke and select an area of campus sustainability that they are passionate about. Working in teams, students design and implement campus sustainability projects throughout the year. Past projects have included a staff
sustainability education program, a green dining award, a showcase "green dorm room" and creating eye-catching signs with sustainability messages at key decision-making points across campus.

SSL creates change by researching, meeting with administrators and creatively outreaching to the Duke community. As a strong, collaborative community, SSL participants meet together weekly, along with the Sustainability Outreach Coordinator, to share updates and ideas.

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

Duke’s Sustainability Outreach Coordinator distributes an application at the beginning of the Fall semester, reviews applications, and selects roughly 15 graduate and undergraduate students to participate in SSL for the academic year. The application asks students to discuss their interest in SSL, their perspective on campus environmental problems, and how SSL could impact sustainability at Duke.

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

Students will learn about current sustainability efforts at Duke and select an area of campus sustainability that they are passionate about. Past projects have focused on topics such as a staff sustainability education program, a green dining award, a showcase "green dorm room" and creating eye-catching signs with sustainability messages at key decision-making points across campus. SSL creates change by researching, meeting with administrators and creatively outreaching to the Duke community. As a strong, collaborative community, SSL participants meet together weekly, along with the Sustainability Outreach Coordinator, to share updates and ideas.

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

Duke’s Sustainability Outreach Coordinator works with students individually and student groups on setting short and long-term goals, creating timelines, measuring project success, and assisting students with contacting other campus staff. The Coordinator meets weekly with SSL participants to share updates and ideas and is available to meet with students individually or in teams. Students are paid for their work throughout the year, which results in an approximate total cost of $12,000 for the sustainability office. Additionally, resources are made available to students through the Green Grant Fund program to fund any aspects of their projects that have a monetary cost.

**The website URL for 1st Program:**

http://sustainability.duke.edu/campus_groups/ssl.html

**Program name (2nd program):**

East Campus Dorm Eco-Reps

**Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):**

1,731

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

Sustainable Duke's Dorm Eco-Reps are unpaid students who are leaders for sustainability in the 14 East Campus residence halls at Duke. They educate their peers about sustainability and develop fun and engaging programming to lower the environmental footprint of the residence halls and their residents.
The Dorm Eco-Reps run the Green Dorm Room Certification program on East Campus. Other Eco-Rep projects from recent years have included displaying a sustainable “tip of the week” in each dorm, a sustainable fashion show, auditing the presence of dual-flush toilets, posting informative maps about the location of cardboard recycling dumpsters, among others.

Dorm Eco-Reps volunteer approximately 1-3 hours per week of their time. As a strong, collaborative community, Dorm Eco-Reps meet together for one hour each week to share updates and ideas.

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

Two student co-coordinators and the Sustainability Outreach Coordinator work together to select Dorm Eco-Reps after reviewing an application requiring applicants to answer questions about their ideas regarding sustainability and potential projects for the dorms.

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

Dorm Eco-Reps are unpaid students who are leaders for sustainability in the 14 East Campus Dorms at Duke. They educate their peers about sustainability and develop fun and engaging programming to lower the environmental footprint of the dorms and residents. Projects this year will include green dorm room audits, a sustainable “tip of the week”, auditing the presence of dual-flush toilets in the dorms, posting informative maps about the location of cardboard recycling dumpsters, as well as other student generated ideas. Dorm Eco-Reps volunteer approximately 1-3 hours per week of their time. As a strong, collaborative community, Dorm Eco-Reps meet together for one hour every other week to share updates and ideas.

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

Duke’s Sustainability Outreach Coordinator oversees two paid SSL students who work closely with and coordinate the Eco-Reps. The Coordinator meets weekly with the two SSL students to share updates and ideas. The SSL students meet for one hour every other week with the Dorm Eco-Reps.

The website URL for 2nd program:

http://sustainability.duke.edu/campus_groups/ecoreps.html

Program name (3rd program):

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Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):

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

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

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A brief description of the formal training that the student educators receive (3rd program):
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A brief description of the staff and/or other financial support the institution provides to the program (3rd program):
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The website URL for 3rd program:
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Program name (All other programs):
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Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):
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A brief description of the program, including examples of peer-to-peer outreach activities (All other programs):
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A brief description of how the student educators are selected (All other programs):
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A brief description of the formal training that the student educators receive (All other programs):
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A brief description of the staff and/or other financial support the institution provides to the program (All other programs):
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The website URL for all other programs:
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Student Sustainability Outreach Campaign

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

Eco-Olympics

A brief description of the campaign(s):

Eco-Olympics is an annual, month-long energy, waste and water reduction competition between the 14 freshman dorms on East Campus. The competition consists of a series of events geared towards education and energy and waste reduction. When students participate in an event, they earn points for their dorm. Scores for dorms are based on student attendance at educational events, measured energy use, and amount of recyclable material in trash. The winning dorm gets a prize, such as an ice cream party. In the past, the university president has attended the ice cream party. There are also individual prizes for students who attend events. Members of an undergraduate student
sustainability organization take names of the students present at each event and then names are selected randomly to win prizes at the end of the event.

Waste and water reduction are not measured directly. Waste reduction is assessed through a garbology event, in which garbage samples are taken from random trash receptacles in each dorm. The garbage is weighed, the recyclables are separated out, and then the garbage is weighed again. A higher percentage of recyclables in the trash leads to a lower score. Water conservation cannot be measured, but it is encouraged during the competition. Energy reductions are calculated using energy readings provided weekly by Facilities Management and compared to a baseline.

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

During Eco-Olympics, freshmen learn about energy conservation, recycling, and worldwide environmental issues. The goal is to educate and engage students for the rest of their time at Duke and after graduation. Most Duke upperclassmen can recall the competition and at least one environmentally friendly practice that they learned while it was taking place. The freshman dorms have a greater sense of community than any other dorms on campus, which enhances the spirit of competition. Holding the competition on East Campus targets students early in their time at Duke, allowing them to later build on what they've learned. Energy reductions during the competition have been as high as 54% for the winning dorm, but the average is usually between 11% and 15%. These reductions are calculated from energy readings provided weekly by Facilities Management.

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

http://www.duke.edu/web/env_alliance/olympics/
Sustainability in New Student Orientation

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

Duke’s Office of Sustainability incorporates information on how to move-in and furnish sustainably in orientation materials distributed to incoming freshmen. A Green Dorm Room is also displayed each summer for all campus tours of prospective students. In addition, two new-student orientation activities focus on sustainability and waste reduction. Reusable bottles are distributed to all incoming students and they are encouraged to bring these bottles to all events. Duke’s Office of Sustainability and Duke Recycles collaborate to throw a zero-waste picnic, in which all materials distributed are either recyclable or compostable. At the picnic, volunteers educate students about the importance of waste reduction and Duke’s efforts to compost dining waste on campus.

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

http://sustainability.duke.edu/news_events/items/2013_06_17shortList.html
Sustainability Outreach and Publications

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

Duke’s Office of Sustainability maintains and regularly updates a public website that consolidates all information regarding sustainability efforts on campus.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://www.sustainability.duke.edu/
Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:
Duke’s Office of Sustainability publishes a bi-monthly newsletter with updates regarding sustainability efforts and events on campus and in the Durham community. This newsletter is sent to an email listserv that reaches over eight thousand Duke students, staff members, and faculty.

The website URL for the sustainability newsletter:
http://sustainability.duke.edu/news_events/index.php

Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:
Sustainable Duke tracks and shares research from Nicholas School Masters Projects related to campus sustainability on the sustainability website. The list of projects is updated on the website each year.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://sustainability.duke.edu/academics/livinglab.html

Does the institution have building signage that highlights green building features?:
No

A brief description of building signage that highlights green building features :
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The website URL for building signage that highlights green building features :
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Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
Signs in the two main campus eateries highlight the sustainability efforts of Bon Appétit, the company that services these dining halls. These signs are posted on every table in the eatery and detail the importance of local food and sustainable fisheries. Signs above the
trashcans in the campus eateries remind students to leave all food waste on their trays so that the kitchen staff can compost it. In addition, when the Duke Campus Farm delivers food to the dining halls, the food is labeled with the Duke Campus Farm label. Labeling Duke Campus Farm produce encourages students to value locally sourced food.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.cafebonappetit.com/duke/env/

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
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The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
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Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
The Duke Campus Tree Tour was created by Duke Facilities Management Department (FMD) Grounds Maintenance Office to share a small fraction of the numerous trees that inhabit the Duke University and Duke Medical Center Campuses. An online version of the tour is located at the URL above, and paper copies are available in the Admissions Building.

The website URL of the sustainability walking map or tour:
http://sustainability.duke.edu/news_events/items/2009_04_28TreeTour.html

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
Duke’s Office of Sustainability maintains a web guide to alternative transportation on the sustainability website (http://www.parking.duke.edu/alternative_transportation/index.php), including information about Duke buses and vans, carpooling, vanpools, bicycling, zipcars, and walking to facilitate using alternative transit to get to campus.
The website URL for the guide for commuters about how to use alternative methods of transportation:
http://sustainability.duke.edu/campus_initiatives/transportation/index.html

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:
First-year students receive information each year about how to live green on campus before they even arrive. All first-year students have receive a link to the Green Book, a guide to living in an eco-friendly way at Duke. Students will find information about dining, recycling, alternative transportation, getting involved in sustainability, and other aspects of green living. The Green Book also provides information that is useful to students before they arrive on campus, such as a shopping list for a green dorm room and ways to get around Duke and Durham without bringing a car to campus.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://sustainability.duke.edu/action/greenbook/index.html

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
No

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:
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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:
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Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:
Sustainable Duke and Students for Sustainable Living have placed signs around dormitories and academic buildings to remind students, staff, and faculty to observe particular environmentally-friendly practices ranging from reducing their shower time to taking the stairs instead of the elevator. The signs themselves are sustainable, printed on recyclable plastic with eco-solvent ink. Funded by Sustainable Duke and Residence Life and Housing Services, these signs have been placed in all dorms on campus and the majority of academic buildings.
The website URL for this material:
http://sustainability.duke.edu/campus_initiatives/buildings/Signs.html

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

A brief description of this material:
Working@Duke is the primary print publication for Duke University faculty and staff. Each month, a page of this newsletter is dedicated to sustainability news. An example of content in the newsletter can be found on page 15 of the URL listed below.

The website URL for this material:
http://www.hr.duke.edu/workingatduke/archive/2013/06.php

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

A brief description of this material:
After becoming the Dean of Duke’s Nicholas School of the Environment, Bill Chameides launched TheGreenGrok.com, a blog about science, sustainability, and the environment. Through guest blogging stints and cross-postings on the Huffington Post, the Green Grok is an important voice in the online world, educating the public at large about things scientific and environmental.

The website URL for this material:
http://www.nicholas.duke.edu/thegreengrok/

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

A brief description of this material:
The ENO magazine was created by a group of students at faculty at the Nicholas School of the Environment at Duke in 2011 in order “to create and sustain a literary journal that serves the Nicholas School community by: Publishing works of creative non-fiction, fiction, poetry, mixed-genre writing, photography, and visual art. Encouraging submissions from Nicholas school students, staff, and faculty, alumni, and other relations. Creating a sustainably printed magazine that is distributing widely within the Nicholas School and Duke University.”
The website URL for this material:
http://sites.nicholas.duke.edu/eno/

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

A brief description of this material:
The Nicholas Institute at Duke University has an online collection of publications written by Nicholas Institute staff and Duke professors and researchers. "The Nicholas Institute for Environmental Policy Solutions at Duke University improves environmental policymaking worldwide through objective, fact-based research in the areas of climate change, the economics of limiting carbon pollution, emerging environmental markets, oceans governance and coastal management and freshwater concerns at home and abroad. The Nicholas Institute is part of Duke University and its wider community of world-class scholars."

The website URL for this material:
http://nicholasinstitute.duke.edu/publications

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

A brief description of this material:
Sustainable Duke produces an annual progress report on climate neutrality goals and the development of a sustainability strategic plan. The report is primarily distributed electronically, with a few hard copies printed as necessary.

The website URL for this material:
http://issuu.com/workingatduke/docs/2012_ssp?e=6669221/2811501

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution have an active student group focused on sustainability?:
Yes

The name and a brief description of each student group:

There are two main student groups at Duke University actively involved in campus sustainability. Environmental Alliance (EA) is an undergraduate student group committed to promoting the implementation of sustainable practices at Duke University (http://sustainability.duke.edu/campus_groups/).

Through organization, advocacy, and outreach, this organization strives to make Duke a model campus for environmental stewardship. EA's mission is to support and defend the environmental values in the campus community and beyond. This group’s goal is to minimize the university's ecological footprint on the planet through the implementation of sustainable practices on Duke's campus and in Durham.

The Duke University Greening Initiative (DUGI) is a primarily graduate student organization (http://web.duke.edu/greening/mission.html).

While the organization is project-based, it focuses on projects that will further the institutionalization of sustainability at Duke. Recognizing that in a volunteer organization equal ownership is vital, DUGI operates on a non-hierarchical, consensus basis.

In addition to EA and DUGI, there are a number of other student groups at Duke focused on sustainability, including the Graduate and Professional Student Council’s Green Team, Student Environment Sustainability Committee, Honeypatch, Farmhand, REMEDY, Business and the Environment Club, Environmental Law Society, Net Impact, Green Wave, WOODS, Duke Community Garden, and Duke Bike Advocates.

List up to 4 notable recent activities or accomplishments of student group(s):

Environmental Alliance -
- Development of first Duke Green Book - online and print resource for all incoming first year students to learn how to live sustainability on campus
- Eco-Olympics - annual waste, water and energy competition between first year dorms on Duke's East Campus
- Real Food Campaign - assessing impact of food on Duke's campus and working to have the administration sign the Real Food Commitment
- Environmental awareness events - screening of Gasland, Earth Hour concert, etc.

Duke University Greening Initiative -
- Development of Graduate Green Book - guide to green living targeted to different Duke graduate and professional schools
- Outdoor lighting audit - completing an outdoor lighting audit with Facilities to transition campus completely over to LED lighting

List other student groups that address sustainability:
see above

The website URL where information about student group(s) is available:
http://sustainability.duke.edu/campus_groups/index.html
Organic Garden

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:
The Duke Community Garden is a student run-organization that seeks to improve campus sustainability by providing organic food to campus eateries. The garden provides its members with a place to relax and enjoy nature, as well as an opportunity to enjoy fresh produce. The plants in the garden are regularly replaced with crops optimal for the season and climate. Any student or staff member is able to participate, and the garden will provide instruction in optimizing and tending crops.

In addition to the community garden, in 2010 Duke also started the Duke Campus Farm, a 1-acre vegetable farm located close to campus in Duke Forest. The Duke Campus Farm not only produces vegetables for the dining halls on campus, but it also serves as an educational farm to teach students and community members about farming and sustainable agriculture. Every semester classes, workshops, and tours are hosted at the farm, and every year the network of professors, researchers, and students with which the farm works grows. From July 1, 2012 to June 1, 2013 Duke Campus Farm gave 9 educational tours to classes and community groups, hosted 10 workshops, and worked with a total of 6 student projects. Also during that timeframe Duke Campus Farm hosted a total of 433 volunteers and 16 community events.

The website URL where information about the garden is available:
Model Room in a Residence Hall

**Responsible Party**

Tavey Capps  
Environmental Sustainability Director  
Office of the Executive Vice President

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

**Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:**

Yes

**A brief description of the model room:**

During the summers at Duke, prospective students on campus tours view a model Green Dorm Room that show them how live sustainably at Duke. The Green Dorm Room is a project by Sustainable Duke and three students from the Students for Sustainable Living program.

Funded by a $500 grant from the Green Grant Fund, the room is furnished with about 20 sustainable items purchased from Whole Foods Market, Target and Etsy.com, a website that sells sustainable goods made by artisans around the world.

According to results from Duke's Green Devil Challenge - a monthly effort to promote sustainable behavior at Duke - students at the university average about one metric ton of carbon dioxide emissions annually from dorm room energy and water usage.

Biodegradable toiletries and cleaning products, and a power strip that automatically turns off electronics were some items featured in the room. A sign accompanied each product and explained what the item was and how it made the room more sustainable. Some items will also be shown in a Few Quad common room when students arrive on campus in August.

Due to a shortage of rooms for residential students, the Green Dorm room is not currently available during the academic year. However, in true sustainable fashion, all items are reused each summer as a highlight of Duke campus tours.

What's in the room?

* Organic sheets & pillows  
* "Smart" power strip that turns off electronics  
* Lamp made with recycled bottles  
* Area rug made of recycled plastic  
* Clothes drying rack  
* Aluminum water bottle  
* Biodegradable laundry detergent
* Reusable shopping bag
* Compact florescent light bulbs
* Bike helmet
* Chemical-free cosmetics
* Biodegradable cleaning supplies
* Wall art printed on recycled paper with soy inks

The website URL where information about the model room in the residence hall is available:

http://sustainability.duke.edu/campus_initiatives/buildings/GrnDrnRm.html
Themed Housing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):

The Duke Smart Home Program is a research-based approach to smart living sponsored by the Pratt School of Engineering. Primarily focused on undergraduates, the program encourages students from different academic disciplines to form teams and explore smart ways to use technology in the home. The Duke Smart Home Program encompasses a 6,000 sq. ft. residential dorm and research laboratory called the “The Home Depot Smart Home”; a thriving student club of Duke students who explore smart home technology design and prototyping (some projects are directly related to the dorm), a growing core of faculty who conduct research that parallels the goals of the Duke Smart Home Program, and an enthusiastic community of members of industry who see this program as a unique way to cultivate the next generation of employees and to augment their own consumer technology R&D efforts. The mission of the Smart Home is to see sustainable living research at Duke continue expand to include students from all disciplines of academic study. In addition, they aim to stimulate faculty across Duke to participate in research focused on technology adoption, energy efficiency, and environmental sustainability.

The website URL where information about the themed housing is available:

http://smarthome.duke.edu/

The total number of residents in themed housing: 12
Sustainable Enterprise

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:
Yes

A brief description of the enterprise:

There are several student enterprises at Duke that achieve the objective of education in sustainable business skills:

DukeFish
DukeFish is a student organization whose mission is to promote sustainable fishing and consumer practices by reaching out to our peers, community members, and local industry. In 2009, DukeFish organized a community-supported fisheries (CSF) pilot project called Walking Fish. Walking Fish is a community supported fishery (CSF) that links fishermen on the coast of North Carolina to consumers in the Triangle. Walking Fish is entering its third CSF season. The CSF involves pre-payment by consumers for a ‘share’ of fresh, locally harvested seafood (i.e., a set amount of seafood generally picked up by the consumer on a weekly or bi-weekly basis). Just as CSAs can encourage sustainable and profitable farming practices, CSFs have the potential to do the same for fishing.

http://www.dukefish.org/

http://walking-fish.org/

Duke Campus Farm
Duke Campus Farm is a 1-acre vegetable production farm located close to campus in Duke Forest. The vision for the Duke Campus Farm was born in a classroom. Students in Dr. Charlotte Clark's "Food and Energy" course, put together a feasibility study that assessed the potential for a farm at Duke. After graduating, one of the students, Emily Sloss (Farm Manager), began tilling the dirt and started what is now the Duke Campus Farm. Today the farm operates as a vegetable production farm and sells produce to Duke Dining. The farm could not function without student labor, and every year 4 work-study students are hired to help with maintenance of the farm. Work-study students and volunteers learn valuable sustainable business skills at the farm. They learn how to manage crops, prepare them for sale, and sell produce, among a variety of other skills.
Duke Community Garden
The Duke Community Garden is a collaboration between Duke students and Durham residents who are passionate about slow food and sustainability. Students have created a large vegetable garden on a tract of land adjacent to the Duke SmartHome. Students work with other Durham residents and garden professionals to grow organic foods, as well as to explore the sale of produce to on-campus eateries and organize donations to local shelters. Students have gained valuable entrepreneurial skills through obtaining grants to fund the project, maintaining an operating budget, and exploring the potential of obtaining a business license and liability insurance to sell produce to our main food provider on campus, Bon Appetit.

http://dukegroups.duke.edu/stars/projects/duke-community-garden/

Farmhand
Farmhand began in fall 2006 as a volunteer effort geared toward building awareness of sustainable agriculture throughout the Nicholas School community by providing physical labor for local small-scale farmers that produce healthy food for the Durham/Triangle community through sustainable agriculture. In addition to the organization of an annual Fall Festival and Spring Sustainable Dinner, for which the group collects revenue, students also maintain a program selling local food boxes, providing local farm food to the Duke community.

https://wiki.duke.edu/display/nickipedia/Farmhand

The website URL where information about the sustainable enterprise is available: ---
Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:

Yes

A brief description of the event(s):

Duke University holds many major events related to sustainability each year. Examples of major events include: Summoned Toward Wholeness Conference (Duke Divinity School), Shared Tables: A Triangle Symposium on Global and Local Food Studies; and the annual presentation of the Duke LEAF Award for Lifetime Environmental Achievement in the Fine Arts. Duke typically hosts more than 30 sustainability-focused events throughout Earth Month, including speakers, workshops, tours, and an Earth Day Festival led by the Nicholas School of the Environment.

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

http://sustainability.duke.edu/news_events/index.php
Outdoors Program

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:
Yes

A brief description of the program:

Project WILD began as Duke’s first pre-orientation program in 1974 with the help of the Carolina Outward Bound School. Since then, the program has grown to include a spring break trip, a house course, a low ropes course, and a fall trip for Durham area high school students. Over the past 30 years, thousands of Duke Students have started their college experience with Project WILD, and through the low ropes course and Step into the WILD, the Durham community benefits from wilderness experiential education as well.

The Duke Outpost (http://recreation.duke.edu/recreation/outdoor-adventures/trips-and-clinics/the-outpost-gear-rentals/)

The website URL where information about the program is available:
http://www.duke.edu/web/PWILD
Themed Semester or Year

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:
Yes

A brief description of the themed semester, year, or first-year experience:

Duke’s Focus Program for first-year students provides clusters of courses designed around an interdisciplinary theme. Students explore a range of issues and ideas from different viewpoints across the humanities, sciences, and social sciences; Focus faculty from diverse academic departments are leading researchers in their fields. The Focus program has had several sustainability-related clusters over the past few years, among these clusters have been “Evolution and Humankind,” “Engineering Frontiers,” and “Ethics, Leadership, and Global Citizenship,” all of which included sustainability classes and components.


The sustainability-related book that was chosen, if applicable:
---

The website URL where information about the theme is available:
http://focus.duke.edu/
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.

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Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

---

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

Has the institution developed a definition of sustainability in the curriculum?:

Yes

A copy of the institution's definition of sustainability in the curriculum?:

Yes
The Duke University Education Subcommittee of the Campus Sustainability Committee (CSC) has developed the following definitions of sustainability literacy and sustainability courses:

Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their needs. This must be achieved in a manner that is ecologically sound, socially just, and economically viable. To achieve sustainability literacy a student should:
- Know about the interconnections and interdependency of ecological, social, and economic systems. They should demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities and cultures at local, regional, national, and global levels.
- Be engaged in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environment
- Be prepared to use the above knowledge and skills to apply knowledge in the service of society in solving climate and environmental issues and to incorporate these principles in their professional and civic life

A “sustainability” course is one that:
- Educates students about the interconnections and interdependency of ecological, social, and economic system and develops an understanding of how the health of these systems determines the sustainability of natural and human communities and cultures at local, regional, national, and global levels
- Engages participants in inquiry and systems thinking and empowers students to apply knowledge in the service of society in solving climate and environmental issues and to incorporate these principles in their professional and civic life

Has the institution identified its sustainability-focused and sustainability-related course offerings?:
Yes

A brief description of the methodology the institution followed to complete the inventory:
Review of courses and course descriptions within the online course catalog that meet our definition of sustainability content. Courses are identified as either sustainability-related (some attention to sustainability) or sustainability-focused (primary attention to sustainability).

Does the institution make its sustainability course inventory publicly available online?:
Yes

The website URL where the sustainability course inventory is posted:
http://sustainability.duke.edu/academics/courses/index.html
Sustainability-Focused Courses

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

Sampling and Data Standards: We have counted courses once each semester they are offered; if multiple sections are offered within a semester, they are considered to be the same course. We have not excluded courses with fewer than 4 students.

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

The number of sustainability-focused courses offered:

575

The total number of courses offered:

14,879

Number of years covered by the data:

Three

A list of sustainability-focused courses offered:

---

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:

http://sustainability.duke.edu/academics/courses/index.html

A copy of the sustainability course inventory:

ER 6 & 7 2013 Sustainability courses.xlsx
Sustainability-Related Courses

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

Sampling and Data Standards: We have counted courses once each semester they are offered; if multiple sections are offered within a semester, they are considered to be the same course. We have not excluded courses with fewer than 4 students.

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

The number of sustainability-related courses offered:
446

The total number of courses offered:
14,879

Number of years covered by the data:
Three

A list of sustainability-related courses offered:

---

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
http://sustainability.duke.edu/academics/courses/index.html

A copy of the sustainability course inventory:
ER 6 & 7 2013 Sustainability courses.xlsx
Sustainability Courses by Department

Respondent Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

Submission Note:

To be consistent within the Education and Research section Duke counted Trinity departments; schools; and interdisciplinary programs, institutes & centers that offer courses in the total list of departments.

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

The number of departments that offer at least one sustainability-related or -focused course:

45

The total number of departments that offer courses:

60

A list of departments that offer sustainability courses:

African and African American Studies
Art, Art History, and Visual Studies
Asian & Middle Eastern Studies
Biology
Chemistry
Cultural Anthropology
Dance
Economics
Education
English
Evolutionary Anthropology
Germanic Languages and Literature
History
Literature
Philosophy
Physical Education
Physics
Political Science
Psychology
Romance Studies
Sociology
Theater Studies
Women's Studies
Divinity School
Fuqua School of Business
School of Law
School of Medicine
Nicholas School of the Environment
School of Nursing
Pratt School of Engineering
Sanford School of Public Policy
Center for Child and Family Policy
Center for Documentary Studies
Center for Latin American & Caribbean Studies
Duke Global Health Institute
Duke Institute for Genome Sciences & Policy
International Comparative Studies
John Hope Franklin Center for Interdisciplinary & International Studies (Canadian Studies)
Kenan Institute for Ethics
Linguistics Program
Program in Latino/a Studies of the Global South
Program in the Study of Sexualities
Thompson Writing Program
University Program in Ecology
University Program in Genetics

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

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A copy of the sustainability course inventory:

ER 6 & 7 2013 Sustainability courses.xlsx
Sustainability Learning Outcomes

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

Submission Note:

Since its last submission in 2010, Duke has seen an increase in the number of students enrolled in dual degree programs with a sustainability focus. Below is a list of graduates with dual degrees in sustainability-related fields:

- 11 students with MEM + MBA degrees
- 5 students with MPP + MBA degrees
- 3 students with MEM + MPP degrees
- 1 student with MEM + MEG degrees
- 5 students with MEM + MF degrees

This experience demonstrates the increasing interdisciplinary nature of sustainability degrees at Duke.

Several programs with sustainability learning outcomes do not offer a terminal Master's degree. However, students leaving the PhD program may receive an MA or an MS. These students have been included.

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

The number of graduates covered by the sustainability learning outcomes:

1,745

Total number of graduates:

5,001

A list of degree programs that have sustainability learning outcomes:

Nicholas School of the Environment
http://www.nicholas.duke.edu/about/mission-statement

*AB in Environmental Sciences and Policy
*BS in Environmental Sciences
*AB in Earth and Ocean Sciences
*BS in Earth and Ocean Sciences
*Minor in Environmental Science and Policy
*Minor in Earth and Ocean Sciences
*Certificate in Energy and Environment
*Certificate in Marine Science and Conservation Leadership
*MEM Degree Program
*MF Degree Program
*PhD (Earth and Ocean Sciences, Environmental Sciences and Policy, Marine Sciences and Conservation)

Civil and Environmental Engineering (http://www.cee.duke.edu/undergraduate-studies)

*B.S.E. in Civil and Environmental Engineering
*M.ENG. in Environmental Engineering
*PhD (Hydrology and Fluid Dynamics, Environmental Process Engineering)

Fuqua School of Business
*MBA
*PhD

Global Health Institute
*Certificate in Global Health
*MS in Global Health

International Comparative Studies Program
*AB in International Comparative Studies
*Minor in International Comparative Studies

Sanford School of Public Policy
*BA in Public Policy Studies
*Master of International Development Policy
*Master of Public Policy
*PhD

School of Nursing
*BS in Nursing

School of Medicine
*MD

The website URL where the publicly available sustainability course inventory that includes a list of degree programs
that have specified sustainability learning outcomes is available:

---

A copy of the sustainability course inventory:

ER-9 Complete Data.xlsx

A list or sample of the sustainability learning outcomes associated with the degree programs:

Examples –

Nicholas School of the Environment: Bachelor of Arts in Environmental Sciences and Policy - The A.B. degree is designed for students interested in the interdisciplinary study of environmental issues. The major permits students to combine studies in natural sciences and engineering with courses in social sciences and humanities to develop particular focus areas or themes relevant to students’ individual interests.

Solving the world’s environmental problems requires an understanding not only of ecological systems but also of the cultural, social, economic, and political forces that act on those systems. The A. B. degree in Environmental Sciences and Policy provides students with this background.

Students who receive the A.B. degree in Environmental Sciences and Policy are well positioned for careers where the ability to think across traditional boundaries is valued. Possible careers include:

* Environmental advising on Capitol Hill or in other local, state or federal government agencies
* Environmental consulting
* Research assistant
* K-12 teaching
* Environmental writing or publishing
* Curriculum development
* Education at museums or other outreach settings
* Majors may also choose to enter a professional graduate program in law, business, public health, or public policy, in which their undergraduate major will provide the basis for specialization.

The A.B. degree stresses a firm foundation in basic natural and social sciences. The central core course, ENVIRON 101, relies on case studies to demonstrate the inherent interdisciplinary nature of environmental problems. Other requirements include a course in probability and statistics, a course in environmental policy, and an independent study, field experience or internship. The remaining required courses in the upper-level curriculum are selected in consultation with the student’s advisor to address a specific theme, area of interest or career objective. At least two courses must be selected from each of the approved lists in natural sciences/engineering and social sciences/humanities.

Civil & Environmental Engineering: Our goals for the CEE program are to position our graduates to: use their knowledge and understanding of engineering sciences and design to advance their professional career; think critically when solving and managing tasks; communicate effectively in multidisciplinary, professional environments; exercise professional responsibility and sensitivity in the context of the social, economic, ethical and environmental implications of their engineering work; function effectively and efficiently as an individual and as a part of a team; and pursue life-long learning to earn relevant professional credentials (for example, licensure, professional or graduate degrees).

Fuqua School of Business: excerpt from website - Connecting Disciplines – exploring how health, the environment, law and public policy are colliding with business. GLOBAL COMMITMENT - To remain true to our mission and produce global leaders of consequence, we are rethinking traditional geographic and intellectual boundaries. The world we now live in is multi-centric, globally interdependent, and
dynamic. In order to play our part in addressing tomorrow’s business challenges, we are becoming the world’s first legitimately global business school, based in the economic and cultural hubs of world regions. These cities are in the countries that write their region’s rules and set its cultural tone:

- Dubai, United Arab Emirates
- London, United Kingdom
- New Delhi, India
- Shanghai/Kunshan, China
- St. Petersburg, Russia

This global expansion is supported by the interdisciplinary culture and resources of Duke University.

Global Health Institute: Opportunities within the field of global health are expanding as the world becomes more interconnected. Recognizing that many global health problems stem from economic, social, environmental, political, and health care inequalities, Duke has designed a new paradigm in global health education and training... A required course for the certificate "introduces major global health problems and social, behavioral, economic, biomedical and environmental determinants of health in resource limited settings. Topics include communicable diseases i.e. HIV, malaria, tuberculosis and common childhood diseases; chronic diseases such as cancer, diabetes, cardiovascular disease and mental health; and determinants of health associated with these diseases, such as poverty, gender imbalance, culture, poor environmental sanitation, malnutrition, tobacco use, and climate change. Other topics may include health promotion, reproductive health, maternal and child health, and disaster preparedness."

International Comparative Studies: The gateway core course examines capitalism and neo-liberal globalization and their relationships to culture, politics, economics, and other social forms and outcomes; considers the workings of transnationalism “from below”: explains and challenges linear and Western-centric thinking about progress and modernity; focuses a historical lens on a range of political discourses, institutions, and projects (nationalist, statist, colonialist, imperialist, anti-colonialist, fundamentalist, and so on) in order to understand them contextually; demonstrates how cultures and identities are dynamically constituted in interaction with historical, material, political, and situational factors; considers how different kinds of inequality and contestation inflect most social formations and dynamics. The capstone seminar uses scholarship, literature and film to revisit some of the key critical transnationalism concepts and themes introduced in the ICS gateway course. Unifying critical transnationalism themes and topics are selected from the following: neo-liberal globalization and its consequences; inequality, power, and social justice; cultural and discursive formations; obstacles to and limits of constituting transnational or global communities in an interconnected world; interactions between identities and institutions on various scales; law, human rights, and memory projects.

School of Medicine: A required course in the MD program includes the following learning objective: Outline measured differences in access, quality and use of health care services for various local, national, and global populations, and outline the role of healthcare providers in contributing to disparity; explain the clinical and social implications for the disparate populations; be knowledgeable about the social determinants of health and social influence on health outcomes, including education, socio-economic status, race, gender, and other social influences; discuss the variety of challenges entailed in achieving health care parity.

School of Nursing: A required course for the BS in Nursing includes synthesizing the core public health functions while examining contemporary issues--locally, nationally, globally-- that increase risk or promote, maintain and restore health. Contemporary issues include health of immigrants and refugees, nursing care in disasters, person-health-environment interactions, and nursing’s role in promoting social justice.

Sanford School of Public Policy: excerpt from School goals/learning outcomes-- As a liberal arts major, public policy studies teaches students to read critically, think analytically, and write concisely. Through rigorous coursework in multiple fields, including economics,
statistics, political science, history and ethics; through electives in substantive areas; and through a policy oriented internship, PPS students learn how knowledge gained through research can be used to address domestic and international problems.

Mission Statement: A major in public policy studies aims to teach students how to make a difference in the complex policy issues of today. The curriculum provides students skills in political and economic analysis, knowledge about how to lead people and organizations, and a strong ethical foundation for decision-making.

The broad intellectual goals of any major should relate in some way to the goals of a liberal arts education. The Report on Yale College Education (April 2003), produced by a committee chaired by Richard Brodhead, listed the skills a liberal arts education should deepen. The public policy major at Duke encourages students to work toward the goals outlined in visions of a liberal arts education, which are also reflected in the Philosophy of Trinity College.

The goals of the major in public policy studies are both pedagogical and policy specific. First, we aim to create a learning environment in which students 1) draw on skills from multiple disciplines, 2) learn to write concisely and clearly, and 3) consider the ethical implications of their actions.

Second, the topics explored in the major should lead students 1) to think in terms of global problems and international relations, 2) to analyze the policies surrounding new advances in science (i.e., genomics) and technology (i.e., intellectual property and the Internet), and 3) to engage in solving important social problems.

In 1971, with the help of Professor Joel Fleishman, Sanford launched Duke’s public policy program in order to educate a new kind of pragmatic, ethical leader prepared to contribute in any work sector. An equally important goal was to make it possible for scholars and policymakers to interact with, and learn from, each other.

Nearly 40 years later, our public policy program continues to grow in remarkable ways. This maturation led to Sanford becoming Duke’s tenth School in 2009. The change is attracting creative scholars to our faculty, which has grown by 50 percent in the last four years.

These scholars deepen our capacity to teach core analytical skills. They also expand our depth of expertise in environmental and energy policy, global governance and development policy, communications policy, child policy, social policy, and global health and population. Our leadership program, our visiting journalists program and numerous active research centers in areas such as philanthropy and civil society are bringing in fresh, outside perspectives. Students are benefiting from increased research opportunities and financial aid, and closer mentoring.
Undergraduate Program in Sustainability

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

Submission Note:

Duke is developing an undergraduate experiential certificate program in sustainability that will combine coursework with extensive, reflective, experiences in the world. It will likely be available for students beginning in the fall of 2014.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Environmental Sciences and Policy

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


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

Environmental Sciences

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


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

Civil and Environmental Engineering
The website URL for the program (3rd program):
http://www.cee.duke.edu/undergraduate-studies/degrees-certificates

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

Program II (in the past, students interested in environmental sustainability have used the Program II track to mix their environmental studies with a focus on business, social studies, the arts or another science).

http://program2.duke.edu/
Graduate Program in Sustainability

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?: Yes

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

The website URL for the program (1st program):
http://www.nicholas.duke.edu/programs/professional/mem

The name of the sustainability-focused, graduate-level degree program (2nd program):
Doctorate of Environmental Sciences and Policy

The website URL for the program (2nd program):
http://www.nicholas.duke.edu/programs/doctoral/esp

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

The website URL for the program (3rd program):
http://www.nicholas.duke.edu/programs/doctoral/upep
The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

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Sustainability Immersive Experience

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

• it concentrates on sustainability, including its social, economic, and environmental dimensions or
• it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Does the institution offer a program that meets the criteria for this credit?:
Yes

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

Duke offers students two sustainability-focused immersive experiences: program sites focused on sustainability through DukeEngage, and environmentally related study abroad programs.

The DukeEngage program, launched in 2007, provides funding for Duke undergraduates who wish to pursue an immersive (minimum of eight weeks) service experience by meeting a community need locally, domestically, or internationally. Since the program began, more than 2400 Duke students have participated. Program sites with thematic areas in environmental advocacy and sustainability have been offered in the United States in Louisiana, North Carolina, Oregon, and Washington State, and internationally in Argentina, Ecuador, India, Jordan, Kenya, Peru, South Africa, Thailand, and Uganda. These programs include environmental, social, and economic dimensions. Since 2010, DukeEngage has supported students in the "Managing Environmental Organizations" program in Portland, Oregon. This program is the first DukeEngage program that systematically fosters a holistic marriage of service to the environment with a personal commitment to voluntary simplicity and sustainable living. Students assess their carbon footprints through a personal carbon calculator, which tracks participants’ behavior and monitors electricity usage, modes of transportation, and dietary decisions. The Portland program educates students on ways to reduce their carbon footprint through the use of public transportation; maintaining a vegetarian, locally focused, organic diet; and additional environmentally focused lifestyle choices. The group also participates in environmental projects in Portland on the weekends to collectively offset carbon that is not eliminated through behavioral changes, including beach cleanups, community gardens, and tree planting.
Duke’s Study Abroad Office has approved environmentally related programs hosted by the School for International Training (http://www.sit.edu/studyabroad/) and the School for Field Studies (http://www.fieldstudies.org/).

There are a myriad of SIT programs in 17 different countries focused on sustainability issues in which Duke students can choose to participate as well as numerous SFS programs spanning a range of environmental topics. With approval, students can also take advantage of environmentally-focused programs offered through the ECOSA Institute (http://www.ecosainstitute.org/) and Living Routes (http://www.livingroutes.org/).

The website URL where information about the immersive experience is available:
http://dukeengage.duke.edu/about-dukeengage/dukeengage-green/the-portland-program
Sustainability Literacy Assessment

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

Submission Note:

Duke plans to develop a plan for assessing sustainability literacy during the 2013-2014 academic year.

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

Has the institution conducted a sustainability literacy assessment?:

No

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:

---

A copy of the questions included in the sustainability literacy assessment:

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A copy of the questions included in the sustainability literacy assessment:

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A brief description of how the assessment was developed:

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A brief description of how the assessment was administered:
A brief summary of results from the assessment:

The website URL where information about the literacy assessment is available:
Incentives for Developing Sustainability Courses

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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 aims to increase student learning of sustainability.

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

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

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

Does the institution have a program that meets the criteria outlined above?:

Yes

A brief description of the program(s):

Duke’s annual faculty development workshop on Leadership for Sustainability Across the Curriculum began in 2010. During the four annual workshops, 53 Duke affiliates, including 37 faculty members, have participated in one- or two-day workshops of presentations, exercises, and discussions. At least a dozen collegiate and K-12 educators from neighboring institutions have also participated. Participants reflect on new teaching methods, interdisciplinary connections with sustainability, opportunities for students’ civic engagement around sustainability, and their own roles as campus leaders. In the following year, past fellows contribute from their growing expertise.

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

Faculty participants in Duke’s Sustainability and Curriculum workshop receive a stipend of $500 for attending the workshop, incorporating sustainability into a course, writing a blog post about their experience, and providing the program with a new or revised syllabus indicating the sustainability components. They also become a part of a growing community of diverse faculty interested in incorporating sustainability in course curricula.

The website URL where information about the program is available:
Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

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Sustainability Research Identification

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Submission Note:

In 2012 Dr. Jay Golden became Associate Vice Provost for Research. A major focus of Golden's position will be to increase research in sustainability and economic development at Duke over the coming years. In the near future, therefore, Duke expects to see more research dollars allocated toward sustainability-related research.

http://today.duke.edu/2012/11/golden

In the future, Duke intends to do a more extensive search of sustainability research. Currently, the search terms that are used to locate sustainability research in the university heavily emphasize environmental sustainability. In order to locate more research in the fields of social and economic sustainability, Duke is in the process of expanding its search term list. In future iterations of STARS, Duke's Sustainability Research Inventory will highlight research in all three areas of sustainability: environmental, social, and economic.

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

Has the institution developed a definition of sustainability research?:

Yes

A copy of the institution's definition of sustainability research:

Sustainability research is the systematic investigation of social, environmental, and economic solutions towards a more sustainable world. Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs.
Has the institution identified its sustainability research activities and initiatives?:
Yes

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

Duke does not currently track research related to sustainability themes. The University is exploring ways to identify research as it is developed as sustainability related or focused but for the current inventory another method had to be utilized.

The Office of Research Support utilized the Sponsored Projects Systems Database to search by key word for sustainability related research.

Keywords in the title field:

- climat*
- sustainabl*
- conservation
- energy
- water
- environment*
- ecosystem
- renewable
- fisheries
- habitat
- carbon dioxide
- CO2
- methane
- greenhouse
- waste
- transportation
- fuel

* = wild card, for forms of words

Keywords in the body-text search:

- climat*
- sustainabl*
- conservation
- environment*
- ecosystem
- renewable
- fisheries
- habitat
- methane
- greenhouse
Does the institution make its sustainability research inventory publicly available online?:
Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
http://sustainability.duke.edu/academics/research/index.html
Faculty Engaged in Sustainability Research

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

Submission Note:

We estimate the total number of faculty doing research by taking the 842 tenure track faculty at the university excluding the divisions listed above and estimate that about half of the non-tenure track faculty do research (138) to get a total of 980.

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

The number of faculty members engaged in sustainability research:

216

The total number of faculty members engaged in research:

980

Names and department affiliations of faculty engaged in sustainability research:

Martha S. Absher, Associate Dean, Pratt School of Engineering
Pankaj Agarwal, Professor, Computer Science; Mathematics
John D. Albertson, Professor, Pratt School of Engineering
Elizabeth Albright, Assistant Professor, Nicholas School of the Environment
Elizabeth Ananat, Assistant Professor, Sanford School of Public Policy; Economics; Center on Child & Family Policy
Peter Arcidiacono, Professor, Economics; Population Research Institute
Rebecca Bach, Associate Professor of the Practice, Sociology
Paul A. Baker, Professor, Nicholas School of the Environment
Richard Barber, Professor, Nicholas School of the Environment
Ana P. Barros, Professor, Pratt School of Engineering
Xavier Basurto Guillermo, Assistant Professor, Nicholas School of the Environment
Peter Bayer, Professor, Economics; Population Research Institute
Philip Benfey, Professor, Biology
Lori Bennear, Assistant Professor, Nicholas School of the Environment
David, Beratan, Professor, Chemistry; Physics; Biochemistry; Duke Energy Initiative
Emily S. Bernhardt, Associate Professor, Biology
Staci, Bilbo, Assistant Professor, Psychology & Neuroscience; Duke Institute for Brain Sciences
Celia Bonaventura, Director, Nicholas School of the Environment
Joseph Bonaventura, Professor, Nicholas School of the Environment
Alan Boudreau, Professor, Nicholas School of the Environment
Andre Boustany, Research Scientist, Nicholas School of the Environment
Gale, Boyd, Director, Triangle Census Research Data Center; Economics
Nicolette Cagle, Visiting Lecturer, Nicholas School of the Environment
Lisa Campbell, Associate Professor, Nicholas School of the Environment
Lisa M. Campbell, Associate Professor, Nicholas School of the Environment
Nicolas Cassar, Associate Professor, Nicholas School of the Environment
William Chameides, Dean, Nicholas School of the Environment
Lauren M. Chan, Postdoctoral Associate, Biology
Chuan-Hua Chen, Assistant Professor, Pratt School of Engineering
Alex, Cho, Assistant Professor, School of Medicine; Global Health Institute
Norman Christensen, Professor, Nicholas School of the Environment
Catherine H. Clark, Adjunct Associate Professor, Fuqua School of Business
Charlotte Clark, Lecturer, Nicholas School of the Environment
James S. Clark, Professor, Nicholas School of the Environment
Bruce Corliss, Adjunct Professor, Nicholas School of the Environment
William, Darity, Professor, Sanford School of Public Policy; African & African American Studies; Economics; Population Research Institute
Thomas H. Darrah, Research Scientist, Nicholas School of the Environment
Marc Deshusses, Professor, Pratt School of Engineering
Richard Di Giulio, Professor, Nicholas School of the Environment
Humberto Diaz, Adjunct Professor, Nicholas School of the Environment
Jean Domec, Visiting Assistant Professor, Nicholas School of the Environment
Kathleen Donohue, Professor, Biology
Martin W. Doyle, Professor, Nicholas School of the Environment
Christine Drea, Professor, Evolutionary Anthropology
Gary Dwyer, Senior Research Scientist, Nicholas School of the Environment
David Erickson, Adjunct Professor, Nicholas School of the Environment
Mary Eubanks, Adjunct Professor, Biology
John Fay, Instructor, Nicholas School of the Environment
Mark Feinglos, Associate Professor, Medical Center
Mark, Feinglos, Associate Professor, Medical Center
Patrick L. Ferguson, Associate Professor, Pratt School of Engineering
Erica Field, Associate Professor, Economics
Marilyn Forbes, Senior Lecturing Fellow, Duke Law School
Richard Forward, Professor, Nicholas School of the Environment
Ari S. Friedlaender, Research Scientist, Nicholas School of the Environment
Ei Fujioka, Research Scientist, Nicholas School of the Environment
Christopher Galik, Senior Policy Associate, Nicholas Institute
Deborah Gallagher, Associate Professor, Nicholas School of the Environment
Alan Gelfand, Professor, Statistical Science
Gary, Gereffi, Professor & Director, Sociology; Center on Globalization, Governance & Competitiveness
Jen'nan, Ghazal Read, Associate Professor, Sociology
Christina, Gibson-Davis, Assistant Professor, Sociology; Public Policy Studies; Center for Child & Family Policy; Psychology
Alexander Glass, Instructor, Nicholas School of the Environment
Jeffrey T. Glass, Professor, Pratt School of Engineering
Jay Golden, Associate Professor, Nicholas School of the Environment
Jay, Golden, Associate Vice Provost for Research & Director, Center for Sustainability & Commerce
Claudia Gunsch, Associate Professor, Pratt School of Engineering
Peter Haff, Professor, Pratt School of Engineering
Patrick N. Halpin, Associate Professor, Nicholas School of the Environment
Peter Harrell, Instructor, Nicholas School of the Environment
Angel, Harris, Professor, Sociology
Gary Hartshorn, Adjunct Professor, Nicholas School of the Environment
Robert Healy, Professor, Nicholas School of the Environment
Jim Heffernan, Assistant Professor, Nicholas School of the Environment
Nicolette Heller, Visiting Assistant Professor, Nicholas School of the Environment
James Hench, Assistant Professor, Nicholas School of the Environment
Duncan Heron, Professor, Nicholas School of the Environment
David Hinton, Professor, Nicholas School of the Environment
Calvin R. Howell, Professor, Physics
Heileen Hsu-Kim, Associate Professor, Pratt School of Engineering
Dana Hunt, Assistant Professor, Nicholas School of the Environment
K. David Hyrenbach, Adjunct Professor, Nicholas School of the Environment
Robert B. Jackson, Professor, Nicholas School of the Environment
Sherman, James, Professor, Sociology; African & African-American Studies; Public Policy; Community & Family Medicine
Marc, Jeuland, Assistant Professor, Sanford School of Public Policy; Global Health Institute; Nicholas School of the Environment; Civil & Environmental Engineering
Timothy H. Johnson, Associate Professor, Nicholas School of the Environment
Zackary I. Johnson, Assistant Professor, Nicholas School of the Environment
David W. Johnston, Assistant Professor, Nicholas School of the Environment
Prasad Kasibhatla, Associate Professor, Nicholas School of the Environment
Gabriel Katul, Professor, Nicholas School of the Environment
Richard F. Kay, Professor, Nicholas School of the Environment
Richard Kay, Professor, Nicholas School of the Environment
Lisa, Keister, Professor, Sociology
William Kirby-Smith, Professor, Nicholas School of the Environment
Emily Klein, Professor, Nicholas School of the Environment
Randall Kramer, Professor, Nicholas School of the Environment
James Kraska, Visiting Scholar, Nicholas School of the Environment
Jeffrey L. Kroll, Professor, Pratt School of Engineering
Mukesh Kumar, Assistant Professor, Nicholas School of the Environment
Richard Kwok, Adjunct Assistant Professor, Nicholas School of the Environment
Helen, Ladd, Professor, Economics
Alvin, Lebeck, Professor, Computer Science; Pratt School of Engineering
Francis J. Lethem, Professor, Sanford School of Public Policy
Wenhong Li, Assistant Professor, Nicholas School of the Environment
Daniel Livingstone, Professor, Nicholas School of the Environment
Ryke Longest, Senior Lecturing Fellow, Duke Law School
Elizabeth C. Losos, Adjunct Professor, Nicholas School of the Environment
Elizabeth Losos, Adjunct Professor, Nicholas School of the Environment
Daniel Richter Jr., Professor, Nicholas School of the Environment
Daniel Rietschof, Professor, Nicholas School of the Environment
Stephen Roady, Adjunct Professor, Nicholas School of the Environment
Allen Rodrigo, Professor, Biology
Gabriel Rosenberg, Assistant Professor, Women's Studies
Bill Ross, Visiting Professor, Nicholas School of the Environment
Martin Ross, Senior Research Economist, Nicholas Institute
V. Louise Roth, Associate Professor, Biology
Kathy Rudy, Professor, Women's Studies
Martin, Ruef, Professor, Sociology
Jim Salzman, Professor, Nicholas School of the Environment
Erika Sasser, Adjunct Assistant Professor, Nicholas School of the Environment
Kathryn Saterson, Adjunct Associate Professor, Nicholas School of the Environment
Sally Schauman, Adjunct Professor, Nicholas School of the Environment
William Schlesinger, Professor, Nicholas School of the Environment
Thomas Schultz, Director, Nicholas School of the Environment
Patrick C. Seed, Associate Professor, Medical Center
Elizabeth Shapiro-Garza, Assistant Professor, Nicholas School of the Environment
Arthur J. Shaw, Professor, Biology
Brian Silliman, Professor, Nicholas School of the Environment
Sonia Silvestri, Research Scientist, Nicholas School of the Environment
Theodore, Slotkin, Professor, School of Medicine
Martin D. Smith, Associate Professor, Nicholas School of the Environment
Anthony, So, Professor of the Practice, Sanford School of Public Policy; Global Health Institute; Program on Global Health & Technology Access
Harris, Solomon, Assistant Professor, Cultural Anthropology; Global Health Institute
Herman F. Staats, Professor, School of Medicine
Heather Stapleton, Associate Professor, Nicholas School of the Environment
Jessi, Streib, Assistant Professor, Sociology
Thomas, Struhsaker, Adjunct Professor, Evolutionary Anthropology
S. Kersey Sturdivant, Visiting Scholar, Nicholas School of the Environment
Jennifer Swenson, Assistant Professor, Nicholas School of the Environment
John Terborgh, Professor, Nicholas School of the Environment
Charles, Thompson, Lecturer, Cultural Anthropology; Center for Documentary Studies
Christopher Timmins, Associate Professor, Nicholas School of the Environment
Dean Urban, Professor, Nicholas School of the Environment
Cindy L. Van Dover, Professor, Nicholas School of the Environment
Kyle Van Houtan, Adjunct Associate Professor, Nicholas School of the Environment
John Vandenberg, Adjunct Professor, Nicholas School of the Environment
Avner Vengosh, Professor, Nicholas School of the Environment
Rebecca Vidra, Lecturer, Nicholas School of the Environment
Jeffrey Vincent, Professor, Nicholas School of the Environment
Jesko Von Windheim, Professor, Nicholas School of the Environment
Bryan Wallace, Adjunct Associate Professor, Nicholas School of the Environment
Danielle Way, Adjunct Assistant Professor, Nicholas School of the Environment
Christopher Wedding, Lecturing Fellow, Nicholas School of the Environment
Erika S. Weinthal, Associate Professor, Nicholas School of the Environment
Charles R. Welch, Conservation Coordinator, Lemur Center
Jennifer Wernegreen, Associate Professor, Nicholas School of the Environment
Kathryn, Whetten, Director & Professor, Center for Health Policy & Inequalities Research; Sanford School of Public Policy; Global Health Institute; Trent Center for Bioethics, Humanities & History of Medicine
Jonathan Wiener, Professor, Nicholas School of the Environment
Mark R. Wiesner, Professor, Pratt School of Engineering
Benjamin, Wiley, Assistant Professor, Chemistry; Duke Energy Initiative
Christina, Williams, Professor, Psychology & Neuroscience
John H. Willis, Professor, Biology
Norman Wirzba, Professor, Duke Divinity School
Robert Wolpert, Professor, Nicholas School of the Environment
Justin Wright, Assistant Professor, Biology
Anne D. Yoder, Professor, Biology
Rakan A. Zahawi, Instructor, Organization for Tropical Studies
Jim Zhang, Professor, Nicholas School of the Environment

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:
http://sustainability.duke.edu/academics/research/index.html

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:
ER-16 Faculty Research 2013.xlsx

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

- The Lemur Center at Duke and Sea World and Busch Gardens Conservation Fund, Saving the Malagasy Forest Through Sustainable Fish Farming

- The Nicholas School of the Environment at Duke and the Nature Conservancy, Carbon Sequestration Benefits of Peatland Restoration

- Pratt School of Engineering at Duke and the Research Triangle Institute, Electrochemical Disinfection with Integrated Biomass Oven for Solid Waste Processing and Energy Harvesting

- The Nicholas Institute and the U.S. Department of Agriculture, Livestock Ecosystem Services Evaluation and Assessment of Existing Water Quality Metrics, Tools and Methods

- Another recent accomplishment includes a toilet designed by Duke professor, Dr. Marc Deshusses, which turns waste water into potable water:

http://wunc.org/post/duke-researchers-design-toilet-turns-waste-drinking-water

The website URL where information about sustainability research is available:
http://sustainability.duke.edu/academics/research/index.html
Departments Engaged in Sustainability Research

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

Submission Note:

The total count of departments includes the following:

1. All departments within Duke's Trinity College of Arts & Sciences, except for the Health, Wellness and Physical Education department because it does not carry out research. A department listed on the Trinity College website (Public Policy Studies) is also excluded from the total number of departments because it is encompassed in the Sanford School of Public Policy.

2. Each of Duke's research-oriented schools.

3. Interdisciplinary centers and institutes that conduct research and are not contained entirely within a department or school (i.e., either faculty have appointments specific to the institute/center or primary faculty appointments are in multiple departments/schools).

Total:

Trinity Departments:

African and African American Studies
Air Force ROTC (Aerospace Studies)
Army ROTC (Military Science)
Art, Art History, and Visual Studies
Asian and Middle Eastern Studies
Biology
Chemistry
Classical Studies
Computer Science
Cultural Anthropology
Dance
Economics
Education
English
Evolutionary Anthropology
Germanic Languages and Literature
History
Literature
Mathematics
Music
Navy ROTC (Naval Science)
Philosophy
Physics
Political Science
Psychology and Neuroscience
Religion
Romance Studies
Slavic and Eurasian Studies
Sociology
Statistical Science
Theater Studies
Women’s Studies

Schools:
Divinity School
Fuqua School of Business
School of Law
Nicholas School of the Environment
Pratt School of Engineering
Sanford School of Public Policy
Medical School
School of Nursing

Interdisciplinary Centers and Institutes:
Center for Biologically Inspired Materials and Material Systems
Center for Biomolecular & Tissue Engineering
Center for Documentary Studies
Center for Environmental Implications of Nanotechnology
Center for Health Policy & Inequalities Research
Center for Metamaterials & Integrated Plasmonics
Center for the Study of Aging & Human Development
Center for the Study of Race, Ethnicity and Gender in the Social Sciences
Center on Globalization, Governance & Competitiveness
Duke Center for Child & Family Policy
Duke Center for Sustainability & Commerce
Duke Energy Initiative
Duke Global Health Institute
Duke Institute for Brain Sciences
Duke Lemur Center
Duke Population Research Institute
Duke Superfund Research Center
Duke University Medical Center
Fitzpatrick Institute for Photonics
Global Financial Markets Center
Institute for Genome Sciences and Policy
John Hope Franklin Humanities Institute
The total number of academic departments that conduct research:
68

The number of academic departments in which at least one faculty member engages in sustainability research:
37

A list of academic departments in which at least one faculty member engages in sustainability research:

Trinity Departments:
Biology
Chemistry
Computer Science
Cultural Anthropology
Economics
Evolutionary Anthropology
Physics
Psychology & Neuroscience
Sociology
Statistical Science
Women's Studies

Schools:
Divinity School
Fuqua School of Business
Law School
Medical School
Nicholas School of the Environment
Pratt School of Engineering
Sanford School of Public Policy

Research Centers & Institutes:
Center for Documentary Studies
Center for Environmental Implications of Nanotechnology
Center for Health Policy & Inequalities Research
Center for the Study of Race, Ethnicity and Gender in the Social Sciences
Center on Globalization, Governance & Competitiveness
Duke Center for Child & Family Policy
Duke Center for Sustainability & Commerce

"---" indicates that no data was submitted for this field
Duke Energy Initiative
Duke Lemur Center
Duke Population Research Institute
Duke Superfund Research Center
Duke University Medical Center
Global Health Institute
John Hope Franklin Humanities Institute
Nicholas Institute for Environmental Policy Solutions
Organization for Tropical Studies
Program on Global Health & Technology Access
Trent Center for Bioethics, Humanities & History of Medicine

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
http://sustainability.duke.edu/academics/research/index.html

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
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Sustainability Research Incentives

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

"---" 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:

1. Bass Connections is a new university-wide initiative, funded by a $50 million grant, providing students (undergraduate and graduate) with greater exposure to inquiry across the disciplines, partnership with unlikely fellow thinkers, sustained mentorship in teams, and the chance to experience the intersections of the academy and the broader world. All Bass Connections participants will experience the complexity of global, societal problems in their real-world form, the value of integrating bodies of specialized knowledge, and the imperative of teamwork to begin finding solutions to the most pressing problems of the day. The interdisciplinary nature of these teams leads to strong ties to sustainability in project themes:

Brain & Society: Many of the core problems of our time – climate change, financial crises, addiction, and social inequality – arise from individuals and their choices. Brain research on cognition, emotions, expression, and decision-making will be translated in this theme to address collective challenges and increase understanding of what makes us human. Curricular and project elements will build connections between basic research in neuroscience (and related biological sciences) and socially challenging questions in medicine, the humanities, public policy, economics, ethics, and law, to understand issues such as physical and social responses to transformative events; the workings of the brain in rhetoric and the arts; memory in legal testimony; and the role of decision processes in shaping our institutions and public policies. Project deliverables will be diverse, including, but not limited to: co-authored articles, artistic solutions, policy briefs, smartphone applications, curricula, and community outreach programs.
Global Health: Through Bass Connections in Global Health, students – undergraduate through doctoral – have the opportunity to participate in courses, experiential learning and faculty-led field projects to find solutions to global health challenges. Its education programs and activities help develop participants’ ability to work creatively and collectively to address health disparities worldwide, and cultivate strong mentoring, research and teaching skills of graduate and professional students, and postdoctoral scholars.

Energy: Bass Connections in Energy capitalizes on the University’s broader Energy Initiative, a university-wide interdisciplinary collaboration addressing today’s pressing energy challenges related to the economy, the environment, and security. Projects include research on energy communication, energy efficiency in the automotive industry, the intersection of energy & peace-building, U.S. climate policy, and behavior change and energy use.

Education & Human Development: Based on the recognition that successfully reaching adulthood is about more than test scores, the Bass Connections Education & Human Development (EHD) theme encompasses an interdisciplinary framework to engage students and faculty to develop the data, tools, and practices that better link how we raise our children—in schools, in families, and in communities—to positive life outcomes in an interconnected global society. We see “education” not just as formal K-12 schooling but also as learning via families and social channels, and “human development” as encompassing valued life outcomes across ages including health, social and familial connections, happiness, income, and employment.

2. Graduate student fellowships in the Duke Center for Sustainability & Commerce: Each spring the Duke Center for Sustainability & Commerce accepts applications, and conducts interviews, with exceptional Duke graduate students from across the campus who wish to obtain fellowship status with the Center. Under the direction of Director Jay Golden and affiliated faculty, fellows are tasked with sustainability research projects and take on leadership roles that include coordinating our student led Innovation Awards Program and Thought Leader Seminar Series. The Center places graduate-level multidisciplinary student teams, trained in sustainable systems and life cycle analytics, with organizations to help them address real-world sustainability issues.

http://center.sustainability.duke.edu/education/student-fellowships

3. The Global Health Doctoral Scholars: This program contributes 50% of the scholar's nine-month expenses for fees and stipends as well as office space. Initial funding lasts one year and can be renewed for up to three years upon student's successful application for continuation. A Global Health Scholar is a doctoral candidate with a substantive interest in global health from the perspective of the student's primary discipline. A global health perspective is interdisciplinary and is influenced by social, economic, and cultural contexts of health. The Scholar's dissertation would be based on a project undertaken in a low- or middle-income country.

URL:
https://globalhealth.duke.edu/education-and-training/graduate/doctoral-scholars

The website URL where information about the student research program is available:
http://interdisciplinary.duke.edu/bass-connections

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:

Duke has several programs that encourage faculty research in sustainability and the incorporation of sustainability into additional courses across campus. These include:

1. Duke’s Trillium Project is a faculty learning community dedicated to increasing the prevalence and quality of concepts of sustainability in academic courses at Duke. Each May, there is a campus workshop where “graduates” of prior Trillium Project workshops mentor other faculty in how to incorporate sustainability concepts into their new or revised syllabi across all disciplines and departments. To date, 52 faculty and staff have become Trillium Fellows.

http://sites.duke.edu/trillium/

2. Dr. Jay Golden is now Duke's Associate Vice Provost for research with a special focus on sustainability and economic development initiatives across the campus.

http://today.duke.edu/2012/11/golden

3. The Bass Connections program described above, funded by a $50 million grant, offers funding to allow faculty leaders of interdisciplinary research teams to support students on projects the faculty oversee but does not provide faculty funding itself. The majority of these teams are thematically tied to sustainability.

http://today.duke.edu/2013/01/bassconnections

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

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Interdisciplinary Research in Tenure and Promotion

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

Submission Note:

Additionally, Duke's Vice Provost for Interdisciplinary Studies works with faculty members and administrators from Duke's nine schools to instigate and facilitate interdisciplinary research, collaboration, and instruction. The VPIS's work includes organizing incentives for interdisciplinary research and working to find solutions to obstacles that inhibit interdisciplinary teaching and scholarship.

More information:
http://provost.duke.edu/

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

A brief description or a copy of the institution’s policy regarding interdisciplinary research:

Duke emphasizes the importance of interdisciplinary research in the 2006 Strategic Plan (http://stratplan.duke.edu/pdf/plan.pdf), which identifies interdisciplinarity as an enduring theme for the University. A fundamental planning mandate of the plan is to “further develop our capacity to support creative, entrepreneurial, interdisciplinary teaching and research among our faculty and students,” which fed into the development of 2 strategic goals focused on interdisciplinarity. The first goal seeks to increase the capacity of Duke’s faculty to develop and communicate disciplinary and interdisciplinary knowledge, which calls for the creation of a Faculty Enhancement Initiative that “foster[s] shared searches between schools and institutes and centers” and “enable[s] accelerated and cluster hiring for school and university strategic priorities.” A second goal is to strengthen the engagement of the University in real world issues by recommitting to flagship interdisciplinary programs. This high-level emphasis on interdisciplinary research is also present in the tenure and promotion process; internal and external candidates are required to submit “synops[es] of…intellectual interests, especially concerning interdisciplinary research” (located at the URL below under "Solicitation of Dossier Items from Candidate").

The website URL where information about the treatment of interdisciplinary research is available:
http://stratplan.duke.edu/pdf/plan.pdf
Operations

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

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Building Operations and Maintenance

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

• Impacts on the surrounding site
• Energy consumption
• Usage of environmentally preferable materials
• Indoor environmental quality
• Water consumption

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

Total building space that meets "Eligible Buildings Criteria":
18,502,474 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
18,502,474 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
0 Square Feet
The website URL where a copy of the institution’s guidelines or policies for sustainable building operations and maintenance is available:

http://sustainability.duke.edu/campus_initiatives/index.html

An electronic copy of the guidelines or policies:

---

The date(s) the policies or guidelines were adopted:

---

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

While Duke does not certify buildings under LEED for Existing Buildings: O&M, several institutional policies and practices address these issues to maintain all buildings in accordance with sustainable building operational principles. These include –

• Duke Temperature and Scheduling policy -

• Sustainable Grounds Management -
  http://sustainability.duke.edu/campus_initiatives/land/index.html

• Environmentally Preferable Purchasing Policy -
  http://sustainability.duke.edu/campus_initiatives/purchasing/index.html

• Indoor Air Quality Guidelines -
  http://www.safety.duke.edu/OHS/IAQ.htm

• Sustainable Water Management -
  http://sustainability.duke.edu/campus_initiatives/water/index.html

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:
Building Design and Construction

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:

Duke has almost 5M GSF of LEED buildings on campus
- 26 certified LEED buildings, 3.1M GSF
- 9 registered for LEED, 1.8M GSF
29% of total campus GSF is LEED certified or registered

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

New building space that meets "Eligible Buildings Criteria":
495,943 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
0 Square Feet

New building space that is LEED Certified:
0 Square Feet
New building space that is LEED Silver certified:
175,000 Square Feet

New building space that is LEED Gold certified:
320,943 Square Feet

New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://sustainability.duke.edu/campus_initiatives/buildings/index.html

An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
2003

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

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:

Buildings - (2010-2013)
- East Campus Steam Plant (Gold) = 7,000 GSF
- Chilled Water Plant 2 (Gold) = 43,943 GSF
- Cancer Center (Gold) = 270,000 GSF
- Lemur Center (Silver) = 18,000 GSF
- Multipurpose Field House (Silver) = 89,000 GSF
- Keohane K-4 Residence Hall (Silver) = 68,000 GSF

As of summer 2013, Duke has 9 additional buildings that are registered for LEED and are going through the certification process.

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
---
Indoor Air Quality

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the 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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:

18,502,474 Square Feet

Total occupied building space:

18,502,474 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

Duke’s Occupation & Environmental Safety Office, Division of Occupational Hygiene and Safety is responsible for monitoring and responding to indoor air quality concerns across campus and the health system. This office coordinates the programs for evaluating, controlling, or eliminating both health and safety hazards in the workplace. They respond to IAQ concerns and mobilize to address emergent events that may result in a decrement in air quality such as building flooding, construction activities, etc.

Excerpt from OESO Standard Operating Procedures -
Phase 1 investigations are the initial step in evaluating whether a reported IAQ concern is significantly affecting the health of the occupants in the area. In the majority of cases, IAQ evaluations will be resolved in this phase.

Process

Step 1 – Initiation: When contacted about an IAQ problem, the complainant is referred to

http://www.safety.duke.edu/OHS/IAQ.htm

for self help. This page links the complainant to information and other resources, including the appropriate maintenance dept. In the case that self-help does not work or is not considered suitable, the complainant may choose to request an investigation through the link to TMS.

Step 2 – Scheduling of investigation. Upon receipt of the TMS work request, OESO will assign staff (and copy the appropriate territory person) to conduct the initial investigation. The assigned staff member will schedule the investigation directly with the area supervisor.
Step 3 – Investigation – the surveyor will visit the area, conduct an initial investigation consisting of basic measurements and observations to ascertain the cause of concern. OESO's investigation procedure provides guidance on what to look for and also serves as documentation of the visit.

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

http://www.safety.duke.edu/OHS/IAQ.htm
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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<td>Air Travel Emissions</td>
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</tbody>
</table>
Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

The website URL where the GHG emissions inventory is posted:
http://sustainability.duke.edu/climate_action/index.php

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
No
Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

Submission Note:

Duke's baseline year for the campus Climate Action Plan is 2007. This is the baseline reflected above.

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

Scope 1 and 2 gross GHG emissions, 2005:

338,828 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:

5,248

Non-residential/commuter full-time students, faculty, and staff members, 2005:

36,614

Non-residential/commuter part-time students, faculty, and staff members, 2005:
Scope 1 and 2 gross GHG emissions, performance year:
243,026 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
0 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
July 2012 - June 2013

On-campus residents, performance year:
5,297

Non-residential/commuter full-time students, faculty, and staff members, performance year:
36,632

Non-residential/commuter part-time students, faculty, and staff members, performance year:
462

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
2012
Air Travel Emissions

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:
Yes

A brief description of the policies and/or programs:
The Sustainability Office at Duke estimated in FY12 that air travel paid by the University for faculty, staff, and students (ie, DukeEngage) causes emissions of 47,751 metric tons CO2e/year, which is 17% of Duke’s overall greenhouse gas (GHG) footprint, and 59% of transportation-related GHG emissions by Duke. A project based course in spring 2013 explored how to better track and reduce these emissions.

The project had three parts. First, to learn how Duke currently tracks emissions from air travel and to identify ways that we might improve this measure, the team researched how other campuses estimate these emissions, and learned about efforts by Employee Travel and Reimbursement (ETR), and about a pilot project in Trinity College of Arts and Sciences. Second, the students worked with OIT and researched how Duke’s current access to remote technology could help to facilitate reduced travel and changed behavior on campus. How can this information be most effectively provided to faculty and staff? The team also surveyed faculty and staff at Duke to assess their reasons for air travel and attitudes towards technological alternatives. Third, because some air travel will always be required to accomplish Duke’s academic, service, and research aims, the team worked with the Duke Carbon Offsets Initiative to identify creative and effective means by which Duke could offer carbon offsets to travelers.

http://sustainability.duke.edu/carbon_offsets/purchase/index.php

Throughout 2013, Sustainable Duke is implementing the recommendations from this project and working with ETR to create more accurate ways to track air miles traveled.

The website URL where information about the policies and/or programs is available:
---
Local Offsets Program

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:

Yes

A brief description of the program:

Duke University established the Duke Carbon Offsets Initiative in 2009 to develop the University’s strategy for meeting its offset goals in a way that provides significant local environmental, economic, and societal co-benefits beyond the benefits of greenhouse gas emission reductions. These goals include generating approximately 180,000 metric tons of CO2e in emission reductions (approximately 55% of the University's emissions baseline) by 2024 and annually thereafter to meet the University's climate neutrality commitment, to supply the internal University community with offsets in the near term, and to serve as a resource for other universities and organizations, particularly those in the Southeast, that are interested in generating or purchasing offsets. The Initiative works both within Duke University and outside the University with other institutions and partners to build meaningful offset projects and to facilitate and catalyze the development of offset projects and offset market transactions, particularly those projects and transactions which offer innovative and cost-effective approaches.

The Offsets Initiative has prioritized swine-based agricultural methane projects as its first major project type, with energy efficiency, renewable energy and forestry following close behind. The University has focused on swine first because of the large number of swine farms in the state and the opportunity they present to eliminate a significant amount of greenhouse gas emissions in ways that will generate renewable energy and solve other major pollution problems, such as nutrient loading and odors. Currently, the Initiative is partnering with Duke Energy, Google Inc., and a North Carolina farm to pilot the first anaerobic-digester based innovative swine waste management system which meets stringent environmental performance standards and produces renewable energy to help Duke Energy meet its renewable energy and energy efficiency portfolio standard commitment for swine-based energy.

The innovative system controls greenhouse gas emissions from a working farm by capturing methane from the animal waste and generating renewable energy by combusting the methane in a microturbine. Use of an innovative system means that in addition to the GHG reductions and renewable energy production, the farm must meet stringent environmental performance standards that require substantial reductions in farm ammonia emissions, pathogens, nutrients, odors and metals and eliminates discharge of waste into surface and groundwater. Research is underway to analyze the system, including a mass balance of nitrogen in the swine waste as it travels through the waste management system and the minimization of the operating time of the jet aeration system, as well as alternatives to jet aeration, to achieve the same environmental results with less electricity and therefore less cost. In 2013, using results from the swine farm project, the University completed a modeling analysis that provides a potential blueprint for using similar technologies via a pipeline network approach to meet North Carolina’s entire REPS swine waste requirement, which amounts to some 270,000 MWhs per year of renewable energy and could result in as many as 1.35 to 1.37 million carbon offsets/year. The report is available at...
The University is also exploring the opportunity to encourage energy efficiency and renewable energy in the local community via an employee-based program that would encourage Duke employees to implement weatherization upgrades to their homes through a revolving loan mechanism. The groundbreaking pilot project will test the ability of creative financing mechanisms to reduce the cost of carbon offsets from energy efficiency and renewable energy-based projects, while the University will use its special expertise in the area to develop workable carbon accounting methodology. In the end, the Offsets Initiative hopes to make energy efficiency and renewable energy projects at the household level easily accessible by providing education to employee homeowners to help them identify and navigate energy efficiency options, make energy efficiency projects financially feasible, and connect employees to a network of certified contractors. Thus, Duke’s own employees will help it meets its climate neutrality commitment, making it truly a Duke community effort. The University will also collect data and conduct research on program results in order to identify and share best practices with other colleges and universities.

With respect to forestry-based offset projects, the University is evaluating opportunities to develop projects involving afforestation, avoided conversion and improved forest management. The University has begun to work with the City of Durham to determine the potential for an urban forestry offsets program. In addition to these specific projects, the Offsets Initiative has been working with a small group of colleges and universities who receive support from The Duke Endowment foundation to assist them in evaluating offset projects and strategies and is often consulted with at the state and national levels on offset project development and policy. Duke University continues to work with students, faculty, and staff on identifying and implementing new offset projects.

The website URL where information about the program is available:
http://sustainability.duke.edu/carbon_offsets/index.php
Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

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</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

• Grown and processed within 250 miles of the institution
• Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

Submission Note:

It should be noted that our contractor, Bon Appetit, tracks local sourcing from within 150 miles rather than the 250 mile criteria of this report.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

15

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

Duke has a strong reputation for high quality dining services, which includes a commitment to sustainability. Many campus eateries strive to incorporate local and organic ingredients and all campus eateries offer vegetarian options. The Performance Assessment for Culinary Excellence (PACE) rating system developed by Duke Dining Services rewards eateries for environmentally-preferable characteristics.

Duke's main food provider, Bon Appetit, is a leader in sustainability and currently purchases 15 percent local and organic food at Duke. Their "Circle of Responsibility" program provides educational signage for consumers in the eateries on campus about the environmental, community and health impacts of different food choices. An estimated 90 percent of pre-consumer and post-consumer waste is composted in Bon Appetit facilities at Duke.
Duke has a strong reputation for high quality dining services, which includes a commitment to sustainability. Many campus eateries strive to incorporate local and organic ingredients and all campus eateries offer vegetarian options. The Performance Assessment for Culinary Excellence (PACE) rating system developed by Duke Dining Services rewards eateries for environmentally-preferable characteristics.

Green Dining Award

Each year since 2010, students in Sustainable Duke’s Students for Sustainable Living program have selected winning eateries to be recognized with a Green Dining Award at Duke. Learn more about the Green Dining Award and view recent winners.

http://sustainability.duke.edu/campus_initiatives/dining/index.html

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

http://www.cafebonappetit.com/duke/wellbeing/circleofresponsibility/
Trayless Dining

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?: Yes

A brief description of the trayless dining program:
Trays were removed from Duke University residential dining facilities in 2008.

List the year the program was started:
Aug. 1, 2008

The overall percentage of meals served on campus that are trayless:
---

The percentage of meal plan meals served on campus that are trayless:
---

The percentage of retail facility meals served on campus that are trayless:
---

The percentage of conference meals served on campus that are trayless:
---

The website URL where information about the program is available:
---
Vegan Dining

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:

Duke University's two main dining locations, the Great Hall and Marketplace, each have specific stations designated for vegan/vegetarian entrees and sides. For example, the soup selections will always include a minimum of one vegetarian and/or vegan option.

The website URL where information about the program, policy, or practice is available:

http://dining.duke.edu/alternatives/vegetarian.php
Trans-Fats

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

Trans-fats are never used in any of the Bon Appétit kitchens at Duke University.

The website URL where information about the program, policy, or practice is available:

http://www.cafebonappetit.com/duke/wellbeing/circleofresponsibility/#kitchenprinciples
Guidelines for Franchisees

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
Yes

A brief description of the guidelines for franchisees:

Bon Appétit at Duke University satisfies this credit with franchisees Subway and Chick-fil-A. Both locations have fallen under Bon Appétit's guidelines by eliminating trans-fats, and have removed trays to reduce water usage in the dish room. These establishments offer clearly labeled vegetarian options at each meal.

The website URL where information about the guidelines is available:
---
Pre-Consumer Food Waste Composting

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a pre-consumer food waste composting program?:
Yes

A brief description of the pre-consumer food waste composting program:

Bon Appétit composts pre-consumer waste in all of the facilities on Duke University's campus. Compost bins are made readily available throughout locations for pre-consumer waste. An accurate estimate is that roughly 90% of pre-consumer food waste is composted.

The overall percentage of meals for which pre-consumer scraps are composted:
---

The percentage of meal plan meals for which pre-consumer scraps are composted:
---

The percentage of retail facility meals for which pre-consumer scraps are composted:
---

The percentage of conference meals for which pre-consumer scraps are composted:
---

The website URL where information about the composting program is available:
http://sustainability.duke.edu/campus_initiatives/waste/composting.html
PostConsumer Food Waste Composting

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a postconsumer food waste composting program?:
Yes

A brief description of the postconsumer food waste composting program:
Bon Appétit meets the criteria for this credit at all Duke University locations. Dynamic signage from the “Taste Don’t Waste” initiative instructs customers to leave all food waste and napkins on their plates when sending them to the dish room. Once in the dish room, all post-consumer food waste is composted. An estimate of about 90% of all post-consumer food waste gets composted. In addition, all garbage cans have been removed from the "All you Care to Eat" facility during these meal periods to deter customers from using them for compostable items.

The percentage of overall meals for which postconsumer composting is available:
---

The percentage of meal plan meals for which postconsumer composting is available:
---

The percentage of retail facilities for which postconsumer composting is available:
---

The percentage of conference meals for which postconsumer composting is available:
---

The website URL where information about the composting program is available:
http://sustainability.duke.edu/campus_initiatives/waste/composting.html
Food Donation

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

During shutdown periods, perishable items are donated to a local food bank. The groups that receive donations include Soup Kitchen, Caring House, Durham Rescue Mission, and Urban Ministries.

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:
All napkins purchased on campus are made from recyclable materials and are composted through Brooks composting.

The website URL where information about the purchasing is available:
---
Reusable Container Discounts

Responsible Party

Tavey Capps  
Environmental Sustainability Director  
Office of the Executive Vice President

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:  
Yes

A brief description of the reusable mug program:

20% discounts are offered to customers using any reusable mug for a coffee or fountain drink. Additionally, reusable mugs are sold in all retail locations with coffee drinks on Duke University campus.

Amount of the discount offered for using reusable mugs:

0.20

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

---

The website URL where information about the reusable mug discount program is available:

---
Reusable To-Go Containers

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:
Yes

A brief description of the reusable to-go container program:

Eco-clam shell containers made of environmentally-friendly polypropylene are sold for $5. When an owner drops off the to-go container to be cleaned and sanitized, he or she receives a keychain token that can be turned in for a replacement clamshell. In January 2010, the first 200 containers were given away as an incentive to join the program. Currently clam shells can be used at 3 large food vendors on campus, the Loop, Grace’s, and Quenchers. The clam shell program used to be active at the Great Hall, Duke’s largest food vendor and dining hall. This year, however, the Great Hall is undergoing renovation. Duke intends to continue the clam shell program in the Great Hall once it reopens.

The website URL where information about the reusable to-go container program is available:
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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</tbody>
</table>
Building Energy Consumption

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

- 1 kWh = 0.003412 MMBtu
- 1 MWh = 3.412 MMBtu
- 1 therm = 0.1 MMBtu
- 1 kBtu = 0.001 MMBtu
- 1 ton-hour = 0.012 MMBtu
- 1 MJ = 0.000948 MMBtu

Submission Note:

Using total GSF - Baseline was 2007

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

Total building energy consumption, 2005:

3,072,168 MMBtu

Building space, 2005:

15,189,461 Gross Square Feet

Total building energy consumption, performance year:

3,165,932 MMBtu

Building space, performance year:

18,502,474 Gross Square Feet
List the start and end dates of the energy consumption performance year:
July 2012 - June 2013
Clean and Renewable Energy

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:
0 MMBtu

Option 2: Non-electric renewable energy generated:
0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:
0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:
0 MMBtu

Total energy consumed during the performance year:
3,165,932 MMBtu

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

There are two on-campus locations with demonstration-scale renewable electricity generating devices. The Marguerite Kent Repass Ocean Conservation Center at the Duke University Marine Lab uses geothermal pumps for heating and cooling, solar panels for hot water, and photovoltaic rooftop panels to convert sunlight into electricity. The Home Depot SMART House uses solar panels for hot water and photovoltaic as well.

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

---

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

---

A brief description of cogeneration technologies deployed:

---

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

---
Timers for Temperature Control

Responsible Party

Tavey Capps  
Environmental Sustainability Director  
Office of the Executive Vice President

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:
Yes

A brief description of the technology used:

Building control systems are used to regulate temperatures based on occupancy hours are used in 50% of buildings on campus. Where possible, temperatures in university buildings that are on the central control system will be set at approximately 70 degrees in the winter and 76 degrees in the summer. Those temperatures will be used during regular business hours of 7 a.m. to 7 p.m. Monday to Friday. Off-hour temperatures are based on building occupancy typically of 7 p.m. to 7 a.m. and weekends will be set as low as 60 degrees and up to 80 degrees. Actual room temperatures can be within two degrees (plus or minus) of the new set points.

The percentage of building space (square footage) with timers for temperature control:
---

The website URL where information about the practice is available:
Lighting Sensors

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

A brief description of the technology used:
Both occupancy and vacancy sensors are used on campus. Occupancy sensors sense motion in a space and automatically turn lights on and off while vacancy sensors require an occupant to turn lights on and auto turns lights off.

The percentage of building space with lighting sensors:
---

The website URL where information about the institution's use of the technology is available:
http://www.sustainability.duke.edu/campus_initiatives/energy/management.html
Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:

Yes

A brief description of the technology used:

Duke is prioritizing the use of LED lights throughout campus. LED lights are currently utilized in the 1,920 vehicle Sands Parking Garage. New construction projects at Duke now also typically include LED troffer fixtures. Furthermore, Duke is retrofitting 1,500 exterior lighting fixtures on campus to LED.

The percentage of building space with LED lighting:

---

The percentage of parking deck space with LED lighting:

---

The percentage of outdoor space that uses LED lighting:

---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):

---

The website URL where information about the institution's use of the technology is available:

Vending Machine Sensors

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Submission Note:

• In 2002, Duke Vending worked with Justin Segall, Founder and Co President of the Duke University Greening Initiative to install and test Vending Misers from Bayview on vending machines that did not have the DukeCard: http://www.usatech.com/energy_management/energy_vm.php

• We were unable to install the Vending Misers on vending machines that had a DukeCard reader because in order to bring the vending machines back on line with the DukeCard system took approximately 1 minute and 20 seconds, and it gave the DukeCard office incorrect readings that indicated the vending machines were not working.

• We did install 10 Vending Misers on machines without DukeCard readers for approximately 6 months. Sales plummeted due to the fact that customers thought the machines were out-of-order because the lights in the machines were not lit. After the test, we returned all the Vending Misers to Bayview.

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

Has the institution installed vending machine motion sensors for at least one vending machine?:

---

A brief description of the technology used:

---

The percentage of vending machines with sensors:

---

The website URL where information about the institution's use of the technology is available:

---
Energy Management System

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
Yes

A brief description of the management system:

A Siemens Apogee System is used to control and monitor a majority of the buildings on campus. The system monitors the HVAC and other critical systems in a building and can be accessed anywhere around campus. Alarms are sent out to individuals to alert them of building issues.

Additionally, a new utility management database software was recently installed. The new database software tracks utility use in all buildings on campus.

The percentage of building space monitored with a centralized energy management system:
---

A description of what systems are shut down during unoccupied periods:
---

The website URL where information about the institution's use of the technology is available:
http://www.fmd.duke.edu/energy/energy_management.php
Energy Metering

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

The majority of buildings on campus are metered individually for steam, chilled water, water, and electricity. Upgrades to the steam, electric, and water metering systems are currently underway. Chilled water and steam metering are networked via the Siemens system and can be read and monitored constantly. Other systems are currently being read monthly.

The percentage of building space with energy metering:

---

The website URL where information about the metering system is available:

http://www.fmd.duke.edu/utilities/systems.php
## 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.

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<td>Tree Campus USA</td>
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<td>Snow and Ice Removal</td>
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<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Responsible Party

Tavey Capps  
Environmental Sustainability Director  
Office of the Executive Vice President

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:

7,730 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:

7,710 Acres

A brief description of the IPM plan(s):

All Duke University Grounds staff in supervisory roles have their North Carolina Pest Management Association licenses. Furthermore, there is a certified Arborist on staff. These numbers suggest that Duke University Grounds staff is dedicated to using the most sustainable practices. All of the grounds are monitored and tended to in a way to support the health of the plants. Planting techniques, compost, and native species are all used to deter pests. In general, the plants on campus have a high threshold for insects, and sprays are only used as a last resort in a highly targeted and controlled manner. The acreage that requires more rigorous pest management are the 20 acres of athletic fields.

The entire 55 acre Duke Gardens and horticultural facilities are managed with IPM strategies (https://gardens.duke.edu/).

The threshold for pest and disease is relatively high depending on the location in the garden and type of pest. The goal is to eventually manage the garden organically. The hybrid tea rose collection (which requires weekly spraying of fungicide) is being replaced with roses that require no spraying or other chemical treatment to keep them healthy, all the garden’s green/woody waste will soon be composted.
and or mulched and reused in the garden. The new Charlotte Brody Discovery Garden within Duke Gardens has been awarded 2 stars under the Sustainable SITES Initiative (SITES), a new sustainable landscaping certification program. The Discovery Garden is only 1 of 15 projects that has received SITES certification nationwide. In order to achieve SITES certification, Duke Gardens staff, who maintain the Discovery Garden, have to follow a set of stringent and comprehensive integrated pest management guidelines. The Discovery Garden, therefore, is an exemplary garden that showcases both comprehensive integrated pest management practices and sustainable landscaping.

The 7,025 acres of land in the Duke Forest is also managed with an IPM plan (http://www.dukeforest.duke.edu/).

Control measures are employed when they are judged to be economically and environmentally advisable. These methods include, but are not limited to: removal of mature timber, maintenance of adequate spacing, proper matching of species and sites, shortening the rotation for certain species on high hazard sites, use of genetically improved planting stock, and use of fungicides and insecticides if necessary. Because of the Forest’s commitment to research, demonstration and study plots illustrating insect and disease problems may be created by allowing certain pest conditions to remain unchecked. The deliberate allowance of such conditions is to be closely monitored in order to ensure the prompt implementation of control measures if necessary.

The website URL where information about the IPM plan(s) is available:
http://www.fmd.duke.edu/grounds/Sustainability.php
Native Plants

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
A special emphasis is placed on the use of native plant species in landscaping at Duke University. New landscaping projects always involve the installation of native plants. Native plants and their associated ecosystems are featured in the 7 acre Blomquist Garden of Native Plants. Over 1,000 species of flora native to the southeastern US are on display and are conserved by two full-time gardeners. The Duke Gardens Facility is a member of the NC Native Plant Society and the staff frequently participates in plant rescue events across the state. Native plants are also frequently used in other sections of the gardens and receive strong emphasis in new garden projects. The Duke Forest hosts 900 species of plants and supports a wide cross-section of the woodlands found in the upper coastal plain and lower piedmont of the Southeast.

The website URL where information about the program, policy, or practice is available:
http://sustainability.duke.edu/campus_initiatives/purchasing/Landscaping.html
Wildlife Habitat

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

Duke University has a number of current efforts regarding wildlife habitat preservation and conservation including wetland restoration and forest management. Duke University has made a significant investment in restoring wetlands in the Duke Forest. SWAMP is a 14-acre restored wetland-stream-lake ecosystem located along a stretch of Sandy Creek in Duke Forest, at the edge of Duke’s campus. Prior to its restoration, the site was so heavily eroded and degraded by storm water runoff that it no longer functioned as a healthy wetland. By re-contouring and replanting the degraded Sandy Creek ecosystem and constructing a new earthen dam and a four-acre storm water reservoir below it, the project reduced nitrate levels flowing downstream into the drinking water supply by 64%, and phosphorus levels by 28%, at a cost of about $2 million. In addition to its roles as a pollution buffer and wildlife habitat, the restored ecosystem serves as an outdoor classroom, training center and field laboratory.

Nearly the entire Duke Garden supports habitat for wildlife. (https://gardens.duke.edu/)

) The mature tree canopy, thick shrub understory, variety of fruiting trees and shrubs, and water features provide a rich diversity of habitat for birds and countless other wildlife. Bird watching tours are popular and designated bird watching structures are available in the Blomquist Garden.

When planning and implementing all Duke forest management activities, efforts are made to minimize negative impacts to areas with rare species, unique ecosystems and significant natural features. (http://www.dukeforest.duke.edu/)

) These significant natural areas are included in what Duke Forest considers to be High Conservation Value Forests (HCVF’s) or Forests of Exceptional Conservation Value (FECV’s). The Duke Forest Office maintains records on the location of these significant natural areas and, in some cases, detailed species lists for these sites. In 2004 twelve separate areas of the Duke Forest totaling 1,200 acres were included in the North Carolina Registry of Natural Heritage Areas. The registry agreement states that it is the intention of Duke University to maintain these properties for the perpetuation of natural processes, natural communities and rare species populations. Registration of these sites is consistent with the overall management goals of the Forest, which includes providing research and teaching areas where human disturbance is minimized. The Natural Heritage Program continues to inventory and survey for threatened and endangered plant and animal species within the Duke Forest. Presently there are no federally-listed endangered or threatened species
inhabiting the Duke Forest.

The website URL where information about the program, policy, or practice is available:

http://sustainability.duke.edu/academics/research/wetland.html
Tree Campus USA

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
Yes

A brief description of the institution's Tree Campus USA program:

Duke University is going on its fifth year as a Tree Campus USA member. In celebration of its fifth year, approximately 50 Duke staff people and volunteers planted over 100 trees on campus. Recently, Willow Oak acorns were collected to be grown into seedlings in an effort to maintain the historic lineage of trees on Duke's campus. These seedlings are currently being grown at the Duke Campus Farm until they are old enough to transplant to main campus.

The website URL where information about the program, policy, or practice is available:
http://today.duke.edu/2012/04/treecampususaphoto
Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:
The Facilities Management Department prioritizes chemical-free snow and ice removal tactics. Salt diluted with sand is used as a last resort on walkways that are especially dangerous like stairs and near the hospital facility. All efforts need to be compatible with the surrounding landscape. Sweeper machines are used to remove ice.

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:
Duke University Grounds has a commitment to reuse landscape waste. Most trees and woody vegetation that are cut down are reused as woodchip mulch. Sometimes wood is reused for lumber projects. Leaves that fall on campus are mowed and reapplied on mulch beds to improve soil quality. When feasible, some landscape waste is composted off site in a location in Duke Forest.

The percentage of landscape waste that is mulched or composted onsite:
---

The percentage of landscape waste that is mulched or composted off-site:
---

The website URL where information about the program, policy, or practice is available:
http://www.fmd.duke.edu/grounds/Sustainability.php
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.

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</table>
Computer Purchasing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers 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 EPEAT Silver or higher computers and monitors?:
Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:

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

Duke University and Health System have a standardized computer purchasing program. Of the computer models available for purchase through the Duke contract, 90% are EPEAT registered Gold, 7% are registered Silver and 3% are registered Bronze.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:
Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors:
17,611,328 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:
19,976 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:
18,780,200 US/Canadian $
Cleaning Products Purchasing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:
http://finance.duke.edu/procurement/green/epp.php

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

The Procurement Office encourages staff, students, and faculty to make wise purchasing decisions as it relates to toxic chemicals, including cleaning products. Procurement Services regularly reviews new janitorial products and supplies, and encourages the three major housekeeping departments to sample and modify their cleaning practices. Most recently, the housekeeping departments at Duke have switched almost entirely to Green Seal cleaning solutions. In addition, Duke has purchased 108 new upright commercial vacuums and six stand-on, riding vacuums that are "green label" certified by the Carpet and Rug Institute. Duke Housekeeping is also using Orbio Water in all academic buildings on campus. Orbio water is made from the Orbio 5000-Sc, a machine that electrically restructures water and salt to create an environmentally-friendly cleaning solution ideal for use on a variety of surfaces. Currently, housekeeping staff are also testing new microfiber cleaning cloths that better absorb fat and grease, attract dust and sanitizes up to 99 percent of surface contaminants. The average microfiber cloth is useable through 600 wash cycles, reducing the number of materials thrown away and replacement costs.
Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?: Yes

Expenditures on Green Seal and/or EcoLogo certified cleaning products:
460,389 US/Canadian $

Total expenditures on cleaning products:
579,683 US/Canadian $

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

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?: Yes

The URL where the recycled paper policy, directive, or guidelines are posted:
http://finance.duke.edu/procurement/green/epp.php

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

Duke University and Health System has a stated preference for recycled-content office paper, which can be found in the EPP Guidelines. This preference has also been communicated widely through the “Conserve Our Green” campaign which promotes the purchase of recycled-content products. Additionally, Duke University's major office supply vendor has modified online ordering systems so that the default item to purchase is recycled-content office paper.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?: Yes

Expenditures on 10-29 percent recycled-content office paper:
0 US/Canadian $
Expenditures on 30-49 percent recycled-content office paper:
217,695 US/Canadian $

Expenditures on 50-69 percent recycled-content office paper:
10,641 US/Canadian $

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
0 US/Canadian $

Expenditures on 90-100 percent recycled-content office paper:
62,953 US/Canadian $

Total expenditures on office paper:
1,629,291 US/Canadian $
Vendor Code of Conduct

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the 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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:

Yes

The website URL where the vendor code of conduct or equivalent policy is posted:


A copy of the vendor code of conduct or equivalent policy:

Duke University Vendor Code of Conduct Excerpt.docx

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

Duke University and Health System requires vendors to comply with Purchase Order Terms and Conditions, which are posted on our website and include basic, socially responsible terms. Additionally, the following verbiage is included, in some variety, in the RFP language (this is dependent on the commodity being procured):

5. Diversity and Environmental Programs
A. Supplier Diversity (Minority/Women Business Enterprise Program)
Duke University voluntarily maintains a Minority/Women Business Enterprise Program (MWBE) as part of its effort to increase participation of women and minority vendors. The goal is for a minimum of five percent (5%) of the university’s purchases to come from MWBE firms. This is a goal, not a set-aside or quota. We seek to achieve this goal through primary and second-tier suppliers (suppliers who contract with larger supply companies doing business with Duke). All primary suppliers must submit a plan with their bid, indicating how they intend to use women and minority vendors as their second-tier suppliers. Each plan will be evaluated based on good faith efforts and will consider the following factors:
   o Availability of women/minority vendors who can supply the goods and services requested in the Request for Bid.
o Competitiveness of the prospective second-tier suppliers. Where possible, vendors are encouraged to use second-tier suppliers in close proximity to Duke. The use of local minority and women-owned businesses strengthens our commitment to the local economy. In all cases, however, it is expected that the vendors meet the criteria of price, service and delivery. Supplier diversity will be one, but not the sole, consideration in all contract awards. Ultimately, it will be left to the discretion of the primary supplier as to which second-tier supplier it uses. All minority/women vendors must be certified by one of several agencies: municipal, state, federal, the National Minority Supplier Development Council or Duke. When a contract is awarded, the supplier is required to maintain its second-tier effort and submit monthly reports on its progress.

B. Environmental Program
Duke University strives to become a leader in environmental stewardship. Toward this purpose, Duke has initiated an Environmentally Preferable Purchasing (EPP) program. Our goals are to minimize waste, reduce pollution, conserve natural resources, and model environmental protection practices within the Duke University and Duke Medicine. For details, see Duke’s EPP Guidelines at


With respect to product packaging, Duke seeks suppliers offering:
• Packaging with post-consumer recycled content
• Packaging that is locally recyclable
• Minimized packaging
• Packaging reclamation and reuse programs
With respect to laboratory supplies, Duke seeks suppliers offering:
• Product reclamation and recycling programs
• Calibration services that will extend product life
• Reusable alternatives to commonly discarded products
• Alternatives to mercury and natural latex
• Personnel that will seek-out, identify and promote environmentally friendly products through their purchasing system, within the storerooms and throughout the labs
• The ability to provide quarterly spend reports with regards to green product purchases
• Active participation in Duke’s EPP program, including dissemination of information and collection of recyclable and reusable lab materials upon delivery
• An in-house staff that follows the fundamental beliefs stated in Duke’s Environmental Statement, which can be viewed at:


Env Policy statement.pdf
Duke gives preference to suppliers with a commitment to cost, quality, and environmental excellence. Bidders are encouraged to include concise information on reduced impact products and services. Include relevant certifications of materials sources and manufacturing processes.
Historically Underutilized Businesses

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

Yes

A brief description of how the institution meets the criteria:

Duke University and Health System maintains an award-winning supplier diversity program. Outlined below is the supplier development plan for Duke University and Health System:

MWBE Supplier Development Plan

Supplier Diversity Mission Statement
Duke partners with vendors and organizations who share our commitment to diversity. We strengthen our local community by promoting the development of woman-owned, minority and historically underutilized businesses.

Objective
Duke University and Duke Medicine are making a substantial effort to better diversify our vendor base by working with more Minority and Woman-Owned Business Enterprises, particularly in the local area. In order to achieve this goal, we work with each Sourcing Manager and purchaser to reevaluate their current selection practices, with the intent to identify opportunities for diverse vendors to provide goods or services to our organization.

Through monthly meet and greet sessions, potential suppliers learn about Duke and the procurement process while networking with other diverse suppliers. Sourcing Managers often attend these meetings. Regardless of attendance, they receive information about MWBEs that have contacted us or that we have personally met who are asking to work with Duke University and Duke University Health System. This information is specific to their area of expertise and influence, and we ask that they review the information, determine if DU or DUHS has a current or future need for this service, then contact the vendor directly to let them know the current status of that particular commodity. We ask that they contact these vendors within one week of receiving their information. After speaking with them and qualifying them as a viable option, they may also discover that the vendor’s information should be sent to a different Procurement representative, or someone outside of Procurement. The Sourcing Manager who initially receives the vendor information will be ultimately responsible for sending the information to the appropriate party, if deemed necessary. The Program Coordinator for the Supplier Diversity program will then follow up to ensure the vendor has been contacted, and log any information that may prove useful during future audits.

We continually outreach to the local MWBE businesses through trade shows, presentations and sponsored events. We ask that potential vendors provide us with several pieces of information about their business, as well as a copy of their minority status certification from an issuing authority.

We have an MWBE advisory board, which is made up of key personnel from every area of the University and Duke Medicine, and they are charged with communicating this information to their individual areas of the campus. It is at these meetings that our quarterly MWBE spend reports are distributed, new vendors are discussed and potential program improvements are evaluated.
Through local "Meet the Purchaser", "Speed Dating", MEDWeek events, Pinehurst Executive Networking Conferences and other CMSDC events, we have maintained an active presence in the local community with regards to supplier diversity. It is at these events that we have the opportunity to meet with potential vendors one-on-one, and help them learn to do business with Duke. Additionally, we intentionally partner with vendors and organizations that understand our supplier diversity commitment, and in turn establish similar programs within their own companies.

In addition to helping grow diverse vendor businesses, we believe in supporting the organizations that help us achieve our goals. We have assisted in the planning of a multitude of events including the annual CMSDC Gala, the Coordinator’s Network Annual Conference and MED Week events. We present information about developing supplier diversity programs to universities and business partners across the country and help educate diverse suppliers at conferences such as BOC as well as through daily interaction.

For many years, Duke has actively partnered and participated in diverse, local community events through the Duke/Durham Neighborhood Partnership, and sponsored and participated in various MWBE awareness and educational events. These events are in conjunction with NCIMED, CMSDC, UMCNC, Raleigh Chamber of Commerce, Durham Chamber of Commerce, WBENC and the Carolinas Forum. Through the Duke Fuqua School of Business and the Minority Business Consulting Program, women and minority-owned businesses can partner with Graduate Business students to help develop their businesses. Duke and Duke Medicine have also taken the initiative to hire a Program Coordinator for the Supplier Diversity Program, who is dedicated to helping teach and better communicate with MWBEs interested in doing business with Duke. Duke is committed to supporting the development of local, minority and woman-owned businesses so that they may continue to prosper in the Duke and Durham communities.

The website URL where information about the program, policy, or practice is available:

Local Businesses

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit:

Yes

A brief description of the program:

Duke University and Health System gives preference to locally-owned and operated firms. Through the green purchasing and supplier diversity programs, the Procurement Office makes every effort to first and foremost support local, diverse and green firms and see local purchasing as an extension of the larger sustainability efforts. A sample RFP excerpt can be found below:

“Where possible, vendors are encouraged to use second-tier suppliers in close proximity to Duke. The use of local minority and women-owned businesses strengthens our commitment to the local economy.”

The website URL where information about the program, policy, or practice is available:

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.

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Campus Fleet

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g., excavators and pavers) and maintenance equipment (e.g., lawn-mowers and leaf blowers) are not included in this credit.

Submission Note:

Duke University also has 22 vehicles that run on bio-diesel when available. In addition, Duke has 74 flex vehicles, which have the capability to run on bio-diesel.

We also included 1 CNG vehicle and 24 CNG/Gasoline hybrid vehicles in the gasoline hybrid numbers since there was no option for this type of alternative fuel vehicle.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet:
25

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet:
2

Plug-in hybrid vehicles in the institution’s fleet:
100 percent electric vehicles in the institution’s fleet: 
31

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG): 
25

Hydrogen fueled vehicles in the institution’s fleet: 
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year: 
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year: 
0

Total number of vehicles in the institution’s fleet, including all of the above: 
718
Student Commute Modal Split

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

The percentage (0-100) of institution's students who use more sustainable commuting options: 68

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: 32

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents: 28

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation: 9

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation: 10

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation: 0

The website URL where information about alternative transportation is available:
http://parking.duke.edu/alternative_transportation/index.php
Employee Commute Modal Split

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

The STARS submission form would not allow us to include percentage numbers for the above fields, which did not up to 100%. As a result, some percentage points were added to the above fields, so that the fields added up to 100%. The true percentage outcomes from the university-wide survey were as follows:

- The percentage (0-100) of institution's employees that use more sustainable commuting options = 29%
- The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation = 68%
- The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents = 10%
- The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation = 10%
- The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation = 9%

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
25

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
75

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
9
The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation: 8

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation: 7

The percentage (0-100) of institution’s employees who use a motorcycle, scooter, or moped as their primary method of transportation:

---

The website URL where information about alternative transportation is available:

http://sustainability.duke.edu/campus_initiatives/transportation/index.html
Bicycle Sharing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Submission Note:

Duke University used to have a free bikeshare program, called Duke Bikes, but it has been discontinued.

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):
---

The website URL where information about the program, policy, or practice is available:
---
Facilities for Bicyclists

Responsible Party
Tavey Capps  
Environmental Sustainability Director  
Office of the Executive Vice President

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

A brief description of the facilities:
Limited facilities do already exist on campus including at the Levine Science Research Center. Duke is in the process of locating additional facilities and is working with the two campus gyms to allow bikers to use the showers in the morning. The URL below contains a link to a map showing where all of the different bike racks on campus are located.

The website URL where information about the program, policy, or practice is available:
http://parking.duke.edu/alternative_transportation/bicycling/index.php
Bicycle and Pedestrian Plan

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
Duke is currently developing a campus-wide bicycle plan. It will address infrastructure improvements such as racks and bike lanes, communication efforts and comparisons to exemplary programs at peer institutions. The plan will inventory our current progress and set forth goals for future improvement.

The website URL where information about the plan is available:
http://parking.duke.edu/alternative_transportation/bicycling/index.php
Mass Transit Programs

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

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

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

Duke operates over 30 buses on more than a dozen routes serving east, west, central, and the hospital campus in addition to some neighboring areas. The Robertson Scholar bus takes students between Duke and Chapel Hill for free and one of the free Duke Transportation buses serves popular downtown entertainment destinations in the evenings. Duke has a real-time tracking tool that allows community members to easily check bus schedules throughout the day.

Duke is offering GoPass, a free local and regional bus pass, to Duke staff and faculty whose offices are on the East, West, Central and Medical Center campuses; the American Tobacco Campus or within one-half mile of the East, West, Central or Medical campuses. All undergraduate, graduate and professional school students are eligible.

Duke is also subsiding the cost of the Bull City Connector which is a new fare-free, environmentally sensitive bus service that helps connect downtown Durham with the Duke University campus and medical facilities.

The website URL where information about the program is available:

http://parking.duke.edu/buses_vans/index.php
Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.:

Yes

A brief description of the program:

A compressed work schedule allows an employee to work a traditional 35-40 hour workweek in less than five workdays. For example, a full-time employee could work four 10-hour days instead of five 8-hour days. This option is more easily applied to non-exempt (bi-weekly paid) staff for whom maximum work hours are identified, but it is not ruled out for monthly paid staff who may work more than 40 hours during the work week. Duke Payroll practices require non-exempt staff that agree to a compressed work week arrangement to be paid overtime based on all hours over 40 in a work-week.

Another popular option is a nine day/two week work arrangement, which allows for two weeks of work to be compressed into nine or nine and a half days of work. This is popular with staff members who want some flexibility in their schedule and do not mind extra time built into the beginning or end of the work day, but do not want the long days compressed work week require.

Approximately 1% of Duke employees choose to do condensed work week.

The website URL where information about the program is available:

http://www.hr.duke.edu/benefits/family/flexwork/options/compressed.php
Telecommuting

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:

Duke considers telecommuting to be a viable alternative to working from a central Duke worksite in cases where the characteristics of the employee, supervisor, and work are compatible with such an arrangement, and the physical environment, equipment, and technology are adequate to support it. Typically, a Telecommuting arrangement will specify the number of hours to be worked at home and the specific time in which this will occur (eg., every Tuesday, the first Monday of the month, etc.). In cases where the department agrees to support some or all of the costs of an off-site office, the supervisor and staff member should discuss all applicable costs, including that of additional telephone lines, telephone use charges and Internet Service Provider (ISP) charges, as appropriate. Staff members working under a Telecommuting arrangement will come on-site for periodic meetings and interactions with the supervisor. Telecommuting does not connote the professional or management practice of working at home after hours to work on reports or presentations or to catch up on reading.

Approximately 2% of Duke employees telecommute.

The website URL where information about the program is available:
http://www.hr.duke.edu/benefits/family/flexwork/options/telecommuting.php
Carpool/Vanpool Matching

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:

Duke facilitates the use of carpooling through GreenRide, a Duke specific web and map based rideshare solution that helps users find carpool partners. Each staff, faculty, or student member of a carpool receives 24 free parking passes to use on days when they cannot carpool. Carpools also received a parking space in a preferred lot and significantly discounted or free parking dependent on the number of people in the carpool.

The website URL where information about the program is available:
http://parking.duke.edu/alternative_transportation/carpool/index.php
Cash-out of Parking

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:
---

A brief description of the program:
---

The website URL where information about the program is available:
---
Carpool Discount

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution offer reduced parking fees for car and van poolers?:
Yes

A brief description of the program:

Staff/Faculty/Graduate & Professional Students: Four (4) or more participants get FREE parking in a preferred Duke lot. Each member receives 12 daily passes for access to your group’s preferred lot and 12 for any remote lot. Three (3) participants pay $4.50 monthly per person. Each member receives 12 daily passes for access to your group’s preferred lot and 12 for any remote lot. Two (2) participants each pay half of the annual permit price for access to a preferred lot. Rideshare commuters park in regular spaces; not in designated carpool spaces. Each member receives 12 daily passes for access to your group’s preferred lot and 12 for any remote lot.

Undergraduate Commuters: Four (4) or more participants get FREE and reserved parking in the first lot on the left as you enter the Blue Zone and receive 20 day passes for unreserved spaces in the Blue Zone. Three (3) participants pay $40 per person and receive the same benefits as a 4-person carpool.

The website URL where information about the program is available:
http://parking.duke.edu/alternative_transportation/carpool/index.php
Local Housing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

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

A brief description of the incentives or programs:

Duke Community Housing is a resource for students, faculty, and staff to find and advertise rental housing options in the Durham area.

Additionally, Duke's student newspaper, The Chronicle, has put together a search function called nearduke.com

that helps students locate housing and transit options in close proximity to campus.

http://www.nearduke.com/housing

Duke is also actively involved in neighborhood redevelopment projects near Duke, so that employees can live in neighborhoods close to campus.

http://www.realestate.duke.edu/eichomes.htm

https://community.duke.edu/about/durham/southside.php

The website URL where information about the incentives or programs is available:

http://www.studentaffairs.duke.edu/communityhousing
Prohibiting Idling

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

The Duke Safety Manual, Fleet Safety Chapter contains the following section related to parked vehicles:
1. Ensure that the vehicle is secured when parked by:
2. Turning the ignition switch off.
3. Removing the key.
4. Engaging the hand brake or the parking brake.
5. Using wheel chocks if provided, or “curbing” the wheels of the vehicle when parked on an incline.”

Duke University Health System also prohibits idling at all construction sites.

The website URL where information about the policy is available:
Car Sharing

Responsibility Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:

The WeCar by Enterprise fleet includes 18 vehicles at locations across Duke, including West, Central and East campuses, as well as the Health System. The fleet includes the new Chevrolet Volt, which operates two ways: battery powered and gasoline powered.

The service works like other car-sharing programs: vehicles are reserved online, accessed using a membership card and returned to the same location where the car was picked up. Students and employees can check out cars at the rate of $8/10/hour. Daily rentals are also available. Currently, there are 1500 members in the WeCar car share program.

The website URL where information about the program, policy, or practice is available:

http://parking.duke.edu/alternative_transportation/wecar/index.php
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.

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Waste Reduction

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year:
1,292.33 Tons

Weight of materials composted, 2005 baseline year:
73.37 Tons

Weight of materials disposed as garbage, 2005 baseline year:
10,099.09 Tons

Weight of materials recycled, performance year:
3,948.05 Tons

Weight of materials composted, performance year:
421 Tons

Weight of materials disposed as garbage, performance year:
9,301.76 Tons

List the start and end dates of the waste reduction performance year:
July 2012 - June 2013

On-campus residents, 2005:
Non-residential/commuter full-time students, faculty, and staff members, 2005: 36,614

Non-residential/commuter part-time students, faculty, and staff members, 2005: 422

On-campus residents, performance year: 5,297

Non-residential/commuter full-time students, faculty, and staff members, performance year: 36,632

Non-residential/commuter part-time students, faculty, and staff members, performance year: 462

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
July 2009 - June 2010

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
---

A brief description of the plan of action to achieve waste reduction goals:
Duke is currently assessing waste reduction on campus and will be developing targets as part of the campus Sustainability Strategic Plan.

The website URL where information about the institution’s waste reduction initiatives is available:
http://sustainability.duke.edu/campus_initiatives/waste/index.html
Waste Diversion

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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

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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

Duke is currently developing standardized tracking mechanisms for all recycling, compost, diversion, reuse, donated or re-sold materials on campus. At the time of this submission these numbers have not be finalized. The tonnages above reflect recycling (internal and contracted) as well as compost.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:

4,369.05 Tons

Materials disposed in a solid waste landfill or incinerator:

9,301.76 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

Duke maintains a strong commitment to helping and improving the environment through the Sanitation, Recycling, and Procurement Departments, which work closely together to promote proper waste management and reduction. These units manage solid waste and sustainability efforts at Duke while providing support for university-wide special events and routine preventative maintenance of sanitation and recycling equipment. Sanitation and Recycling also manage a composting operation to turn landscaping material into useable top soil. Taking care of the environment is an important role of Facilities Management. Through Duke Recycles, Duke traditional recyclables like magazines or aluminum from the Durham landfill every year, including many non-traditional recyclables, such as food compost, motor oil and tires. Duke Recycles collects more than 1,500 bins that contain anything from paper to glass to packing peanuts. Since 1989, Duke Recycles has offered numerous services to help create a more sustainable campus by emphasizing student and faculty and staff participation. Recycling locations can be found outside many residence halls, in Central Campus laundry areas and in university common areas. Students also have a small bucket in their rooms to collect items to carry to the nearest drop-off location. The Duke Surplus Property Program helps to divert tons of unnecessary waste from the landfill every year. All Duke-purchased property including
furniture, electronics, medical equipment and supplies are collected daily and staged for donation to local non-profits and Duke
Departments. Data-containing electronic items are wiped to meet Department of Defense standards, and are then primarily donated to our
local school system as well as other non-profits. This donation-only business model helps to eliminate unnecessary purchases and the
resources required to sell surplus property. This “no-sell” model began in 2007.
Construction and Demolition Waste Diversion

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:

0 Tons

Amount of construction and demolition materials landfilled or incinerated:

0 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

Duke has made significant commitments to green design and construction, including a commitment that all new construction and major renovations will achieve Leadership in Energy and Environmental Design (LEED™) Certification standards, with a goal of LEED™ Silver. Duke currently has 27 LEED™ certified buildings and 8 buildings registered with LEED™ for future certification. 29% of Duke University’s total square footage is registered or certified LEED™.

As part of the LEED certification process contractors are required to develop a construction waste management plan to recycle and/or salvage C&D waste. This is happening as part of the LEED process at Duke but the reporting structure has not been set up to capture the tonnage details from all projects across campus.
Electronic Waste Recycling Program

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

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

Duke University and Health System has a formalized program in place to recycle, refurbish and reuse all electronic waste generated by the university and health system. By strategically selecting a local electronics recycling firm, it is ensured that the electronic waste is recycled responsibly and is never resold and exported.

A brief description of the electronic waste recycling program for institution-generated materials:

All university and health system-purchased electronics must flow through the Surplus Property Program at end-of-life. The items are collected daily and transported to various facilities for donation, wiping or recycling. Computers and data-containing items that do not pass Department of Defense wiping standards are transported via secure vehicle, to a local electronics recycler. The destruction of these items is then witnessed by university staff, resulting in a fine, gravel-like metal mixture that is then recycled by metal type.
Electronics in good repair are donated to internal university and health system departments, as well as the local school system and hundreds of area non-profit groups. In FY13, 333,873lbs of e-waste were recycled from Duke institutional sources.

**A brief description of the electronic waste recycling program for student-generated materials:**

Students are encouraged to dispose of any unwanted electronics with Duke Recycles or the City of Durham. If you have access to a vehicle, Duke Recycles encourages all students to use the information provided for Durham City Residents to dispose of electronics. Annual E-waste Recycling Days often give students, faculty and staff an opportunity to dispose of personal electronics responsibly on campus well.

**The website URL where information about the e-waste recycling program is available:**

http://sustainability.duke.edu/campus_initiatives/waste/ewaste.html
Hazardous Waste Management

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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.

"---" 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:

Occupational and Environmental Safety Office, Environmental Programs supports Duke University’s policy to minimize the environmental impact of its activities through the development, implementation, and tracking of hazardous chemical and radiological waste. Minimizing the amount hazardous waste generated is the primary goal of OESO, Environmental Programs, and this is a shared responsibility between the individual generators and OESO, Environmental Programs. Current opportunities to minimize hazardous, universal, and non-regulated chemical waste generated at Duke University include:

PRE-PURCHASE CONSIDERATIONS
Persons ordering chemicals should purchase only the amount of chemicals which are needed in order to avoid the disposal costs of excess chemicals, which often outweigh the savings of ordering larger quantities.

INVENTORY CONTROL
The chemical inventory control system prevents additional purchases of chemicals that already exist onsite, reducing costs and saving time. OESO, Environmental Programs collects unused or expired chemicals across the institution for disposal or reuse.

VOLUME REDUCTION
Chemical users utilize "micro" volume methods whenever possible, reducing the aqueous components in samples and reducing the total amount of waste generated for disposal. Another practice which reduces the total volume of hazardous waste is to carefully segregate hazardous and nonhazardous wastes.

PROCESS CHANGE
OESO, Environmental Programs encourages the institution to switch from hazardous to non-hazardous chemicals and change concentrations of highly hazardous chemicals. One example of this is the replacement of mercury-containing equipment such as thermometers with electronic equipment.
SURPLUS EXCHANGE

OESO Environmental Programs manages a surplus chemicals exchange program. Unopened chemicals are collected, stored, and made available for redistribution elsewhere free of charge. The surplus chemical exchange is located at 017 Medical Sciences Research Building (basement level near the loading dock). A current inventory of chemicals is posted on the door of Room 017, or inquiries can be made by telephone to OESO EP or by searching the Internet at:

http://www.safety.duke.edu/ChemEx/chemex.asp

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

OESO, Environmental Program Division makes hazardous waste decisions in accordance with RCRA guidelines, prepares wastes for shipment and disposal, and provides assistance to generators as necessary. OESO, Environmental Programs has a rechargeable battery and cell phone recycling program: batteries less than 2 pounds can be placed in the designated recycling containers throughout campus. OESO, Environmental Programs also provides support to the Health System to manage the generation and handling of hazardous drug waste, evaluate environmental risks, and ensure compliance with applicable environmental regulations. Radioactive waste is accumulated in laboratories in waste containers and picked up by OESO, Environmental Programs.

The website URL where information about hazardous materials management is available:

http://www.safety.duke.edu/EnvPrograms/PollutionPrev.htm
Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

Duke University and Health System has a formalized surplus property program, whereby all Duke-purchased property and supplies, including furniture, electronics, medical equipment and office supplies are collected, refurbished (if necessary) and offered to Duke Departments and non-profits at no charge.

FY13 data -
- Internal: 1,236 items donated back into Duke
- External: 8,616 items to non-profits


Duke Recycles offers free surplus office supplies to faculty, staff, and students. Donations from employees and students cleaning out their offices are collected and organized in the Duke Recycles facility.

The website URL where information about the program is available:

Limiting Printing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution limit free printing for students in all computer labs and libraries?: Yes

A brief description of how printing is limited:
Each year, Duke University students receive a $32 credit for printing. Beyond this limit, students must request additional funds for their printing account.

The website URL where information about the program, policy, or practice is available:
http://oit.duke.edu/comp-print/printing/quota.php
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

"The Office of the University Registrar at Duke University currently produces ten course catalogs each year and "The Duke Community Standard in Practice; A Guide for Undergraduates," which are all available online in PDF format. Only two of these documents are available and distributed as printed publications. The student directory, class schedules, class lists, and grade rosters are not printed, and are instead available online as needed. The Office of the University Registrar makes available the options of online transcript ordering and distribution for current students."

The website URL where information about the practice is available:

http://registrar.duke.edu/university-bulletins
Chemical Reuse Inventory

---

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:

Yes

A brief description of the program:

Occupational and Environmental Safety Office, Environmental Programs Division manages a Surplus Chemicals Exchange Program. This program collects unopened laboratory chemicals and redistributes them free of charge to departments based on requests.

(  
http://www.safety.duke.edu/EnvPrograms/PollutionPrev.htm

)

The website URL where information about the practice is available:

http://www.safety.duke.edu/SafetyManuals/University/Q-Chemwastemgt.pdf
Move-In Waste Reduction

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:

During the two weeks of student move-in, Duke Recycles collects and processes tons of cardboard as students return to campus. Flyers with information about flattening boxes and removing debris are distributed to students and leaders in Residence Life and Housing Services during move-in so that Duke Recycles can easily process the cardboard.

The website URL where information about the program is available:

Responsibility Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:
For two weeks in May, Duke Recycles accepts donations of any items moving students do not want that may still be useful. This includes: clothes, shoes, furniture, appliances, and many other vital resources. Duke Recycles sets up pick-up locations around almost every dorm, and the items are donated to local charities.

The website URL where information about the program is available:
This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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Water Consumption

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year:
497,927,144 Gallons

Water consumption, performance year:
445,091,650 Gallons

List the start and end dates of the water consumption performance year:
July 2012 - June 2013

On-campus residents, 2005:
5,248

Non-residential/commuter full-time students, faculty, and staff members, 2005:
36,614

Non-residential/commuter part-time students, faculty, and staff members, 2005:
422

On-campus residents, performance year:
5,297

Non-residential/commuter full-time students, faculty, and staff members, performance year:
36,632

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):

July 2012 - June 2013

Indication of whether institution has a stated commitment to water use reduction goals:

---

A brief description of the plan of action to achieve water use reduction goals:

The numbers above reflect a base year of 2005. However, in the future Duke would like to use 2007 as its baseline year for water consumption data.
The 2007 baseline is: 614,012,443 gallons.

The website URL where information about the institution’s water conservation initiatives is available:

http://sustainability.duke.edu/campus_initiatives/water/conservation.html
Stormwater Management

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1
Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:

Duke works with regional planning institutions to take a more holistic look at stormwater management solutions. Duke uses a Stormwater Impact Analysis model to model campus run-off based on the amount of impervious surface and considers the impacts on water quality, not just quantity. Recently Duke also installed regional treatment devices to treat stormwater before it leaves campus.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:
http://medina.cee.duke.edu/Stormw/duke.stormwmp.pdf

Does the institution have a living or vegetated roof?:
Yes

A brief description of the institution's living or vegetated roof:

The Duke University Hospital has a lobby-level green roof in the courtyard. Included in the green roof are test plots and sites for green roof plants and mosses. (http://www.dukehealth.org/health_library/health_articles/green_roof)

The green roof atop the Home Depot Smart Home insulates the home from the cold of winter and the heat of summer. The roof’s soil also pre-filters water that passes throughout it, removing pollutants picked up from the atmosphere. (http://sustainability.duke.edu/academics/research/smarthouse.html)

The French Family Science Center roof includes 15,000 square feet of sod to filter rainwater and cool the building. (http://sustainability.duke.edu/news_events/items/2007_10_30Buildings.html)

Does the institution have porous paving?:
Yes

A brief description of the institution's porous paving:

A group of Duke University students worked with KB Industries for their Markets and Management Capstone Course to install a KBI Flexi™-Pave demonstration site under two parking space reserved for Duke Zipcars outside of the Bryan Center. The Flexi™-Pave is made from recycled tires. (http://stars.aashe.org/RS/562-11689-1P12)
Does the institution have retention ponds?:
Yes

A brief description of the institution's retention ponds:

Duke has multiple retention ponds on campus to control stormwater runoff. The University is also in the process of constructing a 5-acre pond that will improve stormwater leaving campus.


Does the institution have stone swales?:
Yes

A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:

---

Does the institution employ any other technologies or strategies for stormwater management?:
Yes

A brief description of other technologies or strategies for stormwater management employed:

The University uses cisterns and stormceptors on campus for TSS removal.
Waterless Urinals

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use at least one waterless urinal?:

No

A brief description of the technology employed:

At the time of its previous STARS submission, Duke had installed approximately 50 waterless urinals on campus. However, due to maintenance problems and concerns the waterless urinals were replaced with ultra low-flow urinals.

The website URL where information about the technology is available:

http://sustainability.duke.edu/campus_initiatives/water/conservation.html
Building Water Metering

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
Water meters currently track the water consumption from ~ 90% of campus.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
http://sustainability.duke.edu/campus_initiatives/water/
Non-Potable Water Usage

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
Condensation in University, Medical Center and Health System cooling systems is reclaimed for use in Duke's Chilled Water Plant's cooling towers. Cooling tower blowdown water is sent through an RO system and reused in cooling towers.

Water from the Asiatic Arboretum pond in Sarah P. Duke Gardens is used to water seasonal plants in the terrace beds of the Gardens. Additionally, in the Charlotte Brody Discovery Garden at Duke Gardens, rainwater is collected to water the surrounding landscape. Duke Gardens staff have also hosted workshops focused on rainwater harvesting at home.

The Fitzpatrick Center for Interdisciplinary Engineering, Medicine and Applied Sciences (FCIEMAS), which opened in 2004, has a 70,000-gallon cistern underground to collect rainwater that is used to irrigate the nearly two-acre complex.

Duke has multiple cisterns installed across campus that collectively hold approximately 260,000 gallons of stormwater. Water from cisterns is used primarily for irrigation.

All irrigation water used on Duke's golf course is non-potable stormwater, which is collected from ponds on site.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
---

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

The website URL where information about the program, policy, or practice is available:
http://sustainability.duke.edu/campus_initiatives/water/conservation.html
Xeriscaping

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:
Landscaping at Duke University is designed in a way to create a natural environment that is not dependent on water. Drought-tolerant plants and green roofs on campus with succulents are significant examples of these efforts. Ornamental stones are used to hold water, manage runoff, avoid rutting, and prevent weeds. These projects are self-sufficient once they are established, making them an economically efficient investment in sustainable practices.
In the Duke Gardens, water conservation is a high priority and xeriscaping plays a large role in plant decisions. Plants are preferred that require little irrigation once established, and plants that need more water are sited appropriately for efficient water use. Proper mulching is also a standard procedure for all planting areas.
Additionally, Duke University Grounds uses drip irrigation, when feasible. Currently Grounds is using drip irrigation to irrigate willow oak seedlings. These special willow oak seedlings were grown from willow oak acorns collected on campus. The seedlings are currently located at the Duke Campus Farm and will be transported to main campus when they are older.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:

Rain sensors are an ordinance in the city of Durham. After a quarter inch of rain, programmed irrigation systems at Duke University shut down. The Duke Gardens and the new Duke Comprehensive Cancer Center site have Smart Controllers for their irrigation systems. The irrigation system for the Doris Duke Center is currently controlled by a ‘smart’ control valve. This system has sensors that respond to recent rainfall and adjusts the duration of irrigation accordingly based on soil moisture.
Where feasible, Duke University Grounds and Sarah P. Duke Gardens use drip irrigation to further conserve water used for landscape irrigation.

The website URL where information about the practice is available:
---
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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Sustainability Coordination

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:
Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The Duke University Campus Sustainability Committee (CSC), a standing committee appointed by the President, is responsible for making recommendations to guide campus sustainability policies, championing these sustainability initiatives and communicating them to each member's respective constituencies to foster a more sustainable campus community.

The CSC was created in 2007 by President Brodhead as part of the institutional structure to guide development and implementation of the Duke Climate Action Plan (CAP). After review by senior staff and the Board of Trustees, Duke officially submitted its CAP on October 15, 2009 to the American College and University Presidents Climate Commitment. The target date for carbon neutrality is 2024.

For 2012-2013, the CSC will continue to expand the current Climate Action Plan (CAP) to a broader Sustainability Strategic Plan (SSP), which will include targets and policies regarding other elements of sustainability such as water, recycling/waste reduction, food, supply-chain management and land use. The CSC will continue to monitor and report progress on emissions reductions and other CAP milestones, as well as take steps to engage the Duke community in these efforts.

Members of the committee, including affiliations:

2012-2013 CSC Membership

Faculty (13)
William Chameides, Dean of the Nicholas School of the Environment (Co-Chair)
Charlotte Clark, Nicholas School of the Environment
Mark Goodacre, Religion, Arts & Sciences
Jack Soll, Fuqua School of Business
Joshua Socolar, Physics
Barbara Turner, School of Nursing
Dean Urban, Nicholas School of the Environment
Theresa Newman, School of Law
Lori Bennear, Nicholas School of the Environment
Martin Doyle, Nicholas School of the Environment
William Pizer, Sanford School of Public Policy
John Albertson, Pratt School of Engineering

Administrators (19)
Tallman Trask, Executive Vice President (Co-chair)
Tavey Capps, Environmental Sustainability Director
John Noonan, Associate Vice President of Facilities
Robert Guerry, Director, Medical Center Engineering and Operations
Jane Pleasants, Assistant Vice President of Procurement
Chuck Catotti, Director, Event Management
Sam Veraldi, Director Finance, Campus Services
Joe Gonzalez, Acting Director of Residential Life and Housing Services
Paul Grantham, Assistant Vice President of Communications Services
Tim Profeta, Director of Nicholas Institute for Environmental Policy Solutions
Anne Light, Special Assistant to the EVP
Tatjana Vujic, Director, Duke Carbon Offsets Initiative
Casey Roe, Environmental Sustainability Outreach Coordinator
Jim Siedow, Vice Provost for Research
Mark Hough, Campus Landscape Architect
Rick Johnson, Assistant Vice President of Dining and Residence Life
Albert Scott, Senior Director Housekeeping, Recycling, Sanitation and Grounds
Dan Vermeer, Director Corporate Sustainability Initiative
Mike Cragg, Assistant Athletic Director

Students (8)
Jessye Waxman, President, Environmental Alliance
Jina Kim, Environmental Alliance
John Misenheimer, Duke University Greening Initiative
Luqin Liu, Duke University Greening Initiative
Jennifer Elderbroom, GPSC representative
Scott Winton, GPSC representative
Ben Bleiberg, DSG representative
Callie Roberts, DSG representative

The website URL where information about the sustainability committee is available:
http://sustainability.duke.edu/climate_action/CSC.html

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:

Duke University seeks to attain and maintain a place of leadership in all that we do. This includes leadership in environmental stewardship and sustainability on our campus, in our medical institutions, and in the larger community of which we are a part.

We are committed to examining the actual and potential environmental impacts associated with our activities and services in order to continually improve environmental performance.

Sustainable Duke, under the Office of the Executive Vice President, is charged with strategic planning to reduce Duke's overall environmental footprint, educating the campus community regarding institutional and individual impacts and developing programs to positively influence campus sustainability behaviors.

The number of people employed in the sustainability office:

5.50

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

http://sustainability.duke.edu/index.php

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Tavey M. Capps

Sustainability coordinator's position title:

Environmental Sustainability Director

A brief description of the sustainability coordinator's position:

Plan, direct and implement programs and activities that examine actual and potential environmental impacts associated with campus activities and services to ensure that Duke University maintains a place of leadership in environmental stewardship and sustainability.

The website URL where information about the sustainability coordinator is available:

http://sustainability.duke.edu/index.php
Strategic Plan

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,006

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Duke completed a Strategic Plan in 2006 that examined whether the University was living up to the highest standards of citizenship – local, national and global – and developed strategies and expectations for investment in Durham community, environmental stewardship, and fiscal integrity (See page 76 of link below).

Excerpt from Plan - "Strengthen the Engagement of the University in Real World Issues. We seek distinction and distinctiveness by creating and nurturing signature academic initiatives that strengthen our engagement of real world issues by anticipating new models of knowledge formation, applying knowledge to societal issues, and providing students with the skills to succeed and lead in these areas. School plans put forth a rich array of academic initiatives that represent strategies for enhancing existing peaks of excellence and establishing new ones. As part of the Faculty Enhancement Initiative we have committed to provide initial support for programs and centers that advance university strategic priorities. It is our hope that some of these, over time, develop into signature initiatives that advance Duke’s distinctiveness. Complementing new centers we reaffirm our commitment to our signature initiatives: the Institute for Genome Sciences & Policy, the Social Science Research Institute, the John Hope Franklin Humanities Institute, the Kenan Institute for Ethics, the Nicholas Institute for Environmental Policy Solutions, and the Sanford Institute of Public Policy and the creation of two new initiatives: the Global Health Institute and the Institute for Brain, Mind, Genes, and Behavior. These signature initiatives serve as models..."
for other universities. These programs will shape faculty development opportunities through the Faculty Enhancement Initiative, serve as magnets for attracting the best graduate students, and offer exciting educational opportunities for undergraduates.

The Nicholas Institute for Environmental Policy Solutions: The Nicholas Institute for Environmental Policy Solutions (NIEPS), launched in the fall of 2005, is to be the translational arm for environmental research on campus, and by doing so, to become a unique and distinct broker in the often divisive debates that characterize the arena of environmental policy. The environmental policy dialogue has become polarized, with most participants perceived to be aligned with one or other political party. The NIEPS will work to catalyze progress on environmental problems in ways that work toward a 35 consensus or common understanding of the problems, thereby reducing adversarial debate.

The NIEPS builds on the strength of the Nicholas School. Nicholas faculty are enthusiastic about interdisciplinary cooperation across campus and working collaboratively on policy-relevant projects. Because of the close partnerships between the NIEPS and various schools, the institute’s work will have the credibility that comes from an exhaustive faculty review process, yet be produced on a schedule that comports with the decision-making cycles of government, industry, and other institutions. Drawing on faculty expertise and its core group of professional staff, the institute will focus on the translation of this knowledge to guide decision makers in the public and private sectors. Because the institute’s ability to access the relevant decision-makers will evolve from leveraging established relationships; a permanent presence in Washington, D.C., the location of many of the environmental debates with which the institute will concern itself, will be strategic. Not only will this enable the faculty and staff associated with the NIEPS to build and maintain relationships with policymakers, but it will afford important research learning opportunities for undergraduate and graduate students interested in environmental policy.”

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

Duke completed a Strategic Plan in 2006 that examined whether the University was living up to the highest standards of citizenship – local, national and global – and developed strategies and expectations for investment in Durham community, environmental stewardship, and fiscal integrity (See page 76 of link below).

Excerpt from Plan - "Duke’s ambition is targeted not towards rankings but rather towards achieving a place of real leadership based on substantive contributions to society through the education we provide, the research that faculty pursue, the lives our graduates lead, and our direct involvement in making our local community a better place to live and work.”

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

Duke completed a Strategic Plan in 2006 that examined whether the University was living up to the highest standards of citizenship – local, national and global – and developed strategies and expectations for investment in Durham community, environmental stewardship, and fiscal integrity (See page 76 of link below).

Excerpt from Plan - "Knowledge in the service of society
The founding indenture of Duke University directed the members of the University to “develop our resources, increase our wisdom, and
promote human happiness.” Indeed, we have gone far in achieving James B. Duke’s dream to establish a place of outstanding intellectual eminence, “a place of real leadership.” But in Mr. Duke's vision, such leadership also involved harnessing the power of higher learning for the larger social good to meet the world's great needs: for intellectual understanding; for bodily care and healing and for spiritual inspiration; for justice; for economic productivity; and for understanding and caring for the natural world.”

The website URL where information about the strategic plan is available:
Physical Campus Plan

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

Duke's Master Plan provides a blueprint to guide the most important decisions regarding how the campus should grow. The Master Plan is a living document, which is updated and revised periodically on an as-needed basis. Furthermore, biannual “updates” to the Master Plan called "Action Plans" are performed every two years. The "Action Plans" incorporate more detail about sustainable considerations and initiatives into the master planning process. The current Master Plan, approved in 2000, commits the University to modeling environmental stewardship through its land use practices and serving as a leader in sustainability. The Plan also envisions the role for Duke as an integral part of the surrounding region’s economy, environment and community fabric. Duke’s Plan strives to leverage the institution's role in the region to promote environmental, economic and social sustainability. Sustainability is mentioned in the goals section, as part of Duke’s commitment to conservation of our forest ecosystem, commitment to infill and supporting smart growth. Additionally, in the most recent "Action Plan," published in 2012, Duke identified environmental stewardship as a priority goal.


http://www.architect.duke.edu/planning/master_plan.html
http://www.architect.duke.edu/planning/sustainability.html

http://www.architect.duke.edu/landscape/forest/index.html

The year the physical campus plan was developed or adopted:
2,000

The website URL where the physical campus plan is available:
http://www.architect.duke.edu/planning/master_plan.html
Sustainability Plan

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

---

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

Does the institution have a sustainability plan that meets the criteria for this credit?:
Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

In 2007, Duke President Richard H. Brodhead signed the American College & University Presidents’ Climate Commitment, committing the University to developing an institutional plan to achieve climate neutrality.

The Campus Sustainability Committee (CSC), with student, faculty and staff representatives, was established immediately afterward to develop Duke’s Climate Action Plan (CAP). The 2009 CAP primarily tackled Duke’s carbon footprint, setting goals and creating strategies to achieve them in energy, transportation, and carbon offsets. In addition to aggressively retooling infrastructural operations, the CAP also focused on education and communication because climate neutrality, and ultimately sustainability, is impossible without the community’s cooperation and active participation.

In 2011, the Campus Sustainability Committee began the expansion of the Climate Action Plan into a broader Sustainability Strategic Plan that assesses the baseline and develops targets for other elements of campus sustainability such as water, waste and recycling, food, supply chain management and land use.

The process of developing the Sustainability Strategic Plan will be a multi-year initiative and will create a comprehensive road-map for Duke’s future sustainability efforts.

A brief description of the plan’s measurable goals:

Emissions and Carbon Offsets
- Achieve carbon neutrality by 2024.
- Aggressively pursue on-campus efforts to reach established milestones for emission reductions for carbon neutrality by 2024. (Milestones for Emissions Reductions)
2010 – 10%
2030 – 70%
2015 – 21%
2035 – 74%
2020 – 45%
2040 – 79%
2024 – 45%
2045 – 83%
2025 – 45%
2050 – 88%

Infrastructure
- Continue implementation of energy conservation measures in existing buildings with the goal to realize a 15% reduction in energy use over the next 20 years.

Campus Operations
- 6% reduction in transportation-related greenhouse gas emissions (over 2007 baseline) in 2012 through investment in alternative transportation options
- Assess Duke’s baseline recycling and waste reduction efforts and create meaningful goals to increase recycling and reduce the total campus waste stream.

Education and Engagement
- Incorporate sustainability into the depth and breadth of every student’s experience by including core concepts of sustainability in every applicable field and research opportunity and by using the campus as a sustainability living laboratory.

** More details about goals of the Sustainability Strategic Plan can be found at:

http://sustainability.duke.edu/about/reports/index.html

A brief description of how progress in meeting the plan’s goals is measured:

Emissions and Carbon Offsets
- In 2009, Duke created the Duke Carbon Offsets Initiative (DCOI) – the first university-sponsored carbon offsets program in the U.S. DCOI collects and analyzes carbon offsets data, and helps university partners formulate strategies that best reduce emissions and maximize carbon offset opportunities.

Infrastructure
In order to achieve its goal of a 15% reduction in energy use over the next 20 years, Duke is working closely with Duke Energy to collect yearly energy consumption data numbers. Data numbers are organized by energy source. As a result of this detailed record keeping, Duke University was able to report last year that the University had realized an 18% reduction in energy related greenhouse gas emissions compared to the baseline of 2007.

Campus Operations
- Every year Duke surveys students and employees of Duke to collect data numbers on transportation-related greenhouse gas emissions. Data numbers inform policies and programs that encourage carpooling, cycling, and bus transit, among other programs.
- Duke Recycles conducts a yearly waste and recycling audit. Numbers from the audit inform policies and programs that encourage more
recycling on campus.

Education and Engagement
- Duke created the position of Faculty Director of Sustainability, held by Dr. Charlotte Clark, to help formalize the University’s commitment to promoting sustainability education. Dr. Clark’s position will help the University identify current academic efforts to incorporate sustainability into curriculum and research. Her position will also help the University identify new areas of coursework and research, where sustainability can be better incorporated.

The website URL where more information about the sustainability plan is available:
http://sustainability.duke.edu/about/reports/index.html

The year the plan was developed or last updated:
2012
Climate Action Plan

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

Submission Note:

Duke target year for climate neutrality is 2024. That is not an option in the target year question above.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan’s long-term goals:

Duke has developed a Climate Action Plan that will guide the University in achieving climate neutrality by 2024. This plan was developed in large part by the Campus Sustainability Committee, which was formed in 2008. Reduction measures such as moving completely off coal in the campus steam plant, key energy conservation initiatives, installing solar PV on campus buildings, providing direct financial incentives for alternative transportation and improving regional transportation options are several of the actions Duke would take to reduce the campus carbon footprint to the lowest levels possible.

The following is a summary of many of the actions that Duke will undertake as part of the Climate Action Plan.

Energy
* Shifting on-campus fuel mix from coal to natural gas, biomas, and biogas
* Tracking Duke Energy's progress toward climate neutrality
* Expanding energy conservation and green building efforts
* Pursuing significant on-site renewable energy projects

Transportation
* Creating a Demand Management System, which includes incentives for alternative transit
* Developing campus air travel guidelines
* Replacing and right-sizing campus fleet
* Tracking improvements in vehicle and air efficiencies

Offsets
* Pursuing transportation and energy reductions aggressively before offsetting
* Developing and catalyzing authentic, local offsets that will provide significant environmental, social, and economic benefits in North Carolina and the Southeast
* Using offset experiences as an academic tool and to improve future projects

Education
* Considering incorporating sustainability into the depth and breadth of the student experience; exploring tactics such as a “mode of inquiry” focused on environmental citizenship, literacy and sustainability or expanding existing efforts to integrate sustainability priorities into recruitment and orientation materials
* Expanding current peer-to-peer environmental programming

Communication
* Empowering staff and students to monitor and reduce their own carbon footprints
* Using Sustainable Duke Pledge to align individual's efforts with campus efforts

Assuming the actions noted previously are implemented, Duke will have reduced overall campus emissions by 45 percent in 2024. Energy emissions will be down 44 percent. Contributing to this energy emission reduction is a 58 percent reduction in the GHG emissions from electricity, a 16 percent reduction through energy conservation and green building and a 1 percent reduction with new campus solar PV. Another 25 percent of the 2024 energy emissions reduction stems from moving completely off coal in the campus steam plants.

In 2024, Duke’s transportation emissions will be down 49 percent. Emission reductions from air travel, commuter travel and the campus fleet will contribute 63 percent, 32 percent and 4 percent respectively to this decrease. It should be noted that these emission reductions take into account increased fuel efficiency of cars and airplanes as well as expected advances in air traffic management that will reduce the overall impact of this form of travel.

If Duke accomplishes this reduction scenario by 2024, the campus GHG footprint will almost be cut in half from the 2007 baseline. This would leave 182,988 MTCO2e to offset in 2024 to become climate neutral. Based on a rough estimate of offsets priced at $10/ton in 2008 and a 5% annual increase, it would then cost Duke approximately $3.9 million to purchase offsets for the remainder of the campus GHG footprint in 2024 and $91 million in total offset costs out to 2050. If the Duke Carbon Offsets Initiative moves forward as expected, the University will have many options in the future to meet this need for high quality, local offsets. It should also be noted that there is a financial benefit to starting to purchase offsets or invest in offset projects in the near term when the price is lower.

A brief summary of the climate plan’s short-term goals:

As Duke works towards a goal of 2024 for climate neutrality, efforts will also be focused on interim GHG reduction milestones. These include the following reduction percentages every five years starting in 2010, calculated from a 2007 baseline:

• 2010 – 10%
• 2015 – 21%
• 2020 – 45%
• 2025 – 45%
• 2030 – 70%
• 2035 – 74%
• 2040 – 79%
While expected campus growth assumptions, economic conditions, and Duke Energy’s potential emissions reduction, could have a significant impact on Duke’s ability to meet these reduction goals, it is still important to have short term milestones to measure and assess progress.

More specifically, Duke will be focusing efforts on energy and transportation projects to meet campus GHG reduction goals. Short term milestones in GHG reduction include:

2017
Commute Reduction
- Further efforts by Transportation Coordinator
- Broaden Park and Ride program
- Explore parking pricing increases (+/- 50 percent)

Fleet
- Replace 10 additional buses with hybrids
- Advance greening of service fleet

Air Travel
- Continue implementation and education about air travel policy

Outcomes:
- About a 4 percent additional reduction in SOV vehicle travel
- About a 3 percent additional reduction in parking demands
- About a 8 percent reduction in air travel emissions
- An estimated 10 percent reduction in transportation-related GHG (over 2007 base)

Other short term goals include:
- Continue implementation of energy conservation measures in existing buildings with the goal to realize a 15% reduction in energy use over the next 20 years.
- Establish that all new construction and major renovation be (at least) LEED Silver
- Increase participation in alternative transportation through targeted marketing to campus constituents, continued coordination with regional transportation efforts, and parking price disincentives.
- Continue implementation of energy efficiency projects identified through campus audits including lab ventilation, reduction measures, metering upgrades, site lighting improvements and building retro-commissioning.

To date, Duke has made great strides toward accomplishing many of the short-term goals it set forth in 2009. Some notable accomplishments include:

Energy
- Eliminated coal use on campus in May 2011
- Through efficiency upgrades to the steam system and elimination of coal, Duke has reduced emission from campus steam plants by 40% since 2007
- Achieved 18% reduction in energy emissions in 2012 compared to 2007 baseline

Transportation
- Replaced 10 campus buses with two hybrid articulated buses and 6 ultra-low-sulfur diesel buses in fall 2011
- GoPass offers fare-free access to regional public transportation for students, faculty and staff
Offsets
- Swine waste to energy project on local farm operational May 2011
- Duke-specific offsets available for internal purchase for individuals, departments and events
- Piloted home energy efficiency project in summer 2012

For more information on Duke's CAP accomplishments and goals please visit:


Year the climate plan was formally adopted or approved:
2,009

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
1, 2 and 3

The reduction level (percentage) institution has committed to:
100%

The baseline year the institution used in its GHG emissions commitment:
July 1, 2007

The baseline emissions level institution used in its GHG emissions commitment:
338,828

The target year the institution specified in its GHG emissions commitment:
June 30, 2024

The website URL where information about the climate plan is available:
### Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

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Diversity and Equity Coordination

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The OIE Advisory Committee will provide advice and feedback to the Office for Institutional Equity relative to its services, impact on the Duke community and how OIE might do its work more effectively. Committee members will serve as communicators for OIE’s message, while keeping the office informed and aware of significant issues of employment policies and practices as they pertain to OIE’s mission.

Members of the committee, including job titles and affiliations:

Committee members of the OIE Advisory Committee represent many different sections of the university and health system, and are from various position levels, both non-exempt and monthly staff, to maximize the networking and input. For an up-to-date list of committee members, please visit:

https://web.duke.edu/equity/resources/advisory.html

The website URL where information about the diversity and equity committee is available:

https://web.duke.edu/equity/resources/advisory.html

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:
Under the auspices of the President of the University, the Office for Institutional Equity provides institutional leadership in enhancing respectful, diverse and inclusive work and learning environments for the Duke Community. We provide a range of services that uphold values of equity and diversity, as well as support compliance efforts in the areas of equal opportunity, affirmative action and harassment prevention.

Additionally, Duke University Hospital has many initiatives to prioritize diversity in the workplace:

http://diversity.duhs.duke.edu/

**The number of people employed in the diversity office:**

11

**The website URL where information about the diversity and equity office is available:**

https://web.duke.edu/equity/index.html

**Does the institution have a diversity and equity coordinator?:**

Yes

**Diversity coordinator’s name:**

Benjamin D. Reese, Jr. AND Paul James

**Diversity coordinator's position title:**

(Benjamin D. Reese, Jr) Vice President for Institutional Equity AND (Paul James) Director, Diversity, Equity & Inclusion

**A brief description of the diversity coordinator's position:**

An environment characterized by exemplary academic performance and high levels of employee productivity requires an organizational culture that sets clear expectations, provides appropriate supports and engenders respect and dignity. Diversity of cultural background, national origin, ethnicity, gender, sexual orientation, age, etc. among our student body, workforce, patients and visitors provides an opportunity to continually accelerate productivity, human growth and ongoing learning.

The Director of Diversity & Equity Programs assists the Vice-President in developing, implementing and monitoring programs and processes that promote and sustain diversity, equity and respect throughout Duke University and the Duke University Health System.

**The website URL where information about the diversity and equity coordinator is available:**

https://web.duke.edu/equity/staff.html
Measuring Campus Diversity Culture

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:
Yes

A brief description of the assessment(s):

Several recent initiatives have sought to assess campus attitudes towards diversity, culture and equity and utilize results to guide policy at Duke. Examples of these include:

Campus Culture Initiative - A diverse, inclusive and engaged community that affirms difference: That’s the environment necessary for the transformative educational experience that Duke intends to provide, according to a report from the Campus Culture Initiative Steering Committee. The 24-member panel, which included faculty, administrators, undergraduate students, a graduate student and alumni, issued a report in 2007 outlining a series of actions intended to “engage difference more deeply and directly.” According to the report, “We are proud of the increased diversity that Duke has achieved. An academic community must, however, consistently and constructively engage difference in order to reap its full benefits.” From April 2006 through February 2007, the Committee was engaged in a thoughtful and comprehensive consideration of Duke’s Campus Culture and ways to improve it. They examined issues, analyzed data and engaged in multiple conversations with individuals and groups across campus.

http://www.diversity.duke.edu/initiatives/campus_culture.php

http://today.duke.edu/2007/02/CCI_report.html
Women’s Initiative - Toward the end of her remarkable tour of duty as President of Duke, Nannerl O. Keohane commissioned a study known as the Women's Initiative. When the report was published in fall 2003, the Women's Initiative received extensive national attention both within universities and beyond, as it deserved to. A generation after the most overt forms of gender discrimination were brought up for critique and revision in this country, subtler forces persist, impeding full equality of opportunity for women. Under President Keohane's leadership Duke undertook to assess the place we have come to in gender equality with unusual courage and candor.

The comprehensiveness of the Women's Initiative report remains its most striking feature. Rather than studying a single segment of the university community, a team of task forces considered the full set of women's experiences within the university: the lives of women faculty, staff, graduate students, undergraduates, and alumnae as well. Through this breadth of focus, the report was able to highlight issues that link the experience of women across categories, such as the critical role of mentorship. At the same time, the study noted that the most salient issues for women in the university are often specific to their position, so that a women's agenda needs to have many different parts. The relation of the tenure clock to family responsibilities is an issue for untenured women faculty members, but not for the tenured. Childcare is an issue for younger faculty, staff and some graduate students but not, with rare exceptions, for undergraduates. And the pressures on undergraduate women have their own character, which the report is careful to detail.

http://today.duke.edu/2006/09/wiintro.html


Year the assessment was last administered:
2,007

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Campus Culture Initiative -
The Steering Committee has worked over a nine-month period to engage in a thoughtful and collaborative conversation about the Duke community, to gain a richer understanding of campus culture, to identify areas of strength as well as areas where there are problems or issues, and to make recommendations for improvement. In this process, the Committee recognized the momentum and accomplishment of the University; it reaffirmed that much good can and should be said about the Duke community. At the same time, it came to better understand how Duke is experienced differentially by different members of its community, that there are often pressures for conformity which work against our institutional vision as an inclusive academic community, and that engaging the notion of “difference” more deeply and directly will enable the University to accelerate its rise to the top.

To address these challenges, the CCI Steering Committee identified six interconnected areas for focusing attention and making recommendations:

• Curriculum and Experiential Learning
• Faculty-Student Interaction
• Residential Life, Dining, and Social Life
• Alcohol
• Athletics
• Admissions

The Committee recognizes that stewardship of the Duke community must be a collaborative process involving all its members, and that this report and its recommendations will need to be discussed and refined on a variety of levels – by the University’s administration, faculty, students, and alumni. Indeed, the entire Duke community must take ownership and play a significant role in considering thoughtfully how best to enhance campus culture. The work ahead is to join together in this conversation with a sustained commitment to the University’s advancement. It is the hope of the Campus Culture Initiative Steering Committee that this report and its corresponding recommendations will promote important conversations, significantly help strengthen campus culture, and further advance Duke as an even greater and more excellent community of teaching and learning.

Women’s Initiative –
Thanks to its comprehensiveness, the Women's Initiative has given Duke two valuable assets as we go forward. First, the report has provided us with a detailed checklist of problems and opportunities that we can monitor as we move on, work that the President's Commission on the Status of Women will oversee. Second, the large number of people who played active roles in this venture created a cadre of university citizens, of all ranks and ages, who understand the issues and are committed to constructive change.

The President's Commission on the Status of Women was established in the fall of 2003 to monitor implementation of Women's Initiative recommendations. It is the body charged with carrying forward this important work. Members are drawn from constituent groups -- undergraduates, graduate and professional students, faculty, employees, and alumnae. The President's Commission meets regularly throughout the academic year and produces a report to the President every summer (2003-2004, 2004-2005), as well as periodic updates by constituency.

http://today.duke.edu/2003/11/commission1119.html

The website URL where information about the assessment(s) is available:
http://diversity.duke.edu/initiatives/
Support Programs for Underrepresented Groups

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

In order for students to embrace the diversity of the Duke campus and the world that surrounds them, they must first understand and embrace their own sense of identity.

The Division of Student Affairs recognizes this and features a variety of identity centers including the Women’s Center, the Mary Lou Williams Center for Black Culture, the Center for Lesbian, Gay, Bisexual and Transgender Life, the Multicultural Center, the International House and a variety of religious communities.

We take great pride in supporting the ‘Big-D’ Duke community as well as the variety of sub-communities that comprise it. We are well aware, however, of the challenges associated with supporting numerous individual identity groups while fostering inter-group interaction and a collective Duke student identity. That said, through our approach at Duke, we can uniquely and simultaneously celebrate and advance student differences and commonalities.

The Division of Student Affairs is committed to exposing students to and engaging them in the spirit and practice of multiculturalism and inclusion so that we may prepare them for their future in this ever-changing landscape of people, places and ideas. Through our efforts, we will promote cultural diversity through collaborative student-initiated events, faculty and staff led dialogue, social interaction and experiential learning.

http://diversity.duke.edu/atduke CENTERS.php
A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

Commitment to faculty diversity -
In the provost's office, Dr. Nancy Allen serves as vice provost for faculty diversity and faculty development to track diversity issues. Jacqueline Looney, senior associate dean of the Graduate School, oversees black faculty diversity and development as associate vice provost for academic diversity.

http://provost.duke.edu/staff-directory/

Allen is chair of the Faculty Diversity Standing Committee, comprised of faculty and administrators from the university and medical campuses. A result of the work of both the Women's Initiative and the Task Force on Faculty Diversity, the committee oversees the Faculty Diversity Plan and compiles and analyzes data annually on recruitment, retention and promotions. Committee members serve three-year terms.

Faculty Mentoring Initiative
Mentoring is a critical component of supporting a diverse faculty. Launched in 2006, this initiative enumerates best practices for mentoring new and junior faculty. Department chairs and deans are expected to meet individually with junior faculty on an annual basis. Regular discussions concerning mentoring occur in departmental meetings and at Deans' Cabinet. Exit interviews of departing regular rank faculty include inquiry about the adequacy of mentoring during the faculty member's time at Duke.

http://diversity.duke.edu/initiatives/faculty.php

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

Duke has a long-standing commitment to increasing the diversity in all parts of the university community – faculty, staff and student body.
Among the goals of its ongoing efforts:

* Increase minority student enrollment and recruit and retain diverse faculty and staff.
* Provide minority students, faculty and staff with the necessary support to succeed.
* Promote an academic and social environment where diversity can flourish.

As Duke grows more diverse, creating a climate of respect and inclusiveness for all is more important that ever. Complying with applicable employment laws is just the first step. Recognizing and appreciating the value of diversity and cross-cultural understanding is critical to Duke's mission of achieving "the best effort of all who are associated with the university."

The Diversity & Equity Program offers consultation and training designed to assist staff in deepening diversity awareness, enhancing skill development, and providing information related to a broad range of diversity topics, cross-cultural understanding, and institutional equity.
Services:
* Explore how diversity and inclusion can be integrated into existing performance tools such as the Balanced Scorecard, Six Sigma and Pay & Performance.
* Integrate diversity measures into performance review and goal setting practices.
* Design, facilitate and counsel an employee work group to support diversity awareness and education within the department.
* Facilitate workshops, retreats, and discussions related to diversity and inclusion.
* Identity and award Duke employees and teams who demonstrate leadership in the area of diversity & inclusion with a Semi annual EDI Award. (Equity, Diversity & Inclusion).

https://web.duke.edu/equity/

http://today.duke.edu/2003/04/awn0403.html


http://diversity.duhs.duke.edu/

The website URL where more information about the programs in each of the three categories is available:

http://diversity.duke.edu/
Support Programs for Future Faculty

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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 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 programs 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:

Faculty Mentoring Initiative - Mentoring is a critical component of supporting a diverse faculty. Launched in 2006, this initiative enumerates best practices for mentoring new and junior faculty. Department chairs and deans are expected to meet individually with junior faculty on an annual basis. Regular discussions concerning mentoring occur in departmental meetings and at Deans’ Cabinet. Exit interviews of departing regular rank faculty include inquiry about the adequacy of mentoring during the faculty member's time at Duke.

Development of Future Faculty Special Interest Group (SIG) - administered by Hugh Crumley - Duke University, Instructional Technology Specialist, Adjunct Assistant Professor of Education, Center for Instructional Technology
This is a new SIG in the professional organization the Society for Information Technology & Teacher Education (SITE.) This SIG is for professionals and graduate students who are interested in technology and the development of future instructors in higher education. This includes graduate students who plan to go on to faculty careers in higher education in disciplines including, but not limited to, education and the faculty who work with those graduate students.

http://cit.duke.edu/services/grad/index.html
Other examples of programs across Duke –

Down to Earth Dinner Series - Making Community Connections, Multicultural Center - Down to Earth is a dinner series where students can learn from the diverse experiences and research of staff and faculty in a relaxed environment.

* Connect with more people who are here to support you
* Explore your own identity and experiences with others
* Learn about subjects outside your major
* Develop relationships with potential mentors
* Start making connections…

http://www.studentaffairs.duke.edu/mcc/programs-services/down-earth-dinner-series

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

http://diversity.duke.edu/initiatives/faculty.php
Affordability and Access Programs

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---" 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 the institution’s participation in federal TRIO programs:
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A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students?:

Duke's Financial aid initiative
As part of our ongoing commitment to make high-quality undergraduate education more affordable, Duke announced in December 2007 a series of enhancements to its need-based undergraduate financial aid program that took effect in the 2008-09 academic year. These enhancements include

* eliminating the parental contribution for families with incomes less than $60,000;
* eliminating loans for families with incomes less than $40,000;
* reducing loans for students from families with incomes up to $85,000; and
* capping loans for eligible families with incomes above $85,000.

“The strength of the University depends on its ability to select and recruit students on the grounds of ability, dedication and promise, not on a family’s financial circumstances,” said President Richard H. Brodhead, who in his 2004 inaugural speech identified increasing the University's endowment for financial aid as one of his highest priorities. “We have deliberately focused these new investments on relieving the burden not only for parents with incomes below the national median but for students from middle-income families as well.”

The 2012-13 Duke budget includes $128.2 million -- a 7 percent increase from the FY12 budget -- to support Duke’s undergraduate financial aid program and fund these enhancements. About 52 percent of undergraduates receive financial support to attend Duke; about 43 percent receive need-based aid.

Duke Financial Aid Policies and Procedures Guiding Principles

Duke University views its financial aid program as an investment in students and their futures. We seek a diverse student body and are committed to ensuring that aided students can take full advantage of the Duke experience. To that end, Duke admits U.S. citizens, permanent residents and a limited number of foreign students without regard to financial circumstance or aid eligibility and meets 100 percent of each admitted student's demonstrated need throughout their nine semesters of potential undergraduate enrollment.

Duke, like many similar institutions, uses the 568 Presidents' Group Consensus Approach to Needs Analysis to determine each student's family contribution. This formula, whose guiding principles are articulated under Bulletin Board/Tips on this page, is designed to ensure that families with similar circumstances contribute similar amounts while families with different financial circumstances contribute proportionally different amounts toward a student's annual attendance costs. Duke does not "negotiate" financial aid, but does consider extenuating circumstances that may affect a family's ability to support educational expenses. Applicants are encouraged to submit specific details relative to any extenuating or unusual circumstances that affect their ability to support educational expenses.

In addition to need-based scholarships, grants and loans, merit scholarships are integral to Duke's financial aid program. Although all merit scholarships are awarded at the time of admission on the basis of academic distinction, other factors such as leadership, musical talent and other unique characteristics are considered. Several of these programs are awarded without regard to a student's demonstrated need. Recipients who meet the specified academic standards will retain their merit scholarship for the four years they are enrolled at Duke. Applicants for admission are considered for all available merit scholarships. No specific scholarship application is available or required.

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

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A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

A two-day pre-orientation program followed by ongoing support throughout the academic year is provided for high-need, first generation students. The program introduces students to the university "system" to help them negotiate more effectively and also introduces them to faculty to help them make meaningful academic connections on the first day. This program also promotes a sense of belonging and strength.

A brief description of the institution's scholarships for low-income students:
A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

See above. Duke also has a parallel two day pre-orientation program for parents of first generation students.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

Excerpt from the current Duke Strategic Plan –
Chapter 3 - Duke's Enduring Themes - Affordability and access

Duke's historic commitment to affordability and access was built on the fundamental principle of justice, on our belief that access to higher education - and thereby worldly success - should be available to all, not simply to those who can pay. But in modern America, qualification for college admission has had a high correlation with family income, and the premier private universities tend to recruit classes substantially tipped toward upper income sectors. Universities alone, of course, cannot affect or right every cause contributing to the unequal preparation of the young. But just for that reason, we have a special obligation to do what we can, and assuming the share of costs that a family cannot afford to pay is our way of assuring that we recruit students on the grounds of ability, dedication, and promise alone, not of family circumstance. Moreover, society has a profound self-interest in seeing that those with talent have access to quality education. We tend to take for granted the dynamism that makes our economy and culture develop wealth and an envied quality of life, but there is no reason to believe these things are self-sustaining. They are driven by human intelligence and creativity, and for renewal, these resources need cultivation and investment. Making sure that those gifted with these traits get the education that will allow them to give the greatest return on their talents is the best way to provide for this social good. It is safe to say that the talent upon which we will someday want to draw is not confined to a single social origin or band of income.

Duke's commitment to financial aid and need-blind admission is the investment we make to produce the trained talent our future world will require - and when we think of graduate and professional schools, this means the talent that will keep our own fields strong and strongly advancing. Some 45% of all Duke undergraduates receive aid from the University. To meet the challenge to be able to ensure that we select and recruit students on the grounds of ability, dedication and promise alone, we have recently engaged in a $300 million Financial Aid initiative to strengthen Duke's financial aid endowment. We have dedicated our institutional resources to financial aid over time, and launched this focused and substantial fundraising effort, not only because of our responsibility to nurture talent for the good of society at large, but also because we believe that when we enable students to come to Duke from other income groups, other regions, other countries, we create a better experience not just for them but for every member of our common community.

* We must provide increased support to ensure broader access to our undergraduate, graduate, and professional schools.
* We must increase support for professional students committed to less remunerative careers.

http://stratplan.duke.edu/ch03/7.html#afford

Graduate Student Affairs - Diversity Initiatives

The Graduate School has a long-standing commitment to increasing the diversity and quality of its graduate student body. Our primary goals are to increase enrollment of students from traditionally underrepresented groups, to provide students with sufficient funding to complete their graduate studies in a timely manner, and to promote an academic and social environment where these scholars can
flourish. Targeted recruiting strategies (including undergraduate research opportunities like the Summer Research Opportunity Program (SROP) that give potential students a taste of the graduate student experience) are vital to these efforts, and the involvement of Duke's graduate faculty is central to these strategies.

Recruitment
A key mission of the Office of Graduate Student Affairs is to coordinate, supplement, and expand the recruiting efforts of graduate departments and programs. Each year GSA participates in recruitment fairs across the country that enable us to meet potential graduate students and to answer any questions they might have about Duke's graduate programs. GSA coordinates with other nearby schools to bring talented undergraduates from across the country to visit our campuses. Activities during these visits typically include seminars on graduate admissions and financial aid, panel discussions with faculty and graduate students, departmental visitations, and informal gatherings.

Other mechanisms the Graduate School employs in the recruitment of students from traditionally underrepresented groups include participation in national consortia designed to promote diversity in graduate education; targeted faculty recruitment visits to colleges and universities; and the development of external and institutional funding to support summer research opportunities for undergraduates.

Retention
GSA provides general counseling for students from traditionally underrepresented groups, develops programs to enhance their participation in graduate student life, and helps students to identify external sources of funding. The office also provides recruitment, retention, and completion data and helps to initiate various summer research opportunities that identify potential graduate students early in their college careers.

http://gradschool.duke.edu/gsa/programs/diversity.php

A brief description of the institution’s other admissions policies and programs:

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A brief description of the institution’s other financial aid polices or programs:

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A brief description of the institution’s other policies and programs not covered above:

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The website URL where information about programs in each of the areas listed above is available:
http://dukefinancialaid.duke.edu/
Gender Neutral Housing

Responsibility Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:
Yes

A brief description of the program, policy, or practice:

Gender-neutral housing will be an opt-in program on Central Campus and male and female students will be able to live in the same apartment. Students who choose gender-neutral housing will be placed in the same housing lottery as other students.

Coed housing at Duke is defined as males living next to females with single-gender bathrooms. This will be put into place as a small, opt-in residential program, similar to the Wellness Community or the East Meets West program. This means male and female students will be allowed to block together and live in the same hall.

The website URL where information about the program, policy, or practice is available:
http://studentaffairs.duke.edu/hdrl/housing-communities/west-campus/selective-living-groups/gender-neutral-housing
Employee Training Opportunities

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

Duke has a long-standing commitment to increasing the diversity in all parts of the university community – faculty, staff and student body. Among the goals of its ongoing efforts:
* Increase minority student enrollment and recruit and retain diverse faculty and staff.
* Provide minority students, faculty and staff with the necessary support to succeed.
* Promote an academic and social environment where diversity can flourish.

The Diversity & Equity Program offers consultation and training designed to assist staff in deepening diversity awareness, enhancing skill development, and providing information related to a broad range of diversity topics, cross-cultural understanding, and institutional equity.

Services:
* Explore how diversity and inclusion can be integrated into existing performance tools such as the Balanced Scorecard, Six Sigma and Pay & Performance.
* Integrate diversity measures into performance review and goal setting practices.
* Design, facilitate and counsel an employee work group to support diversity awareness and education within the department.
* Facilitate workshops, retreats, and discussions related to diversity and inclusion.
* Identity and award Duke employees and teams who demonstrate leadership in the area of diversity & inclusion with a Semianual EDI Award. (Equity, Diversity & Inclusion).

The website URL where information about the trainings and activities are available:
https://web.duke.edu/equity/
Student Training Opportunities

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:

In order for students to embrace the diversity of the Duke campus and the world that surrounds them, they must first understand and embrace their own sense of identity.

The Division of Student Affairs recognizes this and features a variety of identity centers including the Women’s Center, the Mary Lou Williams Center for Black Culture, the Center for Lesbian, Gay, Bisexual and Transgender Life, the Multicultural Center, the International House and a variety of religious communities.

We take great pride in supporting the ‘Big-D’ Duke community as well as the variety of sub-communities that comprise it. We are well aware, however, of the challenges associated with supporting numerous individual identity groups while fostering inter-group interaction and a collective Duke student identity. That said, through our approach at Duke, we can uniquely and simultaneously celebrate and advance student differences and commonalities.

The Division of Student Affairs is committed to exposing students to and engaging them in the spirit and practice of multiculturalism and inclusion so that we may prepare them for their future in this ever-changing landscape of people, places and ideas. Through our efforts, we will promote cultural diversity through collaborative student-initiated events, faculty and staff led dialogue, social interaction and experiential learning.

The website URL where information about the trainings and activities are available:
http://diversity.duke.edu/atduke/centers.php
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

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Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

Policies and practices adopted by entities of which the institution is part (e.g. state government or the 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

Total number of employees working on campus (including contractors):
29,149

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
29,149

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

In 2004, Duke implemented a starting pay range of $10 per hour was based on creating a standard for regular employment at Duke that exceeds the federal minimum wage and the poverty guidelines for a family of four. In 2007, Duke University also required contracted food service vendors to offer full-time employees at least $10 per hour and basic health care coverage similar to what Duke offers its own employees.

In 2013, the starting pay range moved to $10.91. Taken together with benefits, Duke’s total compensation package compares very favorably to most competitors and peer institutions. Duke reviews its pay ranges annually to ensure competitive compensation.
Employees can also receive up to $5,250 in reimbursement of tuition for classes taken at Duke or any other higher educational institution accredited by the Southern Association of Colleges and Schools with a physical presence in North Carolina.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,013

The website URL where information about the institution’s compensation policies and practices is available:

http://www.hr.duke.edu/policies/pay_administration/pay_administration/index.php
Employee Satisfaction Evaluation

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:
Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

Duke participates in two primary efforts to better understand the work environment and employee satisfaction. Additional information about these surveys is offered below.

The Chronicle of Higher Education’s “Great Colleges to Work For” Program: For the last six years, Duke University has participated in The Chronicle of Higher Education’s “Great Colleges to Work For” program, a study designed to recognize institutions that have built great work environments. Part of the program involves a survey distributed to a sample of each institution’s full-time faculty, administrators and professional staff. The survey is administered by ModernThink, a consulting firm conducting the survey on behalf of The Chronicle of Higher Education, to ensure the confidentiality of responses. It assesses several categories, including job satisfaction/support, career development, research & scholarship, communication, supervisor relationship, and participation in college governance. Duke has been recognized each of the six years as one of the “Great Colleges to Work For,” including 2013.

Duke University Health System’s Work Culture Survey: Duke University Health System offered its first Work Culture Survey in 1999 to determine how staff ranked the workplace in terms of communication, teamwork, and recognition. The results of the survey led to many new programs and enhancements. Today, the Work Culture Survey is conducted on an annual basis to assess the progress made since the previous survey and identify needs for strengthening the DUHS work culture. Work culture committees have been developed to include a cross-section of employees and managers to identify and implement programs to improve the work environment. The survey has been an effective tool for monitoring and sustaining progress in improving the work environment and employee satisfaction at Duke University Health System.

The Chronicle of Higher Education’s “Great Colleges to Work For” Program:

Duke University Health System’s Work Culture Survey:

http://insidedukemedicine.org/announcements/work-culture-survey-for-duhs/

**The year the employee satisfaction evaluation was last administered:**
2013

**The website URL where information about the institution’s employee satisfaction evaluation process is available:**
---
Staff Professional Development in Sustainability

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:
Yes

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

Sustainable Duke facilitates a quarterly staff training through Learning & Organization Development in Human Resources at Duke. This training is open to all staff members at Duke and focuses on understanding sustainability, learning about existing sustainability efforts at Duke, and professional development for staff members that will assist them in taking action to create a more sustainable workplace.

Below is a description of the workshop content:

Leading for Environmental Sustainability - Would you like to become a more sustainable staff member and help reduce the environmental impact of your workplace? This 2 hour workshop will provide you with the materials and skills necessary to “green” your office. Sustainability is an expanding field and a serious commitment at Duke. Becoming the sustainability expert in your office provides a competitive advantage in the workplace while helping the planet. In addition to providing ample time for discussion and networking with other staff about their challenges and successes with office greening, the workshop covers:
- sustainability efforts at Duke University
- personal changes you can make to reduce your environmental footprint at work
- guiding your department through the Duke Green Workplace Certification
- starting and leading a green team
- resources provided by Sustainable Duke to assist you in office greening.

The website URL where information about staff training opportunities in sustainability are available:
http://sustainability.duke.edu/action/greenworkplace/staffworkshop.html
Sustainability in New Employee Orientation

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:
Yes

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

New Staff Orientations take place at a 4 hour event every two weeks. Duke’s Sustainability Outreach Coordinator created a video which is played at each orientation introducing staff to Duke's sustainability commitments and ways that they can become a leader for sustainability. Highlights include the Duke Green Workplace Certification and the Leading for Environmental Sustainability Workshop for staff.

The website URL for the information about sustainability in new employee orientation:
http://www.youtube.com/watch?v=JafO6iBS6v8
Employee Sustainability Educators Program

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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.

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

Total number of people employed by the institution:
29,149

Program name (1st program) :
Duke Green Workplace Certification

Number of employees served by the program (1st program):
1,101

A brief description of how the employee educators are selected (1st program):
Sustainable Duke hosts a quarterly three-hour staff sustainability workshop through Learning & Organization Development. The workshop is open to all staff. Staff who attend the workshop are tasked with being a leader for sustainability in their workplace and many engage their coworkers in completing the Duke Green Workplace Certification.

A brief description of the formal training that the employee educators receive (1st program):
The three-hour, interactive Leading for Environmental Sustainability Workshop covers: sustainability efforts at Duke University; personal changes staff can make to reduce their environmental footprint at work; guiding a department through the Duke Green Workplace Certification; starting and leading a green team; and resources provided by Sustainable Duke.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):
The Education and Outreach Coordinator in the sustainability office runs a quarterly staff sustainability training that is three hours in duration. Additionally, Sustainable Duke often provides presentations to individual departments on campus that are working to become
more sustainable. The Education and Outreach Coordinator also communicates with leaders of green teams regularly via e-mail and telephone in order to provide resources, advice, and assistance with green team projects. Additionally, Sustainable Duke manages the Duke Green Workplace Certification process, including media promotions of newly certified offices. Finally, Sustainable Duke supports departments financially in their workplace greening projects through funding from the Green Grant Fund.

The website URL where information about the program is available (1st program):
http://sustainability.duke.edu/action/greenworkplace/staffworkshop.html

Program name (2nd program):
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Number of employees served by the program (2nd program):
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A brief description of how the employee educators are selected (2nd program):
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A brief description of the formal training that the employee educators receive (2nd program):
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A brief description of the financial or other support the institution provides to the program (2nd program):
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The website URL where information about the program is available (2nd program):
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Program name(s) (all other programs):
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Number of employees served by the program(s) (all other programs):
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A brief description of how the employee educators are selected (all other programs):
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A brief description of the formal training that the employee educators receive (all other programs):
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A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

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

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Childcare

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

Duke Child Care Partnership
Parents who work at Duke University and Health System have greater access to quality child care through the Duke Child Care Partnership. Between 2003 and 2008 Duke provided nearly $1 million in grants to area child care centers for improving the quality of child care or expanding space for infants and toddlers. This program was originally developed between Duke and Child Care Services Association (CCSA) to address the shortage of high quality child care in our community in a manner which benefits both Duke families and the broader community. Since its inception over 800 new 4 and 5 star spaces have been created and over 400 Duke families currently have a child enrolled at a participating center.

Today, Duke Partnership Centers offer priority placement to Duke faculty, staff and students, in exchange for membership in the partnership and listing on Duke's website. Partnership centers must maintain a four or five star license and be in good standing with the state of North Carolina and the Child Care Services Association.

http://www.hr.duke.edu/benefits/family/care/dccp/index.php

Duke Children’s Campus
The Duke Children's Campus is a five star rated child care center located on campus for the exclusive use of Duke faculty, staff and employees who are benefit-eligible. There are also a limited number of slots open to Duke graduate students. Families earning less than $75,000 per year may be eligible for child care tuition assistance programs available through their county of residence, the state of North Carolina or Duke.

http://www.hr.duke.edu/benefits/family/care/dcc/index.php

http://www.hr.duke.edu/benefits/family/care/dcc/assistance.php
Dependent Care Reimbursement Account - Duke offers you a Dependent Care Reimbursement Account to help you take advantage of tax savings on eligible dependent care expenses.

http://www.hr.duke.edu/benefits/medical/reimbursement/dependent/index.php

The website URL where information about the program, policy, or practice is available:
http://www.hr.duke.edu/benefits/family/care/index.php
Employee Wellness Program

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:

LIVE FOR LIFE, Duke's employee wellness program, offers a variety of programs and services, such as health assessments and education, smoking cessation programs, fitness activities and nutrition activities, to help eligible faculty, staff and family members reach their health and fitness goals.

LIVE FOR LIFE's mission at Duke University is to support the goal of the Office of Human Resources in 1) providing programs and services to help Duke's people successfully accomplish the organization's missions, and 2) assist and support Duke's manager's in recruiting and retaining top-quality, diverse and healthy staff and to help develop an effective, productive workforce. 3) LIVE FOR LIFE will also promote a work culture and environment that supports healthy and safe behaviors/lifestyles.

http://www.hr.duke.edu/about/departments/liveforlife/index.php

Personal Assistance Service - Personal Assistance Service is the faculty and employee assistance program of Duke University. The staff of licensed professionals offers assessment, short-term counseling, and referrals to help resolve a range of personal, work, and family problems. PAS services are available free of charge to Duke faculty and staff, and their immediate family members.

http://www.hr.duke.edu/pas/

The website URL where information about the program, policy, or practice is available:
http://www.hr.duke.edu/benefits/wellness/index.php
Socially Responsible Retirement Plan

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:

Two of Duke’s retirement vendors, Valic and TIAA-CREF, offer mutual fund options specifically designated as “socially conscious” funds. Faculty and staff can designate investments in their retirement accounts to any of four different socially conscious options, including: Social Choice (TIAA-CREF), Social Choice Equity (TIAA-CREF), Global Social Awareness Fund (Valic), or the Socially Responsible Fund (Valic).

These funds and the “Social Conscious” mutual fund class designation can be found in the respective vendor prospectus or the spreadsheet for the latest investment performance available at the following website:

http://www.hr.duke.edu/benefits/retirement/performance/index.php

The website URL where information about the program, policy, or practice is available:
---
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.

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Committee on Investor Responsibility

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:

In 2004, the Duke Board of Trustees approved the Guideline for the University on Socially Responsible Investing. Recognizing the need for a mechanism to assist the President on making recommendations to the BOT on this issue, two committees were created, the President’s Special Committee on Investment Responsibility (PSC) and the Advisory Committee on Investment Responsibility (ACIR).

The PSC considers proposals from the University community relating to investment responsibility concerns and determines if there are credible allegations of substantial social injury. If the PSC agrees an issue requires further investigation, it will be referred to the ACIR for further review. The ACIR examines the issue and determines whether to propose to the President a course of action by the BOT. The President has the option to take the recommendation to the BOT or provide a written explanation to the ACIR on why their recommendation was not accepted. The President’s Office presents an annual report to the Duke Community on the work of the PSC, ACIR and the President’s and BOT responses.

When the University community has engaged in substantive discourse on an issue and expressed broad concern that a substantive social injury is being caused by such policies or practices, the President may make a recommendation to the BOT. Where the BOT agrees, it may instruct the Duke University Mgt. Company (DUMAC) to take appropriate action, including the exercise of the University’s
practicable shareholder rights to seek modification of the company’s activities to eliminate or reduce the injury, using such means as –
- Direct correspondence with management
- Proxy votes
- Sponsoring shareholder resolutions

In cases where these actions do not impact the company’s actions, the BOT can also instruct DUMAC to divest the securities in question within a reasonable time period.

**Members of the CIR, including affiliations:**

The PSC is composed of the Provost and the Executive Vice President (or their delegates); the Dean of the one of the professional schools; the chair of ECAC or faculty member designated by ECAC; and a young trustee designated by the BOT. The PSC chair is appointed by the President.

The ACIR has nine voting members: one undergraduate and one graduate or professional student elected respectively by the Duke student government and graduate and professional student council; one alumnus elected by the Duke University alumni association; two faculty members elected by the academic council; the university counsel or his or her delegate; the deputy treasurer or his or her delegate; and two administrative appointees chosen by the president. The members are appointed for at least two years and may be reappointed, serving until their successors take office. The president appoints the chair from among the voting members.

**Recent examples (within the past 3 years) of CIR actions:**

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**The website URL where information about the committee is available:**

http://sustainability.duke.edu/campus_initiatives/investment/index.html
Shareholder Advocacy

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:
No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:
Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years.:

Duke has screened out companies in our separate accounts (as opposed to commingled fund investments) that are “Worst Offenders” in Sudan according to the Genocide Intervention Network.
The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

---
Positive Sustainability Investments

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

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

Total value of the investment pool:
5,700,000,000 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
150,000,000 US/Canadian $

Value of holdings in businesses selected for exemplary sustainability performances:
0 US/Canadian $

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
0 US/Canadian $

Value of holdings in community development financial institutions (CDFIs):
5,000,000 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:
A brief description of the companies, funds, and/or institutions referenced above:

Environmentally sustainable investments include, but are not limited to:

- Greenhouse gas capture and carbon credit generation (coal mine methane and landfill gas capture)
- Alternative energy sources (wind, hydro, biofuels, geothermal, solar, fuel cells)
- “Smart Grid” technologies (energy consumption management software and solutions)
- Recycling (soils, metals, rubber, biomass)
- Consumer products (organic foods, recycling incentives, packaging, automobiles)

Duke University has committed to deposit up to $5 million in the Latino Community Credit Union (LCCU) over the next five years. The investment will guarantee affordable financial services for low-income individuals in Durham who find it difficult to obtain loans and mortgages through conventional lending sources because they lack credit history. The money, which will be deposited in million-dollar increments, could provide funding for as much as 50 mortgages, or about 200 people. LCCU will dedicate the funds for low-income consumer and mortgage lending in Durham County, which is home to more than half of Duke’s work force.

The website URL where information about the institution’s sustainability investment activities is available:

http://sustainability.duke.edu/campus_initiatives/investment/index.html
Student-Managed Sustainable Investment Fund

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:
No

A brief description of the student-managed sustainable investment fund:
---

The website URL where information about the fund is available:
---
Sustainable Investment Policy

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:

Yes

A brief description of the sustainable investment policy:

Guideline on Socially Responsible Investing:
To fulfill its educational and humanitarian purposes, Duke University must manage its investment assets wisely. Thus the primary fiduciary responsibility of the Board of Trustees in overseeing the management of the University's investment assets must be to maximize the financial return on those resources, taking into account the amount of risk appropriate for the University.

At the same time, the University wishes to be a good corporate citizen and a responsible and ethical investor. The authority of its Board of Trustees to take ethical factors into account when setting investment policies and practices derives from the very stewardship responsibilities which attend the ownership of endowment securities. We recognize that sometimes a corporation's policies or practices can cause substantial social injury -- that they may have a gravely injurious impact on employees, consumers, and/or other individuals or groups that results from specific actions by a company. For example, corporate actions may violate domestic or international laws intended to protect individuals and/or groups against deprivation of health, safety, or civil, political, and human rights.

Thus for investments not governed by the Employee Retirement Income Security Act (ERISA), when the Board of Trustees judges that corporate policies or practices cause substantial social injury, it will give weight to this factor in investment practices related to corporate securities.

Actions the University takes may or may not materially affect an offending corporation, but such actions may have significant symbolic value. When the University community has engaged in substantive discourse on an issue and expressed broad concern that substantial social injury is being caused by such policies or practices, either the president and senior officers or members of the University community may ask the University Priorities Committee (UPC) to examine it in depth. Upon receiving a recommendation from the UPC, the president and senior officers, if they concur, will forward that recommendation to the Board of Trustees.

Where the Board of Trustees finds that a company's activities or policies cause substantial social injury, and that a desired change in the company's activities would have a direct and material effect in alleviating such injury, it may instruct the Duke University Management Company (DUMAC) to take appropriate action, including the exercise of the University's practicable shareholder rights to seek modification of the company's activities to eliminate or reduce the injury, using such means as
a) direct correspondence with management
b) proxy votes
c) sponsoring shareholder resolutions.
If the Board of Trustees further concludes that the company has been afforded reasonable opportunity to alter its activities, and that divestment will not impair the capacity of the University to carry out its educational mission (for example, by causing significant adverse action on the part of governmental agencies), then it may instruct DUMAC and its managers to divest the securities in question within a reasonable period of time.

The website URL where information about the policy is available:
http://today.duke.edu/2004/02/investing_0204.html
Investment Disclosure

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

No

A brief description of the institution’s investment disclosure practices:

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The website URL where information about investment disclosure available:

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Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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Community Sustainability Partnerships

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:
Yes

A brief description of the institution’s sustainability partnerships with the local community:

Duke is committed to enhancing and drawing from the communities of which it is a member. The Office of Durham and Regional Affairs administers Duke University's relations with Durham and the Research Triangle region, including but not limited to local government, the Research Triangle Park, Durham public schools, and area colleges and universities. By strengthening partnerships with area organizations and businesses, the Office seeks to accelerate the economic renewal in downtown Durham and to help ensure future innovation and growth in the region. The Office oversees the activities of the Office of Community Affairs and its Duke-Durham Neighborhood Partnership.

Three high-priority challenges identified for Duke, all of which contribute to sustainability objectives, are:

Priority One: Economic development and revitalization in downtown Durham, areas near the campus, and areas near the downtown periphery.

Priority Two: Disconnected youth: Poverty, unemployment, and dropout rates among Durham youth aged 16-24 are the highest in the Triangle region.

Priority Three: Durham Public Schools: Challenges include student and school performance, end-of-grade test scores, drop-out rates, teacher turnover, and lack of resources to support the growing Spanish-speaking population within the schools.

Additionally, Duke University’s Office of Community Affairs directly coordinates the Duke-Durham Neighborhood Partnership. The Partnership, which was formed in 1996, works to improve quality of life and educational achievement in the 12 neighborhoods closest to campus.

There are also several student-run initiatives that are promoting sustainability and environmental education in the community surrounding Duke. For instance, Wilderness Outdoor Opportunities for Durham Students (WOODS) is a program that is run by Duke students promoting nature and environmental experiential education in the Durham area. The goal of WOODS is not only to educate the children they work with, but to help them gain a sense of self-worth and build their self-esteem. Aspects of ecology, the environment, and basic
natural principles are taught through team building exercises, games, and spending time outdoors.

Duke also organizes, promotes and participates in countless other community events that contribute to sustainability. For instance, at least twice a year Duke organizes and promotes e-waste recycling days at several locations within the triangle area, where community members can drop off e-waste items to be properly recycled.

The website URL where information about sustainability partnerships is available:
https://community.duke.edu/index.php
Inter-Campus Collaboration on Sustainability

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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

"---" 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:

Presentations
- 2013 AASHE Conference Presentation, "Promoting Sustainable Agriculture and Access to Local Food in the Carolinas Program: Campuses to Communities", Tavey Capps, Nashville, TN, Oct-13
- 2013 NC APPA, "Working Together to Find Solutions", Tavey Capps, Arwen Buchholz, Greensboro, NC, Apr-13
- 2013 Smart and Sustainable Campuses Conference, Casey Roe - "Inspiring Behavior Change with Competition ", Bethesda, MD, April 2013.
- 2012 Smart and Sustainable Campuses Conference, Casey Roe, Emily Sloss - "The Duke Campus Farm as a Learning Laboratory", College Park, MD, April 2012.
- 2012 AASHE Conference Presentation, "Sustainability Offices 2.0", Tavey Capps, Los Angeles, CA, Oct-12
- Greening the Campus 2012, "Bridging the Operation and Academic Sustainability Gap – Lessons Learned through Collaboration at Duke University", Tavey Capps, Charlotte Clark, Muncie, ID,Mar-12
- 2012 Academic Facilities Council Annual meeting, "Duke's Sustainability Efforts and DCOI", Tavey Capps, Tanja Vujic, Durham, NC, Apr-12
- 2011 Smart and Sustainable Campus Conference, "Public Sustainability Commitments", Tavey Capps, College Park, MD, Apr-11
- 2011 NCSU Net Impact, "University Sustainability Panel", Tavey Capps, Raleigh, NC, Sep-11
- 2010 Smart Sustainable Campus Conference, "Change Behavior – Change Climate: Effective Transportation Demand Management Strategies in Reducing Campus Carbon Emissions", Tavey Capps, College Park, MD, Mar-10
- 2010 Smart and Sustainable Campus Conference Plenary Session, "The Rewarding, Bold and Sometimes Bumpy Road to Climate Neutral", Tavey Capps, College Park, MD, Mar-10
- The Duke Endowment, Tatjana Vujic & Heather Hosterman—“The Duke Endowment Campus Sustainability Summit” (an update on the offset initiative with a focus on energy), Davidson College, Davidson, NC, September 14-15, 2010.

Documents

- 2010 AASHE Case Study—“DukeEngage Carbon Offsets Pilot Project at Duke University”

- Sustainable Duke & Nicholas Institute—“The Role of Offsets in Meeting Duke University’s Commitment to ‘Climate Neutrality’: A Feasibility Study”, November 2008 (see http://sustainability.duke.edu/images/OffsetsFeasibilityStudy.png)

- Swine Carbon Offset Estimator (see http://sustainability.duke.edu/carbon_offsets/swine.php)


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

- Ivy Plus sustainability group
- Southeast Sustainability Network
- Association for the Advancement of Sustainability in Higher Education
- The Duke Endowment (partnership on sustainability with Davidson College, Johnson C. Smith University, & Furman University)
- Triangle Area Sustainability Coordinators group
- Triangle Area Sustainability Outreach Coordinators group

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

The sustainability staff at Duke University collaborate regularly with other campuses to advance sustainability in higher education as a whole. We regularly participate in and contribute to discussions and questions on the Green Schools listserv. We take part in monthly calls focused on sustainability and annual meetings with the Ivy Plus schools and with the SE Sustainability Network Schools.

Additionally, our sustainability director and outreach coordinator periodically meet with their peers from local triangle universities and cities.

We also organize and coordinate events with other schools on an ad-hoc basis. For instance, in May of 2010, Duke University hosted 7 other area North Carolina universities for a "train-the-trainers" workshop teaching faculty to integrate sustainability into their courses.

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

---
Sustainability in Continuing Education

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
5

Total number of continuing education courses offered:
288

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program:

The Duke Environmental Leadership (DEL) Program includes a portfolio of online and traditional course options driven by a broad perspective of interdisciplinary themes, strategic approaches to environmental management, communication and effective leadership. Students may enroll in individual courses, 10-credit certificate programs or the 30-credit DEL-Master of Environmental Management degree program for mid-career professionals. The (DEL) Program improves the knowledge and understanding of environmental issues and leadership capacity among practicing environmental professionals, business executives, graduate students and K-12 teachers and students. The DEL Program is driven by interdisciplinary and global themes, strategic approaches to environmental management, communication and effective leadership.
Year the certificate program was created:
2,003

The website URL where information about sustainability in continuing education courses is available:
http://www.nicholas.duke.edu/del
Community Service Participation

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

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

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

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

The number of students engaged in community service:
8,300

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
13,681

The website URL where information about the institution’s community service initiatives is available:
http://scvp.civic.duke.edu/main/
Community Service Hours

Responsible Party

Tavey Capps  
Environmental Sustainability Director  
Office of the Executive Vice President

Criteria

Institution engages students in community service, as measured by 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

The number of student community service hours contributed during a one-year period:

267,000

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

13,681

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

http://scvp.civic.duke.edu/main/
Sustainability Policy Advocacy

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution advocates for federal, state, 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.

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

Has the institution advocated for federal, state, and/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, bills, and ordinances for or against which the institution has advocated:

The Nicholas Institute for Environmental Policy Solutions at Duke University is a nonpartisan institute founded in 2005 to help decision makers in business, industry, government, and the nonprofit sector understand their options, anticipate their choices, and make the most of opportunities for leadership in creating more economically and environmentally sustainable policies. The Institute is led by a small team of economists, scientists, and policy experts who leverage the broad expertise of their faculty colleagues—in arts and sciences, business, engineering, environment, divinity, law, and public policy—to help Duke deliver on its commitment “to put knowledge at the service of society” in the domain of energy, environment, and sustainability policy.

Additionally, many departments at Duke are engaged with the local government in promoting sustainability on campus and in the community. For instance, Parking and Transportation Services works closely with the City of Durham on the implementation of policies that govern and promote the installation of bike lanes on and around campus and is engaged in conversations about the future creation of a regional light rail, which has significant policy implications.

The website URL where information about the institution’s advocacy efforts are available:

http://nicholasinstitute.duke.edu/
### Trademark Licensing

#### Responsible Party

**Tavey Capps**
Environmental Sustainability Director  
Office of the Executive Vice President

#### Criteria

**Part 1**

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

**Part 2**

Institution has signed on to participate in the Designated Suppliers Program.

"---" 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 intention to participate in the Designated Suppliers Program?:**

Yes

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

http://www.trademarklicensing.duke.edu/CodeofConduct.html
Graduation Pledge

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

No

A brief description of the graduation pledge program:

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

---
Community Service on Transcripts

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

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

A brief description of the practice:

DukeEngage empowers students to address critical human needs through immersive service, in the process transforming students, advancing the University’s educational mission, and providing meaningful assistance to communities in the U.S. and abroad. Students participate in an immersive (minimum of eight weeks) service experience by meeting a community need locally, domestically or internationally. Students are given academic credit for participation in DukeEngage and this is tracked on student transcripts.

The website URL where information about the practice is available:
http://dukeengage.duke.edu/about-dukeengage
Farmers' Market

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers’ market:

Duke University offers both a weekly summer farmer's market and a year-round CSA. At the weekly mobile market location where participants pick up their CSA, farmers also sell produce year-round.

The Duke Farmers Market celebrated its 10th year in 2010. The market serves as a sustainable method to provide fresh, locally-grown produce.

The Duke Farmers Market is part of a growing interest in the farm-to-fork style of eating. Farmers from nearby farms sell seasonal fresh, tasty fruits and vegetables, and pasture-raised meats. Among the vendors at the market, is the Duke Campus Farm, Duke University's farm located in Duke Forest. Duke Campus Farm produce is chemical-free, and grown by Duke staff and students. Other vendors at the market sell lavender and gift items, flowers and plants, coffee beans, honey and jams, and crafts. At the Duke Farmers Market, you can shake hands with the farmer, ask questions about how your food is grown, taste something new and get recipe ideas.

With the Duke Mobile Market, participants pre-pay for produce at the beginning of the season and pick up their share of the harvest on Tuesday evenings. Offerings include fruit and vegetables, local pasture-raised meat, local seafood, and more. Duke Campus Farm also participates in the Mobile Market, and sold produce boxes to approximately 22 families per month during the summer 2013 season.

The website URL where information about the market is available:
http://www.hr.duke.edu/benefits/wellness/farmers/index.php
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.

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Innovation 1

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

Duke Campus Farm

Although STARS takes into consideration university gardens and farms in a few of the Dining credits, it does not have a credit devoted solely to this focus.

"The Duke Campus Farm is a one-acre fruit and vegetable operation dedicated to serving the Duke community with fresh, healthy, sustainable produce and providing an educational facility around all things food related. Since DCF was founded in fall 2010 it has
blossomed into a fully functional farm providing thousands of pounds of produce each year to campus dining halls, working with classes across the academic spectrum, and exposing hundreds of students and community members to the joys and hard work of growing real food."

http://sites.duke.edu/farm/

In fiscal year 2011-12 Duke Campus Farm sold approximate 7,400 lbs of produce, which equated to about $15,700 in generated revenue. A majority of this produce was sold to dining halls on campus.

In addition to being a production farm, Duke Campus Farm is also an educational farm. From July 1, 2012 to June 1, 2013 Duke Campus Farm staff reached out to 50 Duke professors and researchers, who may collaborate with the farm in the coming years and expand research in sustainable food system studies at Duke. DCF established relationships with 10 farmers and 7 leaders of the local foodshed, with which it plans to collaborate on future student projects and research. DCF staff also helped oversee 2 yearlong intensive studies, a master’s project and an undergraduate thesis. Additionally, the farm participated in Dr. Mary Eubank’s corn breeding research study. DCF gave 9 educational tours to classes and community groups and worked with a total of 6 student projects. DCF hosted a total of 433 volunteers and 16 community events.

Collectively these numbers suggest that the Duke community is utilizing the Duke Campus Farm as an educational tool and incorporating the farm into the greater Duke culture.

A letter of affirmation from an individual with relevant expertise:
innovation_1_letter.docx

The website URL where information about the innovation is available:
http://sites.duke.edu/farm/
Innovation 2

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

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8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

Water Reclamation Pond Initiative
Duke has sustained a 30% decrease in potable water consumption since 2006, during which the campus grew by 1M GSF or 5%.

Duke plans to continue prioritizing water conservation as it grows. Current efforts are underway in new construction, landscaping, storm water and utility plants to maximize reductions and efficiencies. One of the most innovative of the aforementioned efforts is the Water Reclamation Pond Initiative.
The centralized chiller plants at the University serve over seven million gross square feet of facilities. The chiller plants are the single largest user of water on campus. Facilities Maintenance is working to both reduce consumption and to shift water sources from potable to alternative. After over a year in concept planning and design the Board of Trustees approved the construction of a water reclamation pond which will save and estimated 100 million gallons of potable water a year.

The water will be pumped to the chiller plant and used in the cooling towers. The pond will also act as a cleaning device for 22% of campus storm water runoff. This helps Duke meet the standards for water quality.

In addition the pond and adjacent site will serve as a research zone for wetland plant species and a campus amenity with walking trails and small amphitheater. The design is complete and the project is in permitting phase with an estimated start date of spring 2013.

A letter of affirmation from an individual with relevant expertise:

innovation_2_letter.docx

The website URL where information about the innovation is available:

http://today.duke.edu/2012/02/trusteeshall
Innovation 3

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

ENV 245: Theory and Practice of Sustainability
The ENV 245 course at Duke was started in spring 2012, and it is returning as a permanent course this fall semester. The course has two interwoven objectives. First, through readings and activities, students study the breadth of sustainability issues including economic, social and environmental factors, and the local to global reach of sustainability challenges. Second, this class engages students in environmental issues and possible solutions in a tangible way at Duke.
This course will become an introductory course for students pursuing a recently developed undergraduate experiential certificate in sustainability that includes 450 hours of experiential learning outside the classroom.

The Duke University campus will be used as a primary case study to illustrate institutional practices such as waste production and recycling, transportation, building design and operations, utility supply and consumption, carbon offsets design and calculation, sustainability education and communication, and procurement.

The course has a research (R) designation, and students will design and implement a research project about sustainability, learning qualitative (and perhaps some mixed) research methods. This project work also allows the course to earn a service-learning (SL) designation, because students work with Duke clients to improve the sustainable practices of the campus experience (specific projects are listed below).

- How Do We Assess Environmental Literacy at Duke?
  Client: Matt Serra, Director of Academic Assessment, Trinity College; Casey Roe, Outreach Coordinator, Sustainable Duke

- Waste Reduction in Dorms 2.0: How can Duke best implement single-stream recycling and post-consumer composting in dorms?
  Client: Arwen Buchholz, Recycling and Waste Reduction Coordinator, Duke Facilities Management Department

- More than Utility: educational, recreational, and research uses of the new Duke Water Reclamation Pond
  Clients: Mark Hough, Campus Landscape Architect; Bryan Hooks, Director of Grounds; Ryan Lavinder, Engineer, Duke Utilities and Engineering Services

- Developing an Electric Vehicle Policy for Duke
  Client: Alison Carpenter, Transit Planner, Duke Parking & Transportation Services

A letter of affirmation from an individual with relevant expertise:

innovation_3_letter.docx

The website URL where information about the innovation is available:

---
Innovation 4

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

The Sustainable SITES Initiative (SITES)
The Sustainable SITES Initiative (SITES) is a new certification that awards sustainable landscapes. Similar to LEED, SITES rates landscapes based on sustainable design and maintenance practices. Some elements of SITES are being incorporated in the new LEED v4 guidelines. SITES encourages sustainable design "beyond the building," to ultimately encourage more holistic sustainable urban design.
Duke has a SITES-certified project on campus, and it is in the process of pursuing certification for another project. The Charlotte Brody Discovery Garden at Sarah P. Duke Gardens received SITES certification in 2012. The Brody Garden received 2 stars, and includes an edible landscape, a chicken coop with a green roof, rainwater cisterns, among many other sustainable elements.

The second project on campus that is online to receive SITES certification is the Smart Home at Duke. The landscape, surrounding the Duke Smart Home has been remodeled to include edible and native plantings, water efficient irrigation, among a number of other sustainable elements.

Duke is one of only 5 universities in the nation with a SITES certified landscape.

A letter of affirmation from an individual with relevant expertise:
Jan Little letter.pdf

The website URL where information about the innovation is available:
http://www.sustainablesites.org/cert_projects/show.php?id=32
Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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New Student Orientation

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:
Yes

Provide a brief description of the presentations, speakers or skits:

Sustainable Duke hosts a waste-free first year picnic for the entire freshman class and their families where attendees actively sort their waste into compost and recycling bins. Sustainability has also been highlighted through various other programs during orientation. In fall of 2011, the incoming first year class read the book "Eating Animals" by Jonathan Safran Foer, which explores issues of sustainable food production and animal welfare. A slideshow at the summer reading event for all students during orientation highlighted Duke's sustainable dining efforts and ways to get involved, like the Duke Campus Farm.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors?)?:
Yes

Provide a brief description of the presentations:

In past years, Sustainable Duke has presented to Resident Assistants during their training. Sustainability information is included in the RA training materials and the First Year Advisory Council handbook (FACs are upperclass students who each meet regularly with a small group of students during their first year). Dorm Eco-Reps are recruited during orientation and work to educate their dorm residents about green living throughout the year.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:
Yes
Provide a brief description of the activities:

There are many activities during orientation that actively engage students in sustainability, such as the waste-free first year picnic for all students and their families. Other examples include a trip during welcome week led by a faculty member to volunteer and share at meal at the Duke Campus Farm, as well as another faculty-led trip to the local farmers' market. Early in the semester in Fall 2013 an event will be held on the first-year campus where a fort is constructed from cardboard collected during student move-in to highlight the amount of cardboard material consumed.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:

Yes

Provide a brief description of the efforts:

Duke’s Office of Sustainability and Duke Recycles collaborate to host a zero-waste picnic, in which all materials distributed are either recyclable or compostable. At the picnic, volunteers educate students about the importance of waste reduction and Duke’s efforts to compost dining waste on campus.

Does the institution incorporate sustainability into new student orientation in other ways?:

Yes

Provide a brief description:

An e-mail with sustainability and green living information is sent to all new students the summer before they arrive on campus. This includes a link to the electronic "Green Book" which explains what students need to know to live sustainably on campus (including areas like alternative transportation, green dining, recycling, etc.). Prospective students are given a tour of a "Green Dorm Room" at Duke and a checklist of sustainable items to include in their shopping before coming to campus. Duke’s Office of Sustainability incorporates information on how to move-in and furnish sustainably in orientation materials distributed to incoming freshmen. In addition, reusable water bottles are distributed to all incoming students and they are encouraged to bring these bottles to all events and use them throughout their time at Duke. Sustainable Duke and the Duke Campus Farm also have a presence at the new student resource fair.
Food Education

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

Many courses at Duke that address food choices, including the following:

AAAS 352 Pigging out: the Cultural Politics of Food
CHEM 89S – 01 Science of Cooking
CULANTH 309S-01 Food and the Body
DOCST 167S-01 Politics of Food
ENVIRON 218-01 Food and Energy
ENVIRON 624 Agriculture and Sustainability
GLHLTH 220S-01 Global Nutrition
LAW 338-01 Animal Law
LAW 636-01 Food and Agricultural Law and Policy
PARISH 760-01 Food, Eating and the Life of Faith
PHYSEDU 180 Intro to Outdoor Adventure
PHYSEDU 203-01 Diet and Nutrition
PUBPOL 590S-05 / GLHLTH 590S-05 Food Policy
WRITING 101-66, 67 The Science of Food Choice
AAAS 890S Food Race and You
BIOLOGY 158 Plants and Human Use
BIOLOGY 228 How Plants Feed and Fuel the World (Cross listed with ENVIRON 228)
COMMFAM 221C-23 Practical Clinical Nutrition
CULANTH 258S Our Culinary Cultures (Cross listed with DOCST 344S)
ENVIRON 590-10 Intro to Sustainable Food Systems
EVANTH 355 Food for Thought
MEDREN 390-05 Medieval Appetites: Sex & Food
Students can also get connected with researchers and professors, who are actively involved in conducting food research or teaching food classes.

http://sites.duke.edu/farm/research/

Additionally, Duke is in the process of creating a "Sustainable Food Systems Studies Certificate" at the graduate level. The hope is that in coming years the certificate will also be made available at the undergraduate level.

Are students educated in dining facilities about how to make eco-positive food choices?:

Yes

Provide a brief description:

Bon Appetit, Duke's main food service provider has a variety of educational and outreach materials in their eateries to inform students about sustainable food choices. Examples include their Farm to Fork program, where students can easily find local and organic options for their meals. Bon Appetit hosts special events that draw additional attention to sustainability in their eateries, such as Low Carbon Diet day, where customers can calculate the carbon footprint of their meal.

Additionally, Duke has a reusable to-go container program where students can use an eco-friendly clamshell rather than a disposable plastic container. Duke also has pre-consumer composting in nearly every eatery on campus and some eateries offer post-consumer composting as well.

Finally, the Students for Sustainable Living run an annual Green Dining Award for which they meet with the managers of each campus eatery to perform an environmental audit of food served and eatery operations. After determining winners, they promote these sustainable eateries to the Duke community to help them make eco-positive food choices.

Are students educated during orientation about how to make eco-positive food choices?:

Yes

Provide a brief description:

Duke’s Office of Sustainability and Duke Recycles collaborate to host a zero-waste picnic featuring local and organic food, in which all materials distributed are either recyclable or compostable. At the picnic, volunteers educate students about the importance of waste reduction and Duke’s efforts to compost dining waste on campus.

In fall of 2011, the incoming first year class read the book "Eating Animals" by Jonathan Safran Foer, which explores issues of sustainable food production and animal welfare. A slideshow at the summer reading event for all students during orientation highlighted...
Duke's sustainable dining efforts and ways to get involved, like the Duke Campus Farm.

Orientation also features a trip during welcome week led by a faculty member to volunteer and share at meal at the Duke Campus Farm, as well as another faculty-led trip to the local farmers' market.

**Are students educated in other venues about how to make eco-positive food choices?:**
Yes

**Provide a brief description:**
Students at Duke learn about eco-positive food choices in food studies classes, through educational materials in campus eateries, and in many other venues, such as the student-run Duke Community Garden. At the garden, students and community members come together to learn and grow their own food. Students can also volunteer or intern at the Duke Campus Farm, which supplies all of its produce directly to eateries on campus. Additional venues such as a workshop series hosted by the Duke Campus Farm include information on vegetarian eating, canning and preserving, container gardening and more.

**Is there a program by which students are encouraged to and/or taught how to grow their own food?:**
Yes

**Provide a brief description of the program:**
At the Duke Community Garden, students and community members come together to learn and grow their own food. Students can also volunteer or intern at the Duke Campus Farm, which supplies all of its produce directly to eateries on campus. Additional venues for learning about growing food include a workshop series hosted by the Duke Campus Farm with sessions on canning and preserving, container gardening, growing mushrooms, making cheese, brewing beer, and more.
Food and Beverage Purchases

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details of its food and beverage purchases.

Submission Note:

For percentage of food expenditures, please reference STARS credit OP-6: Food and Beverage Purchasing. 15% of food expenditures meet one of the following criteria: 1) Grown and processed within 100 miles of the institution or 2) Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled).

Less than 1% of food is purchased from an on campus farm or garden.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:

---

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:

---

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):

---

List items procured for dining services from on-campus organic garden(s):

Lettuce
Arugula
Spinach
Kale
Chard
Carrots
Rutabaga
Parsnips
Beets
Turnips
Cilantro
Mushrooms
Strawberries
Onions
Garlic
Ginger
Mustard greens
Peas
Beans
Broccoli
Cauliflower (colored and white)
Bac Choi
Cilantro
Broccoli Rabe
Radish
Various herbs
Potatoes
Tomatoes
Peppers (sweet and hot)
Eggplant
Melons
Corn
Cucumbers
Basil
Green beans
Okra
Various herbs
Cut flowers

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):

1

List all Fair Trade certified items purchased:

Coffee
Chocolate
Tea
**Confinement-Free Food Purchases**

---

**Responsible Party**

**Tavey Capps**  
Environmental Sustainability Director  
Office of the Executive Vice President

---

**Criteria**

Institution provides details of its confinement-free animal product purchases.

---

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

**Type of cage-free / free-range eggs purchased:**

Shell eggs

**Percentage purchased:**

100

**Comments:**

Committed to 100% cage-free liquid eggs by 2015

**Type of confinement-free product purchased (1st product):**

---

**Percentage purchased (1st product):**

---

**Comments (1st product):**

---

**Type of confinement-free product purchased (2nd product):**

---

**Percentage purchased (2nd product):**

---

**Comments (2nd product):**

---
Type of confinement-free product purchased (3rd product):  
---

Percentage purchased (3rd product):  
---

Comments (3rd product):  
---

Type of confinement-free product purchased (4th product):  
---

Percentage purchased (4th product):  
---

Comments (4th product):  
---
Vegetarian-Fed Food Purchases

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):
Grass fed beef

Percentage purchased (1st product):
15

Comments (1st product):
---

Type of vegetarian-fed product purchased (2nd product):
---

Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---
Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product):
Beef

Percentage purchased (1st product):
100

Comments (1st product):

Type of hormone-free product purchased (2nd product):
Poultry

Percentage purchased (2nd product):
100

Comments (2nd product):

Type of hormone-free product purchased (3rd product):
Milk

Percentage purchased (3rd product):
100

Comments (3rd product):
Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Seafood Purchases

Responsible Party
Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

---

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):

In eateries operated by our main food service provider, Bon Appetit Management Co, all of our seafood is purchased in accordance with the Monterey Bay Aquarium’s Seafood Watch guidelines for sustainability.

Percentage purchased (1st product):
---

Standard used (1st product):
---

Comments (1st product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):

---

Percentage purchased (2nd product):
---

Standard used (2nd product):
---

Comments (2nd product):
---
Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
---

Percentage purchased (3rd product):
---

Standard used (3rd product):
---

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
---

Percentage purchased (4th product):
---

Standard used (4th product):
---

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
---

Percentage purchased (5th product):
---

Standard used (5th product):
---

Comments (5th product):
---
Dishware

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details of the dishware its provides at its dining services locations.

Submission Note:

http://sustainability.duke.edu/campus_initiatives/dining/clamshell.html

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

Does the institution offer reusable dishware at its dining services locations?:
Yes

Does the institution offer plastic dishware at its dining services locations?:
No

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
No

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
No

Does the institution offer other types of dishware at its dining services locations?:
Yes

Provide a brief description.:  
Duke offers a reusable eco-clamshell program, which helps to reduce waste from to-go meals. Students, faculty and staff can obtain a free eco-clamshell through promotions at regular times each the week.
Energy Initiatives

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
---

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

While Duke has extensive energy management and efficiency programs we have not chosen to pursue ENERGY STAR certification.

The combined gross square footage of all buildings that are ENERGY STAR labeled:
0
The names of all buildings that are ENERGY STAR labeled:

While Duke has extensive energy management and efficiency programs we have not chosen to pursue ENERGY STAR certification.
Energy Use by Type

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.:
36.74

The percentage of total electricity use from wind.:
---

The percentage of total electricity use from biomass.:
---

The percentage of total electricity use from natural gas.:
7.02

The percentage of total electricity use from solar PV.:
---

The percentage of total electricity use from geothermal.:
---

The percentage of total electricity use from nuclear.:
55.23

The percentage of total electricity use from hydro.:
1

The percentage of total electricity use from other.:
0.01
Provide a brief description:

.01 is percent renewables from Duke Energy Carolinas - wind, solar, etc. Duke University does not produce any on-campus electricity other than several demonstration solar PV projects.

The percentage of total energy used for heating buildings from coal:

0

The percentage of total energy used for heating buildings from biomass:

---

The percentage of total energy used for heating buildings from electricity:

---

The percentage of total energy used for heating buildings from natural gas:

99.70

The percentage of total energy used for heating buildings from geothermal:

---

The percentage of total energy used for heating buildings from fuel oil:

0.30

The percentage of total energy used for heating buildings from other:

---

Provide a brief description:

---

If cogeneration, please explain:

---
Procurement

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

100

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):

244,691

Does the institution’s vendor code or policy require vendors to use less packaging?:

Yes
Bike Sharing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

Duke recently discontinued its bike sharing program, due to maintenance and logistical problems. Bikes from the discontinued program were sold at reduced costs to members of the Duke community in August 2013.

http://today.duke.edu/2013/08/bikesale

Although Duke no longer has a bike share program, it supports the cycling community at Duke in a number of other ways. Through Duke's Transportation Office, cyclists can register as bicycle commuters and receive free parking passes for rainy days. Through Duke's Transportation Office website, cyclists can also locate bike racks and routes on campus.

http://parking.duke.edu/commuting/bicycling/

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

The number of bicycles available through bike sharing programs:

0
Water Initiatives

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details about its water initiatives.

Submission Note:

Duke has been exploring options for reducing bottle water usage on campus for many years including providing reusable water bottles for incoming first year students. Since 2010, all first-year students have received a stainless steel bottle sponsored by Sustainable Duke at New Student Orientation. In addition, the Duke student group, Duke Environmental Alliance, began a "Take Back the Tap" campaign in 2009, which works to raise awareness around campus about the downsides of purchasing bottled water.

http://sustainability.duke.edu/campus_initiatives/water/bottledwater.html

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :
No

Provide a brief description of any bottled water ban or restriction :
Although the greater University system has not restricted the selling of bottled water, Duke's Marine Lab, Duke's Administrative Offices, and Duke's Office of Continuing Medical Education have discontinued bottled water sales.

Does the institution meter any of its non-potable water usage? :
Yes

The percentage of urinals on campus that are waterless :
---
Endowment

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution provides details about its endowment.

Submission Note:

Duke does have a committee that deliberates and makes recommendations about environmental, social and corporate governance resolutions. However, it meets on an as needed basis. Details below.

In 2004, the Duke Board of Trustees approved the Guideline for the University on Socially Responsible Investing. Recognizing the need for a mechanism to assist the President on making recommendations to the BOT on this issue, two committees were created, the President’s Special Committee on Investment Responsibility (PSC) and the Advisory Committee on Investment Responsibility (ACIR).

The PSC considers proposals from the University community relating to investment responsibility concerns and determines if there are credible allegations of substantial social injury. If the PSC agrees an issue requires further investigation, it will be referred to the ACIR for further review. The ACIR examines the issue and determines whether to propose to the President a course of action by the BOT. The President has the option to take the recommendation to the BOT or provide a written explanation to the ACIR on why their recommendation was not accepted. The President’s Office presents an annual report to the Duke Community on the work of the PSC, ACIR and the President’s and BOT responses.

When the University community has engaged in substantive discourse on an issue and expressed broad concern that a substantive social injury is being caused by such policies or practices, the President may make a recommendation to the BOT. Where the BOT agrees, it may instruct the Duke University Mgt. Company (DUMAC) to take appropriate action, including the exercise of the University’s practicable shareholder rights to seek modification of the company’s activities to eliminate or reduce the injury, using such means as –
- Direct correspondence with management
- Proxy votes
- Sponsoring shareholder resolutions

In cases where these actions do not impact the company’s actions, the BOT can also instruct DUMAC to divest the securities in question within a reasonable time period.

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

The institution's total endowment market value as of the close of the most recent fiscal year:

6,000,000,000 US/Canadian $

Date as of:

STARS Reporting Tool | AASHE
Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:
No

If yes, or if currently under consideration, provide a brief description:
---

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):
No

Size of capital commitments made within past 3 years:
---

Provide a brief description:
---

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
No

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
No

Do investment managers handle the details of proxy voting on environmental and social resolutions?:
Yes

Do investment managers handle the details of proxy voting on corporate governance resolutions?:
Yes

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?:
Yes

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?:
Yes

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social
Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?:
Yes

Does a single administrator determine proxy votes on environmental and social resolutions?:
No

Does a single administrator determines proxy votes on corporate governance resolutions?:
No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?:
Yes

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?:
Yes

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on environmental and social resolutions?:
Yes

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
Yes

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:
No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:
No
Sustainability Staffing

Responsible Party

Tavey Capps
Environmental Sustainability Director
Office of the Executive Vice President

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

In addition to five staff who are employed directly by the sustainability office, there are at least six other staff at Duke in a variety of departments who spend much of their time working on campus sustainability objectives. These position include: Transportation Demand Manager, Recycling and Waste Reduction Coordinator, Quality Assurance Manager for Duke Dining, Green Purchasing Coordinator, Energy and Water Manager and Faculty Director of Sustainability.

Interns/Fellows -
- Students for Sustainable Living - approximately 12 students annually working 4 hours/week on average
- Duke Campus Farm Fellow - 30 hours/week
- Campus Sustainability Fellows - 4 students working 10 hours/week on average

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

8

FTE staff on payroll:

5

FTE student intern/fellow:

3