Indiana State University

The following information was submitted through the STARS Reporting Tool.

Date Submitted: Jan. 23, 2014
STARS Version: 1.2
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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

James Speer
Professor
Earth and Environmental Sciences

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.

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

Total number of degree-seeking students enrolled at the institution:
12,448

Program name (1st program):
Eco-Reps

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
3,500

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

We developed an Eco-Reps program at Indiana State University. These students were committed to volunteering 3-4 hours a week for the academic year. The students were partially selected to represent different groups on campus including Greek Life, different cultural groups, and residence halls. The students had to develop a personal project to work on throughout the year and participated in our Institute for Community Sustainability programs such as Earth Day, Eco-Cops, and other outreach events.

A brief description of how the student educators are selected (1st program):
We had a competitive interview process and received about 60 applications for 10 positions. Each student submitted an essay about why they wanted to be an Eco-Rep and what they brought to the program. We then had a group interview process of approximately 10 people per group where the students participated in group discussions and exercises to see how they worked in teams and dealt with challenging complex issues.

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

The students met with the Institute for Community Sustainability Assistant Director and our Graduate Student Assistant on a weekly basis for training sessions where they developed presentations skills, learned basics of sustainability, learned about sustainability at ISU, and worked as a community to organize outreach programs.

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

The students worked with the Institute for Community Sustainability Executive Director, Assistant Director, and Graduate Assistant. They received $500 at the end of their time working as an Eco-Rep.

The website URL for 1st Program:

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Program name (2nd program):
Internships

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
5

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

The Institute for Community Sustainability’s (ICS) Internship Program exists to provide students with experiential learning within their academic interests and facilitates development of professional skillsets. Interns are engaged and empowered to promote change in the local community through a living laboratory approach to identifying and implementing sustainable solutions that help the economic bottom line of local companies, improve the local environment, and increase the quality of life in the Wabash Valley.

Intern Positions and Duties
Communication Intern
a. Draft public relations materials including news releases and media alerts
b. Maintain social media accounts and interact with constituents
c. Maintain up to date social medial analytics
d. Develop talking points as needed
e. Perform media research and media tracking
f. Establish and carry out public relations plan
g. Attend and informally promote ICS events
h. Attend weekly team meetings
i. Work a minimum of 12 hours weekly
j. Meet with Faculty mentor Monthly
k. Meet with Staff Mentor monthly
l. Other duties as assigned by the ICS Executive Director or Assistant Director
Graduate Research Fellow
a. Conduct research to develop new sustainability projects and initiatives
b. Aid the ICS Director and Assistant Director in development of University policy that promotes sustainable practices
c. Provide for assessment of ICS projects via Taskstream
d. Present original sustainability research or current sustainability efforts at conferences or other seminars
e. Attend and informally promote ICS events
f. Attend weekly team meetings
g. Work 20 hours weekly during the Fall and Spring semesters and 37 hours weekly during the summer period

Grant Writing Intern
a. Search for grants or other sources of funding for the ICS or its partners
b. Generate proposals and supporting documents for grants
c. Track submitted proposals
d. Attend and informally promote ICS events
e. Attend weekly team meetings
f. Work a minimum of 12 hours weekly
g. Meet with Faculty mentor monthly
h. Meet with Staff Mentor Monthly
i. Other duties as assigned by ICS Executive Director or Assistant Director

Graphic Design Intern
a. Gathers needed information to prepare work
b. Designs work as needed including posters, flyers, newsletters, or any other graphic element
c. Attend and informally promote ICS events
d. Attends weekly team meetings
e. Work a minimum of 12 hours weekly
f. Meet with Faculty mentor monthly
g. Meet with Staff Mentor Monthly
h. Other duties as assigned by the ICS Executive Director or Assistant Director

Student Engagement Intern
a. Plan small events for ICS
b. Aide ICS partners in event planning
c. Conduct research to develop new sustainability projects and initiatives
d. Plan, coordinate, and execute Compete for the Green Competition
e. Plan, coordinate, and execute ICS Sustainability Luncheon Speaker Series
f. Attend and informally promote ICS events
g. Attend weekly team meeting
h. Work a minimum of 12 hours weekly
i. Meet with Faculty mentor monthly
j. Meet with Staff Mentor Monthly
k. Other duties as assigned by the ICS Executive Director or Assistant Director

Website Content Intern
a. Develop, design, and maintain ICS Website
b. Aid ICS partners with website development and planning
c. Attend and informally promote ICS events
d. Attend weekly team meeting
e. Work a minimum of 12 hours weekly
f. Meet with Faculty mentor monthly
g. Meet with Staff Mentor Monthly
h. Other duties as assigned by the ICS Executive Director or Assistant Director
A brief description of how the student educators are selected (2nd program):

Internship positions for the academic year begin in September and end in May. Summer interns begin in May and end in August. All available internship positions are posted on the Applicant Tracking System through Indiana State University’s Student Employment website. Postings will be made to the Applicant Tracking System by the first of August for the academic year and the first of February for the summer session. All completed applications must be submitted including letters of recommendation by the last day of the same month that the position was posted. Candidates whose applications are deemed favorable by the selection committee will be invited to a group interview. The group interview will present the applicants with challenges that will require collaborative efforts to create a solution. This interview will illustrate the applicant’s abilities in areas of critical thinking, leadership, problem solving, and teamwork. Those who pass the group interview will be invited back for a more traditional oral interview with the selection committee. Those who are not offered a position as an intern are automatically considered as a candidate for the Eco-Reps program and will not need to complete a formal interview for the Eco-Reps program. More information on the Eco-Reps program can be found on the ICS webpage at ISUSustainability.org

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

Academic Development
Each intern has an opportunity to work with pay for twelve to twenty hours per week. The intern is partnered with a faculty mentor within their academic discipline. The intern may receive course credit upon completion of all the requirements of the program and with approval of the academic department providing credit. The intern will meet monthly with their faculty mentor to establish a relationship, network with professionals, and use as a resource when completing tasks for the ICS.

Personal Development
Along with employment and their faculty mentor, each intern is provided with a staff mentor. The intern meets monthly with their staff mentor to establish a relationship, network with professionals, and uses the mentor as a resource when completing tasks for the ICS. Periodical attendance at professional development meetings and events throughout the program is a requirement.

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

The students worked with the Institute for Community Sustainability Executive Director, Assistant Director, and Graduate Assistant. These were hourly paid internships and the students also had the opportunity to complete course credit for their internship by completing additional work on personal projects.

The website URL for 2nd program:
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Program name (3rd program):
Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):

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

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

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

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

The website URL for 3rd program:

Program name (All other programs):

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):

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

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

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

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

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The website URL for all other programs:

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Student Sustainability Outreach Campaign

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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

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

Yes

The name of the campaign(s):

Compete for the Green

A brief description of the campaign(s):

Compete for the Green includes the national Recyclmania and Campus Conservation Nationals competitions. We conduct these competitions between our residence halls on campus in early Spring semester.

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

"---" indicates that no data was submitted for this field
In the first year of our campaign we were able to measure $22,000 in savings through diversion of our waste stream to recycling and in energy saved through manual readings of our energy units in each residence halls.

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

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Sustainability in New Student Orientation

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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?:
No

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

The website URL where information about sustainability in new student orientation is available:
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Sustainability Outreach and Publications

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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:

The Institute for Community Sustainability at Indiana State University has developed a webpage that consolidates sustainability efforts on campus and in the community. This webpage has sections for campus and community efforts and is our main portal for information about our programs. We also maintain a media page that links to all of the articles about sustainability programs that we work on and we have over 160 news articles on our efforts in the past two years.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:
Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:
We have a sustainability e-newsletter but it currently has limited distribution. We have had up to 39 sustainability fellows of faculty and staff at Indiana State University and we email them monthly updates about sustainability efforts around campus. We need to take that news and make it more widely available electronically across campus.

The website URL for the sustainability newsletter:
---

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:
Sycamore Scholars is a tool that is managed by the ISU Cunningham Memorial Library that acts to publish, disseminate, and archive student research. We submit the data and final reports from our sustainability classes to this database and have students access that data to build on previous research.

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://scholars.indstate.edu/

Does the institution have building signage that highlights green building features?:
Yes

A brief description of building signage that highlights green building features:
Our building signage is somewhat limited, but we just recently had our first LEED Silver building certified on campus and that building has signage that educates about its green features.

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
Sodexo provides local and organic food in a limited number of its venues and is available for catering. They include signage at Generations restaurant that talks about the local and organic food with some good detailed information about the sourcing of those food options. This information is also available through Sodexo catering on campus for individual events.

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

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
Yes

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
We have existing signage on campus for tree species on campus and for ash trees that are being affected by Emerald Ash Borer. Grounds maintenance conducted an awareness program by putting purple ribbons on all 400 ash trees on campus that included explanation about this invasive species and its effects on the trees. We plan to work on more signage for our green roof, organic treatment of grounds, and sustainable ice removal practices. We currently have all 3,500 trees on campus located with a GPS and entered into a database with species, diameter, and health indicators. This data is used on a regular basis in research projects on campus.

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:

Does the institution have a sustainability walking map or tour?:
No

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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:
ISU has a multi-model parking garage located on campus that includes the city bus system. Information is provided online for alternative methods of transportation and all ISU faculty, staff, and students have fee access to the city bus system through their campus IDs.

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.indstate.edu/parking/busservice.htm

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
No

A brief description of the guide for green living and incorporating sustainability into the residential experience:
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The website URL for the guide for green living and incorporating sustainability into the residential experience:
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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)?:
Yes

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:
We usually have weekly articles in the Statesman on sustainability. Our relationship with the student newspaper changes with the turnover of management and students, but we have had multiple different sustainability editors that have conducted regular extensive articles on sustainability. See our ICS website for links to all of these articles.

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:

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

A brief description of this material:
We have good relationships with the ISU Foundation and have done direct mailings and have completed a 2 minute promotional video. Our College of Arts and Science and our Center for Community Engagement both have regular publications and we submit monthly updates to these venues as well.

The website URL for this material:
http://www.youtube.com/watch?v=1_g78c9UbSo

Does the institution produce another sustainability publication or outreach material not covered above? (2nd 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? (3rd 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? (4th 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? (5th 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? (6th 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? (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:
The Environmental Club has been active on campus for many years and it was called the Earth Science club prior to that. They are active in community service and promoting sustainability and environmental issues. They meet every two weeks and also have off campus events in between those times.

List up to 4 notable recent activities or accomplishments of student group(s):
The Environmental club has participated in invasive species removal at a local park that includes old growth forest. They have also cleaned up garbage from the Wabashiki fish and wildlife area, every year the Environmental club has a booth at earth day.

List other student groups that address sustainability:
Toms Campus Club, Fish and Wildlife Club, Gamma Theta Upsilon, Anthropology Club, ISU Construction Club, SME Student Chapter

The website URL where information about student group(s) is available:
https://orgsync.com/42837/chapter
Organic Garden

Responsible Party

Nicholas Flinner
Graduate Student
Earth and Environmental Sciences

"---" 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 Indiana State University Community garden has plots available starting in May of each year. The 2.5 acre lot houses many 10’x10’, 15’x15’, and 20’x20’ plots. The garden restricts the use of artificial fertilizers, herbicides and pesticides and gardeners are encouraged to donate surplus food to local food shelters. A new teaching deck at the community garden has been constructed to provide teaching space for garden and sustainability classes.

The website URL where information about the garden is available:

http://www.indstate.edu/publicservice/events/garden.aspx
Model Room in a Residence Hall

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

"---" 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?:
No

A brief description of the model room:
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The website URL where information about the model room in the residence hall is available:
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Themed Housing

"---" 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?:

No

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

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

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The total number of residents in themed housing:

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Sustainable Enterprise

"---" 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?:
No

A brief description of the enterprise:
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The website URL where information about the sustainable enterprise is available:
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Sustainability Events

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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

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):

Our Institute for Community Sustainability hosts an annual Earth Day campus wide celebration in the Spring and works with a community partner to host the annual Our Green Valley Alliance conference in the Fall. We conduct a sustainability speaker series during the Spring semester that is composed of weekly lunchtime talks. We hold a Darwin Speaker series in the spring that is also associated with our Earth Day event.

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

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

"---" 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:

We have a Recreation & Sport Management program that educates future outdoor recreation managers and educators. These programs support outdoor recreation on campus as well through their department and through the Student Recreation Center. Along with these programs, the Environmental Science Club conducts outings which all students on campus are able to take part. We also organize paddle events on the Wabash River multiple times a year and many of our courses in the Earth and Environmental Systems classes have required extended field excursions that include camping, backpacking, and field research.

The website URL where information about the program is available:

http://www.indstate.edu/krs/majors/rec-npl/youth-leadership.htm
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:
We conducted the Community Semester in the College of Arts and Sciences in the Spring of 2013 that had over 100 events, most of which would fall under the area of sustainability. 2013 was declared the Year of the River to raise awareness of the Wabash River. Indiana State University was a major participant in this program which again had over 100 events during 2013. Food Inc., unSpun: Finding Facts in a World of Disinformation, The Last Lecture, The Immortal Life of Henrietta Lacks, The Glass Castle: A Memoir have all been freshmen read books.

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

The website URL where information about the theme is available:
http://www.indstate.edu/cas/communitysemester/
Curriculum

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

Credit

Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses
Sustainability Course Identification

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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?:

---
A “sustainability-focused course” is any course that concentrates on the concept of sustainability, including its social, economic, and environmental dimensions, or examines an issue or topic using sustainability as a lens, whereas a "sustainability-focused course" incorporates sustainability in a module or issue focused project in the curriculum.

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:

We a survey to department heads for distribution among faculty members. Faculty members are instructed to determine whether their class conforms to one of the two definitions of a sustainably related course. Information including class name, level of concentration, when the class was taught last and the rotation of the class, and a sustainability outcome if applicable is asked to be returned to the Institute for Community Sustainability.

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

The website URL where the sustainability course inventory is posted:
Sustainability-Focused Courses

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

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

The number of sustainability-focused courses offered:

27

The total number of courses offered:

2,173

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

AHS 210- Principles of Environmental Health
AHS 220- Public Health Concepts
AHS 352- Environmental Laws and Administration
AHS 356- Water and Environment
AHS 415- Toxicology
AHS 437- Pollution Prevention and Control Technology
AHS 453- Air quality
AHS 457- Food Production
BIO 114-A - Conversational Biology: Reproduction, Growth, and Development
BIO 114-C - Conversational Biology: Human Genetics
BIO 114-M - Conversational Biology: Current Issues in Health Care
BIO 114-B - Conversational Biology: Energy Flow in the Living World
BIO 455 - Humans and the World Environment
ECON 303- Environmental Economics
ENVI 110-Introduction to Environmental Science
ENVI 130- World Cultures and Environments
ENVI 356- Water and Environmental health
ENVI 420- Urban Geography
ENVI 419- Global Geography
ENVI 440 - Human Ecology
ENVI 460 - Conservation and Sustainability
ENVI 462 - Ethics and the Environment
PSY 350- Environmental Psychology
RCSM 345- Advanced topics in Public Recreation and Park Administration
RCSM 361 - Introduction to Outdoor Education
SOC 324- Population Problems

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

A copy of the sustainability course inventory:
---
Sustainability-Related Courses

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

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

The number of sustainability-related courses offered:

971

The total number of courses offered:

2,173

Number of years covered by the data:

One

A list of sustainability-related courses offered:

- ACCT 410 - Not-for-Profit Accounting
- AET 233 - Engine Systems and Controls
- AET 239 - Automotive Chassis
- AET 330 - Survey of Motorsports
- AET 334 - Automotive Drive Trains
- AET 335 - Body Control Systems
- AET 336 - Engine Fuels and Lubricants
- AET 432 - Parts Distribution and Marketing
- AET 433 - Service Facility Organization and Management
- AET 435 - Engine Thermodynamics
- AET 436 - Diesel Engines
- AET 437 - Advanced Automotive Electronics and Computer Management
- AET 440 - Fixed Operations Management
- AET 457 - Fleet Management
- AET 458 - Technological Perspectives in Entrepreneurship
- AET 461 - Evolution of the Automobile Industry through the Lens of Sociology
• AET 477 - Advanced Vehicle Technologies
• AET 493 - Practicum in Mechanical or Automotive Engineering Technology
• AFRI 113 - Foundations of African and African American Studies
• AFRI 212 - African American Cultural Traditions
• AFRI 213 - Introduction to Black American Writers
• AFRI 214 - Literature of the Black World
• AFRI 222 - African Cultural Traditions
• AFRI 243 - Introduction to Social Psychology
• AFRI 312 - The African Diaspora
• AFRI 323 - African American History, 1890 to present
• AFRI 325 - Survey of Blues and Rock
• AFRI 329 - Music in Africa
• AFRI 331 - Survey of African American Art
• AFRI 334 - Introduction to African Art
• AFRI 340 - Multicultural American Literature
• AFRI 350 - History and Culture of Modern Africa I: African Societies in the Age of Colonialism
• AFRI 351 - History and Culture of Modern Africa II: National Movements and Independence
• AFRI 354 - Post-Colonial Africa
• AFRI 383 - Modern Black American Literature
• AFRI 385 - Psychology of Prejudice: Problems and Progress
• AFRI 399 - Topics in African and African American Studies
• AFRI 423G - Urban Geography
• AFRI 423M - Survey of African American Music
• AFRI 423S - Race and Ethnic Relations
• AFRI 433 - Race and Nationality in the United States
• AFRI 453 - History of the South
• AFRI 463H - Religion in American History and Culture
• AFRI 463S - Sociology of Urban Life
• AFRI 468 - History of Islam
• AFRI 470 - Racial Expression in African American Popular Culture
• AFRI 473 - The Black Community
• AFRI 486 - Senior Seminar in African and African American Studies
• AFRI 491 - International Relations of Africa
• AFRI 494 - African Politics
• AFRI 496 - Independent Study in African American Studies
• AFRI 498 - Teaching African and African American Studies
• AHS 103 - Human Development within the Family Context
• AHS 111 - Personal Health Science and Wellness
• AHS 145 - School and Community in FCS
• AHS 199 - Honors Summer Seminar for High School Students
• AHS 201 - Fundamentals of Nutrition
• AHS 202 - Independent Research in Health and Safety
• AHS 211 - Emergency Medical Care and Advanced First Aid
• AHS 211L - Advanced Emergency Medical Skill Proficiency Laboratory
• AHS 221 - Principles of Human Nutrition
• AHS 222 - Introduction to Aviation Environmental Management
• AHS 226 - Fundamentals of Foods
• AHS 237 - Child Development
• AHS 238 - Adolescent Development
• AHS 301 - Family Resource Management
• AHS 302 - Health Promotion and Aging
• AHS 305 - Society and Aging
• AHS 309 - Applied Theory in FCS
• AHS 313 - Comprehensive School Health Education
• AHS 320 - Orientation to Dietetics
• AHS 321 - Emergency Medical Care and First Aid
• AHS 321L - Emergency Medical Care and First Aid Laboratory
• AHS 322 - Nutrition Intervention Methodologies
• AHS 324 - Nutrition Care Process
• AHS 326 - Accident and Disaster Control
• AHS 327 - School Health for the Elementary Teacher
• AHS 332 - Quantity Food Production
• AHS 333 - Quantity Food Production Supervised Practice
• AHS 336 - Family Relationships
• AHS 337 - Principles of Food Service Management
• AHS 340 - Health Biostatistics
• AHS 341 - Health Sciences Research Methods
• AHS 360 - Epidemiology
• AHS 363 - Housing
• AHS 365 - Food Service Management System Supervised Practice I
• AHS 377 - Environmental Field Sampling and Analysis
• AHS 377L - Environmental Field Sampling and Analysis Laboratory
• AHS 391 - Educational Methods
• AHS 392 - Practicum in Family and Consumer Sciences Education
• AHS 393 - Cooperative Practice
• AHS 401 - Substance Abuse Education
• AHS 402 - Teaching an Integrated Unit
• AHS 403 - Communicable and Chronic Diseases, and AIDS
• AHS 404 - Consumer Health and Quackery Education
• AHS 405 - Nutrition Education
• AHS 406 - Human Sexuality Education
• AHS 407 - Peer Health Facilitation
• AHS 409 - Health Screening
• AHS 409L - Health Screening Laboratory
• AHS 410 - Mental Health and Stress Education
• AHS 414 - Health Promotion Planning
• AHS 415 - Toxicology
• AHS 415A - Driver Education Task Analysis
• AHS 415B - Developing Driver Skills and Competencies
• AHS 416 - Individual, Community, and General Safety Education
• AHS 417 - Topics in Health and Safety
• AHS 418 - Health Program Evaluation
• AHS 419 - Hazardous Substances and Waste Materials
• AHS 420 - Advanced Nutrition
• AHS 421 - Life Cycle Nutrition
• AHS 422 - Community Nutrition Supervised Practice
• AHS 423 - Medical Nutrition Therapy
• AHS 424 - Medical Nutrition Therapy Supervised Practice I
• AHS 425 - Community Nutrition
• AHS 426 - World Hunger and Nutrition
• AHS 427 - Cultural Aspects of Food
• AHS 428 - Experimental Food Science
• AHS 429 - Nutrition in Wellness
• AHS 430 - Food Service Management Systems
• AHS 431 - Food Service Management Supervised Practice
• AHS 432 - Food and Nutrition Summer Supervised Practice
• AHS 434 - Food Service Systems II
• AHS 435 - Medical Nutrition Therapy Supervised Practice II
• AHS 436 - Parent Education
• AHS 437 - Pollution Prevention and Control Technology
• AHS 438 - Technical Seminar in Environmental Health Sciences
• AHS 441 - Family Life Education Methods
• AHS 444 - Public Health Administration
• AHS 445 - Developing Classroom Knowledge and Program Management
• AHS 446 - Culturally Disadvantaged Child and Family
• AHS 448 - Human Development and Family Studies Practicum
• AHS 449 - Internship in Human Development and Family Studies
• AHS 453 - Air Quality
• AHS 457 - Food Protection
• AHS 480 - Senior Seminar
• AHS 490 - Professional Field Practice Internship
• AHS 491 - Health Sciences Internship
• AHS 497 - Special Problems
• AHS 497D - Special Problems in Family and Consumer Sciences Education
• AHS 497F - Special Problems in Food and/or Nutrition
• ARBC 101 - Elementary Arabic I
• ARBC 102 - Elementary Arabic II
• ART 151 - Visual Arts in Civilization
• ART 200 - Special Problems in Art
• ART 401 - Special Problems in Art
• ARTD 220 - Introduction to Graphic Design
• ARTD 321 - Principles of Graphic Design
• ARTD 322 - Layout Design
• ARTD 323 - Illustration for Layout
• ARTD 400K - Graphic Design Workshop
• ARTD 420 - Web Page Design
• ARTD 421 - Advanced Layout Design
• ARTD 422 - Marketing Graphics
• ARTD 423 - Advanced Applications in Graphic Design
• ARTD 490 - Graphic Design Portfolio
• ARTE 290 - Introduction to Art Education
• ARTE 390 - Visual Arts in Elementary Schools
• ARTE 391 - Secondary Art Education
• ARTE 392 - Elementary Art Education
• ARTS 357 - Sculpture-Wood/Studio Furniture III
• ARTS 400 - Senior Studio
• ARTS 410 - Advanced Ceramics
• ARTS 413 - Kiln Design
• ARTS 414 - Glaze Calculation
• ARTS 415 - Advanced Drawing
• ARTS 430 - Advanced Painting
• ARTS 435 - Advanced Photography
• ARTS 440 - Advanced Printmaking
• ARTS 443 - Screenprinting
• ARTS 445 - Advanced Sculpture
• ARTS 450 - Alternative Art Forms
• ARTS 451 - Advanced Digital Art
• ARTS 455 - Advanced Sculpture-Wood
• ARTS 456 - Sculpture-Wood/Studio Furniture V
• ARTS 457 - Special Problems in Sculpture-Wood/Studio Furniture
• ATTR 110 - Introduction to Health Professions
• ATTR 199 - Athletic Training Summer Honors
• ATTR 202 - CPR for the Professional Rescuer
• ATTR 210 - Human Anatomy for Allied Health Professions
• ATTR 210L - Human Anatomy for Allied Health Professions Laboratory
• ATTR 212 - Care and Prevention of Athletic Injuries and Illnesses
• ATTR 212L - Care and Prevention of Athletic Injuries and Illnesses Laboratory
• ATTR 225 - Medical Terminology for Allied Health Professions
• ATTR 255 - Athletic Training Practicum I
• ATTR 256 - Athletic Training Practicum II
• ATTR 280 - Clinical Kinesiology
• ATTR 354 - Preseason Athletic Training Internship
• ATTR 355 - Athletic Training Practicum III
• ATTR 356 - Athletic Training Practicum IV
• ATTR 362 - Foundations of Therapeutic Modalities and Rehabilitation
• ATTR 363 - Orthopedic Evaluation and Diagnosis I
• ATTR 363L - Orthopedic Evaluation and Diagnosis I Laboratory
• ATTR 365 - Orthopedic Evaluation and Diagnosis II
• ATTR 365L - Orthopedic Evaluation and Diagnosis II Laboratory
• ATTR 385 - Foundations of Conditioning
• ATTR 413 - Biomedical Ethics
• ATTR 425 - Organization and Administration of Healthcare Delivery Systems
• ATTR 435 - Pharmacology
• ATTR 440 - Special Topics in Applied Medicine
• ATTR 441 - Intro Massage Therapy Techniques
• ATTR 441L - Intro Massage Therapy Lab
• ATTR 442 - Advanced Massage Techniques
• ATTR 442L - Advanced Massage Lab
• ATTR 455 - Athletic Training Practicum V
• ATTR 456 - Athletic Training Practicum VI
• ATTR 457 - Applied Medicine Practicum
• ATTR 472 - Applied Therapeutic Modalities
• ATTR 473 - Pathophysiology
• ATTR 475 - Applied Therapeutic Rehabilitation and Reconditioning
• BIO 100 - Introduction to Life Sciences and Clinical Laboratory Science
• BIO 101 - Principles of Biology I
• BIO 101L - Principles of Biology I Laboratory
• BIO 102 - Principles of Biology II
• BIO 102L - Principles of Biology II Laboratory
• BIO 112 - Human Aspects of Biology
• BIO 112L - Exploration of Biological Phenomena
• BIO 113 - A Survey of the Plant Kingdom
• BIO 192 - Special Projects in Life Sciences for High School Students
• BIO 231 - Human Anatomy
• BIO 231L - Human Anatomy Laboratory
• BIO 241 - Human Physiology
• BIO 241L - Human Physiology Laboratory
• BIO 250 - Forensic Biology
• BIO 272 - Clinical Microscopy
• BIO 272L - Clinical Microscopy Laboratory
• BIO 273 - Hematology
• BIO 273L - Hematology Laboratory
• BIO 274 - Introductory Microbiology
• BIO 274L - Introductory Microbiology Laboratory
• BIO 330 - General Physiology
• BIO 330L - General Physiology Laboratory
• BIO 350 - Ecology and Evolution
• BIO 350L - Laboratory in Ecology and Evolution
• BIO 371 - Applied Microbiology
• BIO 371L - Applied Microbiology Laboratory
• BIO 374 - Cellular and Microbial Biology
• BIO 374C - Clinical Microbiology Laboratory
• BIO 374L - Cellular and Microbial Biology Laboratory
• BIO 375 - Immunohematology
• BIO 375L - Immunohematology Laboratory
• BIO 380 - Genetics
• BIO 380L - Genetics Laboratory
• BIO 403 - General Virology
• BIO 405 - Cellular Development
• BIO 406 - Cell and Tissue Culture
• BIO 406L - Cell and Tissue Culture Laboratory
• BIO 407 - Immunity to Infectious Agents
• BIO 408 - General Immunology
• BIO 408L - General Immunology Laboratory
• BIO 412 - Pathophysiology
• BIO 415 - Natural History: A Study of the Diversity of Life
• BIO 417 - Cellular and Molecular Biology I
• BIO 418 - Cellular and Molecular Biology II
• BIO 421 - Entomology
• BIO 424 - Vertebrate Zoology
• BIO 424L - Vertebrate Zoology Laboratory
• BIO 425 - Herpetology
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• BIO 426 - Ornithology
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• BIO 427 - Plant Taxonomy
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• BIO 428 - Mammology
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• BIO 431 - General Endocrinology
• BIO 432 - Vertebrate Physiology
• BIO 433 - Reproductive Physiology
• BIO 434 - Introduction to Neurobiology
• BIO 437 - Plant Physiology
• BIO 437L - Plant Physiology Laboratory
• BIO 445 - Plant Anatomy
• BIO 447 - Comparative Morphology of Vascular Plants
• BIO 450 - Advanced Ecology
• BIO 451 - Field Study of Ecosystems
• BIO 454 - Animal Behavior
• BIO 458 - Wildlife Management
• BIO 458L - Wildlife Management Laboratory
• BIO 461 - Embryology
• BIO 461L - Embryology Laboratory
• BIO 465 - Fundamentals of Tree-Ring Research
• BIO 470C - Special Topics in Clinical Laboratory Science
• BIO 471C - Clinical Microbiology
• BIO 472C - Clinical Immunology/Serology
• BIO 473C - Clinical Microscopy
• BIO 474C - Clinical Hematology
• BIO 475 - Mechanisms of Microbial Disease
• BIO 475C - Clinical Immunohematology
• BIO 476 - Microbial Physiology
• BIO 476C - Clinical Chemistry
• BIO 481 - Genome Science
• BIO 482 - Recombinant DNA
• BIO 482L - Recombinant DNA Laboratory
• BIO 485 - Introduction to Biometry
• BIO 487 - Bioinformatics
• BIO 490 - Seminar in Life Sciences
• BIO 491 - Special Topics in Life Sciences
• BIO 492 - Special Problems in Life Sciences
• BIO 497 - Current and Historical Issues in Science and Capstone Research Proposal Development
• BIO 498 - Capstone Research
• BIO 499 - Research Capstone Presentations
• BLAW 410 - Estate Planning
• BLAW 464 - Business Administration and the Law
• BUS 100 - Introduction to Contemporary Business
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<tr>
<td>ECON 298</td>
<td>Special Topics in Economics</td>
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<tr>
<td>ECON 300</td>
<td>Intermediate Macroeconomics</td>
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<td>ECON 301</td>
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<td>ECON 302</td>
<td>Economics of Health and Medical Care</td>
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<td>ECON 305</td>
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<td>The Russian Economy</td>
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<td>ECON 346</td>
<td>Latin American Political Economy</td>
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<td>ECON 351</td>
<td>Survey of Labor Economics and Labor Institutions</td>
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<td>ECON 353</td>
<td>Gender and Economics</td>
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<td>ECON 355</td>
<td>The Economics of Crime</td>
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<td>ECON 362</td>
<td>Economic History of the United States</td>
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<td>ECON 370</td>
<td>Econometric Analysis</td>
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<tr>
<td>ECON 398</td>
<td>Special Topics in Economics</td>
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• ECON 412 - Industrial Organization
• ECON 442 - Institutional Economics
• ECON 446 - Theory of Economic Development
• ECON 475 - Problems in Economic Decision-Making
• ECON 498(E-G, I-Z) - Special Topics in Economics
• ECON 499 - Senior Seminar
• ECT 130 - Introduction to Electronics and Computer Technology
• ENG 101 - Freshman Writing I
• ENG 105 - Freshman Writing II
• ENG 107 - Rhetoric and Writing
• ENG 108 - Writing about Literature and Culture
• ENG 130 - Literature and Composition
• ENG 219 - Introduction to Creative Writing
• ENG 220 - Writing Fiction
• ENG 221 - Writing Poetry
• ENG 227 - Writing Creative Nonfiction
• ENG 239 - Literature and Human Experience
• ENG 240 - American Literature I
• ENG 241 - American Literature II
• ENG 243 - Introduction to Black American Writers
• ENG 244 - Literature of the Black World
• ENG 250 - British Literature I
• ENG 251 - British Literature II
• ENG 280 - Children's Literature
• ENG 305 - Advanced Expository Writing
• ENG 324 - Fiction Writing Workshop
• ENG 325 - Poetry Writing Workshop
• ENG 326 - Drama Writing Workshop
• ENG 327 - Creative Nonfiction Workshop
• ENG 329 - Contemporary Literature for Writers
• ENG 335 - Science Fiction as Social Criticism
• ENG 336 - Popular Literature in Mass Media
• ENG 338 - Literature and Ideas
• ENG 339 - Women's Literature
• ENG 340 - Multicultural American Literature
• ENG 342 - Native American Literature
• ENG 346 - Modern Black American Literature
• ENG 349 - Women Writers of the United States
• ENG 359 - Women Writers of Great Britain
• ENG 370 - Survey of Folklore
• ENG 373 - American Folklore
• ENG 405* - Writing for Science and Industry
• ENG 418 - Topics in Women's Literature
• ENG 424 - Advanced Creative Writing Workshop
• ENG 430 - Literature and Culture of the Middle Ages
• ENG 436 - Topics in World Literature
• ENG 440 - Early American Literature
• ENG 441 - American Renaissance Literature
• ENG 442 - American Realism and Naturalism
• ENG 487 - Crime and Punishment
• ENVI 105 - Introduction to Human Geography
• ENVI 110L - Environmental Sciences: Human and Environmental Change Laboratory
• ENVI 112 - Cartography
• ENVI 115 - Earth from Space: Contemporary Remote Sensing
• ENVI 160 - Introduction to Earth and Sky Sciences
• ENVI 160L - Laboratory Studies Earth and Sky
• ENVI 170 - Earth Science
• ENVI 170L - Earth Science Laboratory
• ENVI 201 - Prehistory and Climate Change
• ENVI 202 - Multiple Lifeways
• ENVI 205 - Introduction to Biological Anthropology
• ENVI 210 - Introduction to Cultural Geography
• ENVI 211 - Physical Geography
• ENVI 212 - Introduction to GIScience
• ENVI 213 - Introduction to Economic Geography
• ENVI 240 - Introduction to Quantitative Geography
• ENVI 242 - Introduction to Geographic Information Systems
• ENVI 260 - Archaeology Laboratory Practicum
• ENVI 270 - Earth History
• ENVI 303 - Aspects of Culture
• ENVI 308 - Human Evolution
• ENVI 310 - Indians of North America
• ENVI 313 - Advanced Economic Geography
• ENVI 350 - Geomorphic Processes
• ENVI 351 - Regional Geomorphology
• ENVI 352 - Meteorology
• ENVI 353 - Weather and Climate
• ENVI 360 - General Astronomy
• ENVI 361 - Oceanography
• ENVI 376 - Dinosaurs, Quakes, and Volcanoes
• ENVI 376L - Dinosaurs, Quakes, and Volcanoes Laboratory
• ENVI 380 - Mineralogy
• ENVI 382 - Petrology
• ENVI 385 - Structural Geology
• ENVI 389 - Introduction to Field Geology
• ENVI 389L - Introduction to Field Geology Laboratory
• ENVI 401 - Geographic Information Systems: Applications
• ENVI 402 - The Processing of Spatial Data for Geoscientists
• ENVI 404 - Automated Cartography
• ENVI 405 - Fundamentals of Remote Sensing
• ENVI 406 - Remote Sensing: Image Development and Interpretation
• ENVI 407 - Remote Sensing: Digital Analysis of Spectral Data
• ENVI 408 - Remote Sensing: Digital Analysis
• ENVI 412 - Advanced Cartography
• ENVI 415 - Advanced Quantitative Geography
• ENVI 417 - Industrial Geography
• ENVI 418 - Political Geography
• ENVI 421 - Geographical Analysis of Urban Systems
• ENVI 422 - Interpreting American Cityscapes
• ENVI 423 - Geography of the Middle East
• ENVI 425 - Geography of Anglo America
• ENVI 426 - Latin American Environments
• ENVI 435 - Issues in Biological Anthropology
• ENVI 436 - Environmental Archaeology
• ENVI 442 - Medical Anthropology
• ENVI 443 - Forensic Anthropology
• ENVI 445 - Archaeological Methods
• ENVI 446 - Midwestern Archaeology
• ENVI 447 - Current Issues in Archaeology
• ENVI 449 - Human Discovery
• ENVI 450 - Environmental Modeling and Mapping
• ENVI 452 - Quaternary Environments
• ENVI 453 - Climatology
• ENVI 454 - Introduction to Hydrology
• ENVI 455 - Groundwater Hydrology
• ENVI 456 - Lakes and Wetlands
• ENVI 457 - Environmental Geology
• ENVI 458 - Medical Geology
• ENVI 463 - Soil Genesis and Classification
• ENVI 465 - Fundamentals of Tree Ring Research
• ENVI 470 - Paleontology and Geobiology
• ENVI 471 - Quaternary Paleoecology
• ENVI 475 - Stratigraphy and Sedimentation
• ENVI 479 - Global Biogeochemical Cycles
• ENVI 481 - Geochemistry
• ENVI 482 - Volcanic Processes and Hazards
• ENVI 483 - Mineral Resources
• ENVI 484 - Energy Resources
• ENVI 486 - Geophysics
• ENVI 488 - Geoscience Research Methods
• ENVI 489 - Field Geology
• ENVI 490 - Field Geography of the United States
• ENVI 491 - Archeological Field School
• ENVI 492 - Internship
• ENVI 496 - Advanced Research
• ENVI 497 - Seminar in Advanced Topics
• ENVI 499 - Senior Seminar and Research
• EPSY 341 - Education in a Multicultural Society
• FCS 107 - Contemporary and Historic Perspectives
• FCS 109 - Human Systems in Family and Consumer Sciences
• FCS 140 - Family Life Education in School and Community
• FCS 400 - Study Abroad
• FCS 410 - Family and Consumer Sciences Capstone Seminar
• GH 101 - Freshman Honors: Contemporary Issues Seminar
- GH 231 - Utopian Dreams and Radical Realities
- GH 304 - The Impact of the Theory of Evolution
- GH 341 - The Middle East's Islamic Centuries
- HIST 101 - Studies in World Civilization to 1500
- HIST 102 - Studies in World Civilization since 1500
- HIST 110 - History of World War II
- HIST 113 - Topics in History
- HIST 199 - Honors Summer Seminar for High School Students
- HIST 201 - The United States to 1877
- HIST 202 - The United States since 1865
- HIST 300 - History and Historians
- HIST 310 - Reading for Junior Honors
- HIST 320 - Comparative Slavery
- HIST 331 - U.S. Workers' Fight for Justice
- HIST 334 - African American History, 1890 to present
- HIST 336 - The 1960s: Counterculture and Protest
- HIST 345 - Introduction to Latin American and Latino Studies
- HIST 350 - Democracy as a Way of Life
- HIST 351 - The Ancient World
- HIST 353 - Medieval Europe
- HIST 355 - Early Modern Europe, 1500-1815
- HIST 356 - Modern Asian History
- HIST 357 - Europe since 1750
- HIST 358 - The Atlantic World, 1500-1820
- HIST 395 - Independent Study in History
- HIST 400 - Senior Honors Thesis
- HIST 401 - Senior Honors Thesis
- HIST 402 - Travel Study in History
- HIST 404 - Internship in Public History
- HIST 408 - Nation-Building, Democracy, and Development in the Modern World
- HIST 409 - The Birth of Europe
- HIST 411 - The Colonial Experience
- HIST 412 - The Civil War and Reconstruction, 1848-1877
- HIST 413 - Revolutionary America
- HIST 414 - Antebellum America, 1815-1848
- HIST 415 - The Gilded Age and Progressive Era, 1877-1917
- HIST 417 - The United States in Crisis 1917-1945
- HIST 418 - The United States' Atomic Age, 1945 to the Present
- HIST 419 - Nazi Germany and the Holocaust
- HIST 421 - United States Diplomacy
- HIST 422 - The Rise and Fall of the Spanish World Empire
- HIST 425 - History of Indiana
- HIST 426 - History of the South
- HIST 433 - History of Labor in the United States
- HIST 434 - The History of Thought and Culture in the United States, to 1860
- HIST 435 - The History of Thought and Culture in the United States, 1860 to the Present
- HIST 436 - Indians and Europeans in Early America
- HIST 437 - Race and Nationality in the United States
• HIST 439A-C - Women in History
• HIST 444 - Latin America: The Colonial Era
• HIST 446 - Latin America and the United States
• HIST 455 - The Renaissance, 1300-1520
• HIST 456 - The Reformation, 1500-1650
• HIST 460 - Europe in the Twentieth Century
• HIST 466 - Modern Britain
• HIST 467 - Modern France
• HIST 468 - Modern Germany
• HIST 470 - Tsarist Russia
• HIST 471 - Modern Russia
• HIST 478 - History of Islam
• HIST 484 - History of the Modern Middle East
• HIST 493 - The History of Modern China
• HIST 494 - Topics in U.S. History
• HIST 496 - Topics in European History
• HIST 498 - Topics in World History
• HIST 499 - Topics in History
• HLTH 455 - Seminar in Occupational Health
• HRD 276 - Characteristics of Human Resource Development
• HRD 335 - Technology and International Development
• HRD 345 - Instructional Technology and Delivery Systems
• HRD 350 - Labor Relations in Human Resource Development
• HRD 355 - Work-Life Integration
• IAD 110 - Introduction to Interior Architecture Design
• IAD 140 - Interior Architecture Design Graphics 2: Presentation
• IAD 150 - Introduction to Interior Design
• IAD 151 - Design Fundamentals
• IAD 152 - Interior Design Graphics I
• IAD 160 - Materials and Finishes of Interior Architecture Design
• IAD 220 - Construction + Detailing: Residential
• IAD 230 - CAD Fundamentals of Interior Architecture Design
• IAD 240 - Digital Visualization
• IAD 250 - Materials and Finishes of Interior Design
• IAD 251 - Interior Design Studio 1
• IAD 252 - Interior Design Graphics II
• IAD 260 - Interior Construction and Detailing
• IAD 270 - Studio 2: Residential + Kitchen
• IAD 351 - Interior Design Studio II
• IAD 352 - Interior Design Studio III
• IAD 353 - Internship
• IAD 354 - Traditional Interiors
• IAD 355 - Interior Lighting Color Theory
• IAD 360 - Sustainable Practices
• IAD 451 - Interior Design Studio IV
• IAD 452 - Interior Design Studio V
• IAD 454 - Contemporary Interiors
• IAD 455 - American Interiors and Furniture
• IAD 458 - Professional Practices and Procedures
• IAD 470 - Interior Architecture Design Portfolio
• IAD 497 - Special Problems in Interior Design
• INS 430 - Risk Management and Insurance
• IS 301 - World Problems Since 1945
• IS 475 - Fieldwork in International Studies
• LING 415 - Topics in Sociolinguistics
• MET 103 - Introduction to Technical Graphics with CAD
• MET 130 - Introduction to Engineering and Technology
• MGT 370 - Business and Society
• MKTG 310 - Marketing for Non-Profit and Service Organizations
• MSL 402 - Leadership in a Complex World
• MSL 402L - Leadership in a Complex World Laboratory
• NURS 104 - Introduction to Professional Nursing
• NURS 106 - Mental Health Aspects of Nursing Practice
• NURS 108 - Information Technology Literacy for Healthcare
• NURS 199 - Nursing: The Changing Image
• NURS 200 - Nursing Assessment of the Adult
• NURS 204 - Fundamentals of Nursing Practice
• NURS 207 - Nursing Perspectives
• NURS 208 - Transition from L.P.N. to B.S.N.
• NURS 209 - Essential Nursing Practice
• NURS 218 - Pharmacotherapeutics
• NURS 224 - Nursing Care of Adults I
• NURS 226 - Nursing in Mental Illness
• NURS 228 - Clinical Pharmacology
• NURS 300 - Transition to Professional Nursing Practice
• NURS 304 - Comprehensive Health Assessment for Nursing Practice
• NURS 309 - Adult Assessment
• NURS 318 - Nursing Care of Families in Stress and Crisis
• NURS 322 - Research/Theoretical Basis for Nursing Practice
• NURS 324 - Nursing Care of Adults II
• NURS 327 - EBP/Research in Nurs
• NURS 328 - Nursing Care of the Child and Family
• NURS 330 - Nursing Care of the Childbearing Family
• NURS 338 - Mental Health Nursing
• NURS 350 - Adult Health I
• NURS 364 - Maternal and Child Nursing Care
• NURS 380 - Adult Health II
• NURS 400 - Topics in Nursing
• NURS 424 - Nursing Care of Adults III
• NURS 444 - Community Health Nursing
• NURS 450 - Population-Focused Community Health Nursing
• NURS 470 - Nursing Leadership
• NURS 484 - Reflective Nursing Practice
• NURS 486 - Professional Nursing Synthesis
• NURS 490 - Licensure Preparatory Course
• OSCM 300 - Fundamentals of Supply Chain Management
- OSCM 455 - Global Sourcing and Procurement
- PE 101 - Fitness for Life
- PE 101L - Fitness for Life Laboratory
- PHIL 201 - Ethics and the Good Life
- PHIL 253 - Environmental Ethics
- PHIL 303 - Ethics and Animals
- PHIL 313 - Philosophy of Religion
- PHIL 401 - Ethical Theory
- PHYS 101 - Introduction to the Physical Sciences
- PHYS 101L - Introduction to the Physical Sciences Laboratory
- PHYS 105 - General Physics I
- PHYS 105L - General Physics I Laboratory
- PHYS 106 - General Physics II
- PHYS 106L - General Physics II Laboratory
- PHYS 115 - University Physics I
- PHYS 115L - University Physics I Laboratory
- PHYS 116 - University Physics II
- PHYS 116L - University Physics II Laboratory
- PHYS 199 - Honors Summer Seminar for High School Students
- PHYS 202 - Honors in Modern Science
- PHYS 215 - Modern Physics I
- PHYS 215L - Modern Physics I Laboratory
- PHYS 216 - Modern Physics II
- PHYS 216L - Modern Physics II Laboratory
- PHYS 309 - Statics
- PHYS 310 - Analytical Mechanics
- PHYS 311 - Analytical Mechanics II
- PHYS 315 - Advanced Laboratory I
- PHYS 316 - Advanced Laboratory II
- PHYS 321 - Mathematical Methods for Physics I
- PHYS 322 - Mathematical Methods for Physics II
- PHYS 341 - Electricity and Magnetism
- PHYS 342 - Electricity and Magnetism II
- PHYS 355 - Introduction to Mathematical Physics
- PHYS 356 - Computational Physics
- PHYS 360 - General Astronomy
- PHYS 399 - Introduction to Research Techniques in Physics
- PHYS 405 - Senior Seminar in Physics
- PHYS 420 - Thermodynamics and Statistical Mechanics
- PHYS 423 - Fundamentals of Light and its Applications to Photography
- PHYS 440 - Musical Acoustics
- PHYS 460 - Optics
- PHYS 465 - Introduction to Astrophysics
- PHYS 469 - Topics in Physics
- PHYS 476H - Honors in Physics
- PHYS 493 - Nuclear Physics
- PHYS 497 - Quantum Mechanics
- PHYS 499 - Introduction to Research in Physics
• PKG 180 - Introduction to Packaging Design
• PKG 280 - Packaging Materials and Testing I
• PKG 380 - Packaging Materials and Testing II
• PKG 381 - Environmental Issues in Packaging: Foundational Studies in Ethics and Social Responsibility
• PSCI 107 - Leadership, Ethics, and Democracy
• PSCI 130 - Introduction to Political Science
• PSCI 418 - American Constitutional Law II: Civil Rights and Civil Liberties
• RCSM 125 - Basic Canoeing
• RCSM 135 - Introduction to Recreation and Sport Management
• RCSM 136 - Fundamentals of Activity Planning
• RCSM 136L - Activity Planning Laboratory
• RCSM 150 - Introduction to Nonprofit Management
• RCSM 231 - Management Theory in Recreation and Sport Management I
• RCSM 235 - Introduction to Recreation Management and Youth Leadership
• RCSM 236 - Fundamentals of Group Leadership
• RCSM 262 - Outdoor Living Skills
• RCSM 264 - Introduction to Sport Management
• RCSM 270 - Introduction to Recreation Therapy
• RCSM 275 - Diversity Issues in Recreation and Sport
• RCSM 280 - Computer Applications in Recreation and Sport Management
• RCSM 310 - Nonprofit Ldrshp Practicum I
• RCSM 330 - Survey of Motorsports
• RCSM 331 - Management Theory in Recreation and Sport Management II
• RCSM 334 - Financial Aspects of Recreation and Sport Management
• RCSM 340 - Governance and Standards of American Sport
• RCSM 342 - The Nature of Play, Games, Leisure, and Recreation
• RCSM 351 - Foundations of Recreation Therapy
• RCSM 355 - Communications and Media Relations in Sport
• RCSM 363 - Design and Facilitation of Adventure Challenge Experiences
• RCSM 363L - Design and Facilitation of Adventure Challenge Experiences Laboratory
• RCSM 365 - Introduction to Camping
• RCSM 369 - Expedition Leadership
• RCSM 371 - Recreation Therapy Methods
• RCSM 380 - Field Survey of Recreation and Sport Facilities and Programs
• RCSM 390 - Internship Seminar
• RCSM 410 - Nonprofit Ldrshp Practicum II
• RCSM 420 - Marketing Applications in Recreation and Sport
• RCSM 425 - Sport Sponsorship
• RCSM 435 - Legal Aspects of Recreation and Sport Management
• RCSM 440 - Volunteer Management
• RCSM 447 - Issues and Trends in Recreation Management and Youth Leadership
• RCSM 448 - Special Topics and Experimental Course Offerings
• RCSM 449 - Independent Readings and Research
• RCSM 450 - Venue and Event Design and Management
• RCSM 451 - Facility Management and Outdoor Design
• RCSM 460 - Organization and Administration of Camping
• RCSM 461 - Independent Course of Study
• RCSM 462 - American Humanics Management Institute
• RCSM 464 - Consortium on Outdoor Recreation
• RCSM 470 - Organization and Administration of Recreation Therapy
• RCSM 472 - Survey of Recreation Therapy Services
• RCSM 473 - Aging and Leisure
• RCSM 483 - Fundamentals of Fundraising
• RCSM 485 - Community Development and Nonprofit Organizations
• RCSM 489 - Advanced Nonprofit Admin
• RCSM 491 - Internship in Recreation and Sport Management
• RCSM 492 - Internship in Therapeutic Recreation
• RCSM 493 - American Humanics Internship
• RCSM 495 - Sport Management Seminar
• RCSM 496 - Recreation and Sport Perspective
• REL 190 - Introduction to Religion
• REL 250 - World Religions
• SFTY 212 - Introduction to Industrial Health and Safety
• SFTY 314 - Industrial Health and Safety Legislation
• SFTY 411 - Analysis Techniques in Industrial Health and Safety
• SFTY 416 - Administration of Industrial Health and Safety Programs
• SFTY 423 - Current Issues and Training Concepts in Industrial Health and Safety
• SFTY 460 - Human Factors/Ergonomics
• SOC 100 - Foundations of Social Life
• SOC 101 - Introduction to Sociology
• SOC 110 - United States and Global Diversity: Sociological Perspectives
• SOC 220 - Contemporary Social Problems
• SOC 240 - Introduction to Social Psychology
• SOC 280 - Principles of Sociology
• SOC 302 - Work, Employment, and Society
• SOC 306 - Special Topics in Sociology
• SOC 322 - Social Conflict
• SOC 329 - Applied Sociology
• SOC 380 - Sociological Research Methods
• SOC 383 - Sociological Theory
• SOC 390 - Social Stratification and Inequality
• SOC 420 - Race and Ethnic Relations
• SOC 421 - Sociology of Aging and Retirement
• SOC 424 - Sociology of Mental Health and Illness
• SOC 425 - The Black Community
• SOC 426 - Sociology of Deviant Behavior
• SOC 440 - Public Opinion
• SOC 443 - Gender Stratification
• SOC 444 - Advanced Social Psychology
• SOC 445 - Social Structure and Personality
• SOC 460 - Sociology of the Family
• SOC 462 - Sociology of Religion
• SOC 465 - Comparative Societies
• SOC 466 - Sociology of Urban Life
• SOC 469 - Sociology of Sport
• SOC 470 - Work and Organizations
• SOC 471 - Medical Sociology
• SOC 472 - Families in Later Life
• SOC 489 - Sociological Internship and Fieldwork
• SOWK 101 - Social Work Learning Community Experience
• SOWK 130 - Introduction to the Fields of Social Welfare
• SOWK 200 - Topics in Social Work
• SOWK 240 - Family and Child Welfare
• SOWK 241 - Human Development and Ecological Systems
• SOWK 252 - Social Welfare and Social Work
• SOWK 270 - Ethno-Cultural Issues
• SOWK 300 - Topics in Social Work
• SOWK 382 - Human Behavior in the Social Environment: A Synthesis
• SOWK 384 - Social Work Research
• SOWK 390 - Social Policy: Societal Response to Human Need
• SOWK 400 - Topics in Social Work
• SOWK 450 - International Studies
• SOWK 480 - Generalist Social Work Practice I and Field Practicum
• SOWK 490 - Generalist Social Work Practice II
• SOWK 491 - Generalist Social Work Practice III
• SOWK 494 - Professional Seminar in Social Work
• SOWK 498 - Field Practicum and Seminar I
• SOWK 499 - Field Practicum and Seminar II
• TAM 111 - Clothing I
• TAM 211 - Intermediate Clothing
• TAM 217 - Textiles I
• TAM 217L - Textiles I Lab
• TCED 100 - Technology and Engineering Laboratory
• TCED 115 - Introduction to Career, Technology, and Engineering Education
• TCED 150 - Foundations of Technology: Introduction to Biotechnology
• TCED 222 - Teaching Construction
• TCED 250 - Teaching Power and Energy
• TCED 307 - Teaching Design and Communications
• TCED 327 - Teaching Advanced Manufacturing
• TCED 470 - Application of Instructional Design and Evaluation in the Educational Laboratory
• TCED 490 - Trends in Teaching Technology and Pre-engineering
• TMGT 131 - Introduction to Manufacturing Technology
• WS 200 - Introduction to Women's Studies
• WS 301 - Gender, Race, Nation
• WS 400 - Gender and Theory
• WS 401 - Special Topics in Women's Studies
• WS 403 - Independent Study
• WS 450 - Student Activism in Theory and Practice
• WS 475 - Fieldwork in Women's Studies

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
A copy of the sustainability course inventory:
Sustainability Courses by Department

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Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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Criteria

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

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

The number of departments that offer at least one sustainability-related or -focused course:
29

The total number of departments that offer courses:
43

A list of departments that offer sustainability courses:

Applied Engineering and Technology Management
Applied Health Sciences
Applied Medicine and Rehabilitation
Art and Design
Baccalaureate Nursing
Baccalaureate Nursing Completion
Biology
Built Environment
Chemistry and Physics
Communication
Criminology and Criminal Justice
Curriculum, Instruction, and Media Technology
Earth and Environmental Systems
Economics
Electronics and Computer Engineering Technology
English
History
Human Resources Development and Performance Technologies
Interdisciplinary Programs
International Studies Program
Kinesiology, Recreation, and Sport
Management, Information Systems, and Business Education
Multidisciplinary Studies
Philosophy
Political Science
Preprofessional Programs
Psychology
Social Work
Women's Studies

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:

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Sustainability Learning Outcomes

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

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

The number of graduates covered by the sustainability learning outcomes:
19

Total number of graduates:
1,419

A list of degree programs that have sustainability learning outcomes:
Earth and Environmental Systems, Earth and Quaternary Sciences, Biology, Applied Health Sciences

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

Learning Outcomes - upon completion of the minor in Sustainability Studies a student should be able to…
• demonstrate an understanding of our roles: a well-grounded understanding— informs by natural science, social science, and humanistic perspectives—of the parts humans have played in creating current environmental challenges, and that they must play in devising and implementing sustainable solutions to environmental problems;
• conduct an analysis of sustainability, that includes the ability to apply the concept of sustainability in critically examining social issues related to the use of Earth’s natural resources and the quality of life;
• consider ethical dimensions: thinking critically about the diversity of ethical issues raised by human interactions with the environment, and using these ethical insights as a foundation for responsible behavior seeking and supporting social justice

Content Goals – upon completion of the minor in Sustainability Studies …
• do students understand major concepts and principles in Environmental Science and Sustainability, including the interdependence of elements of the Earth system, the carrying capacity of natural systems, and the role of policy and economics in both perpetuating and solving environmental problems?
• have students developed upper division expertise in three to four central areas of Environmental Science and Sustainability – Earth and Atmospheric Sciences, Environmental Biology, Society and Environment, and Research, Communication, and Design Skills?
• can students define sustainability and orally defend his or her definition(s)?
• can students think like a scientist by gathering and testing appropriate data?
  ■ Select appropriate measurement tools and gather data using common instrumentation
  ■ Effectively analyze data and communicate sustainability issues to a wider community
• can students incorporate the principles of sustainability into their primary fields of study?
• are students ready to influence others effectively?
• will students apply solutions to a variety of environmental problems?
Undergraduate Program in Sustainability

Responsible Party
Nicholas Flinner
Graduate Student
Earth and Environmental Sciences

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.

"---" 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):
Earth and Environmental Systems

The website URL for the program (1st program):
http://www.indstate.edu/ees/

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

The website URL for the program (2nd program):
http://www.indstate.edu/biology/

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

The website URL for the program (3rd program):
http://www.indstate.edu/AHS/

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

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?:

No

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

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

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

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

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

---

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

---

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

---
Sustainability Immersive Experience

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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:

Earth and Environmental Systems is a department that offers classes in geography, geology, anthropology, and environmental science. This department educates through experiential learning and community engagement. At least 75% of the classes have a hands-on component that brings students into contact with community members. Most of our students also complete senior thesis using original research to address environmental issues. The required coursework in this program includes environmental, social, and economic courses and the capstone course is called Conservation and Sustainability that requires all students to do a personal and group research project in sustainability.

The website URL where information about the immersive experience is available:

http://www.indstate.edu/ees/
Sustainability Literacy Assessment

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

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

Has the institution conducted a sustainability literacy assessment?:
Yes

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

A copy of the questions included in the sustainability literacy assessment:
ISU Environmental Survey 2013.pdf

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

How concerned are you that human behavior might be permanently harming the environment?
How important do you think it is to conserve energy?
How concerned are you about global warming?
Do you think that humans are a major cause of global warming?
How much do you value the money that the university would save through energy conservation at school...
How much would you value the money you would save through energy conservation if it was your own hom...
How important do you think it is for ISU to reach carbon neutrality (zero carbon emissions) at some...
How much do you think ISU should be investing in alternative energy such as windmills and solar powe...
Do you believe you can make a difference through your own energy conservation efforts?
How important do you think changes in your everyday actions are for resolving environmental issues?
How much would you like to see more climate and sustainability classes in the curriculum?
How much do you think the government is doing to prevent climate change?
Rank the following issues according to how they affected your decision to come to ISU
- Commitment to Sustainability
Would you support an optional sustainability tuition tax of a small amount of money (possibly $0.50/... 
How much of a sustainability tuition tax would you support for each semester?
What is your position at ISU?
How many sustainability or climate related classes have you taken at ISU?
Does your family recycle?
Does your community at home have a curbside recycling program?
Did your high school promote recycling and sustainability?
What is the size of your home community (approximate number of people)?
What percentage of the people in your home town do you think recycle (please use a number between 0-... 
How many of your friends recycle?
What is your religion (Optional)?
Which of the following statements best describes your beliefs about the Bible (Torah or Qur’an as ap...
Which of the following best describes your general political views (Optional)?
What is your major?
Do you live in a residence hall? (If so please answer the next question; If not, jump to the followi...
What residence hall do you live in?
Are you male or female?
How old are you? - Drag the toggle to your age.
What sustainability efforts are you aware of around campus?
What do you think would be helpful in improving environmental issues around campus?

A brief description of how the assessment was developed:

This assessment was originally developed as a hands-on project for the ENVI 110: Introduction to Environmental Science class as an example of practicing the scientific method. Students in this class developed the survey, developed hypotheses to determine what demographic factors affected environmental concern and awareness, and learned about their peers perceptions of the environment.

A brief description of how the assessment was administered:

The survey is administered through the ENVI 110 classes with each student striving to have 20 of their peers take the survey. We have run this survey for four years and tend to reach approximately 10% of the ISU community.

A brief summary of results from the assessment:

We regularly find that 77% of the students are somewhat to extremely concerned that human actions are harming the environment. 64% are somewhat to extremely concerned about global warming. 10% of our students put our commitment to sustainability as one of their top three reasons for coming to ISU.

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

---
Incentives for Developing Sustainability Courses

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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):

We have the NSF funded Science Education for New Civic Engagements and Responsibilities (SENCER) program at ISU. The focus of our SENCER program is on sustainability. This is a hands-on educational approach that works on large complex civic issues as the main teaching venue for STEM courses. The students take on community issues and work through original research to work towards solutions for these important civic issues.

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

Faculty from across the entire campus are encouraged to SENCERize their courses and can receive a $3,000 stipend to convert their courses to be experiential learning and community engagement.

The website URL where information about the program is available:
http://www.indstate.edu/sencer/
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.

Credit

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<td>Faculty Engaged in Sustainability Research</td>
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<tr>
<td>Sustainability Research Incentives</td>
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<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
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.

"---" 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 defined as any research that specifically examines environmental, social, or economic issues through the lens of sustainability. This research can be disseminated through sustainability or disciplinary peer-reviewed journals.

Has the institution identified its sustainability research activities and initiatives?:
Yes

A brief description of the methodology the institution followed to complete the inventory:
The Institute for Community Sustainability Fellows were contacted to identify sustainability research that they have completed or are currently working on. These fellows were self-identified through multiple years of advertising and discussion about the Institute and its mission.

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

No

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
---
Faculty Engaged in Sustainability Research

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

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

The number of faculty members engaged in sustainability research:

34

The total number of faculty members engaged in research:

485

Names and department affiliations of faculty engaged in sustainability research:

Steve Aldrich - Earth and Environmental Systems
Eric Anderson - Psychology
Affan Badar - Technology
Sue Berta - Earth and Environmental Systems
Greg Bierly - Earth and Environmental Systems
Sandy Brake - Earth and Environmental Systems
Paul Burkett - Economics
Michael Chambers - Political Science
Brendan Corcoran - English
John Conant - Economics
Tom Derrick - English
Lee Ellington - Technology
Anita Gabbard - Technology
Rusty Gonser - Biology
Joe Harder - Business
Kathleen Heath - Earth and Environmental Systems
Debra Israel - Economics
Jen Latimer - Earth and Environmental Systems
Rick Lotspeich - Economics
Bill Mitchell - Biology
Nancy Obermyer - Earth and Environmental Systems
Joy O'Keefe - Biology
Mohameden Ould-Mey - Earth and Environmental Systems
Tony Rathburn - Earth and Environmental Systems
Don Richards - Economics
Virgil Sheets - Psychology
James Smallwood - Technology
Jim Speer - Earth and Environmental Systems
Russ Stafford - Earth and Environmental Systems
Tom Steiger - Psychology
Mary Sterling - Technology
Elaina Tuttle - Biology
Qihao Wang - Earth and Environmental Systems
Ming Zhou - Technology

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

---

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

---

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

Three publications have come out on the topic of sustainability from ISU:

Al-Odeh, M., Stergioulas, T., and Badar, M.A. Economic Analysis for Two-Axis Photovoltaic Tracking System for Indiana State University Building. NED University Journal of Research.


Students will have to analyze original data as they examine sustainability at ISU. They will also write a final report and present that report to the class and other classrooms around campus.

We installed a wind turbine on campus. The placement of the turbine was determined by the research of 430 ENVI 110 and ENVI 460 students. The turbine will be remotely metered used for future research.

The ISU community garden soil was tested for lead and arsenic by ISU researchers.
The website URL where information about sustainability research is available:

---
Departments Engaged in Sustainability Research

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

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

The total number of academic departments that conduct research:
36

The number of academic departments in which at least one faculty member engages in sustainability research:
15

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

- Applied Engineering and Technology Management
- Applied Health Sciences
- Art and Design
- Biology
- Built Environment
- Chemistry and Physics
- Earth and Environmental Systems
- Economics
- Electronics and Computer Engineering Technology
- English
- History
- Human Resources Development and Performance Technologies
- Kinesiology, Recreation, and Sport
- Management, Information Systems, and Business Education
- Political Science
- Psychology
- Women's Studies
The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

---

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

---
Sustainability Research Incentives

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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:
The Institute for Community Sustainability employs one graduate student and four interns in sustainability. Here they work with a mentor and develop a resume while working toward a year long research project on sustainability.

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

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

A brief description of the institution’s program(s) to encourage faculty research in sustainability:
There is a sustainability fellowship that allows a faculty member to be listed as a sustainability fellow if they submit one sustainability related grant, give a sustainability related talk, or complete one sustainability project per year.
The website URL where information about the faculty research program is available:
---
Interdisciplinary Research in Tenure and Promotion

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

Criteria

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

"---" 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:

Excerpts from the College of Arts and Sciences Promotion and Tenure Documentation

3.0.0.0 General Considerations for Promotion and Tenure
3.2.0.0 Collaboration:
The College values the role of multidisciplinary, interdisciplinary, and/or collaborative work and recognizes that while solo work may be the primary means by which some individuals make scholarly contributions, a collaborative approach may be more appropriate for others, depending on the discipline. That being said, when a candidate is listing an accomplishment that is the product of a collaborative effort, it is incumbent upon the candidate to specify and document his/her own unique contribution to the endeavor. Conversely, departments must not discourage collaborative work merely to make evaluation of candidates easier.

3.3.0.0 Value of Community Engagement:
The College recognizes and values the important contributions that community engagement activities offer to teaching, scholarship, and service, and it is very reasonable that such contributions be listed as accomplishments. To illustrate, one’s courses and pedagogy can incorporate community engagement. In addition, peer-reviewed scholarship can occur that focuses on, stems from, or is done in collaboration with the community. Similarly, service that links a faculty member’s courses, department, discipline, or the College with the community is also highly possible. When listing accomplishments that have a community engagement component, the candidate must be attentive to fully specifying and documenting details related to the accomplishment, regardless of the area in which these activities are aligned (teaching, scholarship, or service).

The website URL where information about the treatment of interdisciplinary research is available:
http://www.indstate.edu/cas/P&T%20revision%20Finaldraft%20entiredoc%20August2013.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.

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<td>Building Design and Construction</td>
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<tr>
<td>Indoor Air Quality</td>
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</tbody>
</table>
Building Operations and Maintenance

Responsibility Party

Bryan Duncan
Director of Capital Planning and Improvements
Facilities Management

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":
4,261,348 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:
250,000 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:
84,000 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
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:


An electronic copy of the guidelines or policies:

---

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

July 20, 2012

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

Construction Waste & Recycling Plan

To: Indiana State University

Attn: Steve Culp

From: John Hamblin

Re: ISU Arena Locker Room Renovations

Date: July 20, 2012

CC: Pat Teeters, Mark Pupilli, Scott Tillman, Tim Cottom, Mark Craven

Please find the following Construction Waste and Recycling Plan as required by specification section 011510.

A. Contractor Name and Project Identification:

a. Garmong Construction Services
b. ISU Arena Locker Room Renovations, 401 N. 4th Street, Terre Haute, IN 47809

B. Procedures to be Used

a. The following materials will be separated and handled in the following manner:

i. Ferrous Metals
   1. All ferrous metals such as metal stud framing, ductwork, electrical equipment, etc. will be separated and taken to Mervis Industries. Due to the anticipated minimal amount of this type of material, we will pile materials and load into a truck for delivery to the recycling center. At time of delivery, the load will be weighed and tickets will be documented.

ii. Non-Ferrous Metals
   1. All non-ferrous metals such as copper and aluminum will be separated and taken to Goodman & Wolfe. Due to the anticipated minimal amount of this type of material, we will pile materials and load into a truck for delivery to the recycling center. At time of delivery, the load will be weighed and tickets will be documented.

iii. Untreated Lumber, Plywood, OSB, Particle Board, and Drywall
   1. Due to limited amounts, if any, these types of materials will be placed in a dumpster for transport to C&D landfill.

iv. Cardboard, Paper & Beverage Containers
1. These materials will be separated and stockpiled on the jobsite and taken to ISU Recycling Center for processing. Estimated weight of materials will be documented.

v. Plumbing Fixtures, Doors, Electrical fixtures

1. All plumbing fixtures will be taken to Habitat for Humanity. Estimated weight of materials will be documented.

vi. Concrete and Masonry Materials

1. All material of this type appears to be contaminated due to the presence of paint. As a result, all of this material must be taken to a state permitted solid waste C&D landfill per IDEM Guidance Sheet 329 IAC 10-2-37. Given this IDEM requirement, this contaminated material is not eligible for recycling and therefore cannot be taken into account in the landfill diversion requirements as called for in the project specifications 011510. All concrete and masonry materials will be separated and put into a specific dumpster and taken to C&D landfill. At time of delivery, the load will be weighed and tickets will be documented.

b. Estimated Quantity of Materials:

i. Unknown at this time

c. Name and Location of Reuse and Recycling Facilities/Sites:

i. Habitat for Humanity: 19th & Wabash, Terre Haute, IN

ii. Mervis Industries: 13th & College, Terre Haute, IN

iii. ISU Recycling Center: North 9th Street, Terre Haute, IN

d. Reuse, Recycling, and Disposal Reporting

i. Specification section 011510 mentions forms to be used in the documentation of this process. The referenced sections are 01151A & 01151B however no such forms are included. If specific forms are required please provide. If no specific form is received, we will develop our own.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:

Federal Hall - LEED Silver

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

University Hall, Recreation Center, and Erickson Hall were all renovated to LEED standards but not certified. They are maintained with sustainable operations and maintenance.
Building Design and Construction

Responsible Party

Bryan Duncan
Director of Capital Planning and Improvements
Facilities Management

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

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

New building space that meets "Eligible Buildings Criteria":
4,261,348 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
250,000 Square Feet

New building space that is LEED Certified:
0 Square Feet

New building space that is LEED Silver certified:
84,000 Square Feet

New building space that is LEED Gold certified:
0 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:

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

The date(s) the policies or guidelines were adopted:
August 31, 2012

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

D. LEED: Project is designed to comply with a Silver Certification Level according to the U.S. Green Building Council’s Leadership in Energy & Environmental Design (LEED) Rating System, as specified in Division 1 Section “LEED Requirements.”
1. LEED provides a framework for meeting sustainability goals and recognizes achievements in “green building” through a system of project certification.
2. LEED strategies are generally categorized into the areas of sustainable site development, water savings, energy efficiency, materials selection and indoor environmental quality.
3. Indiana State University’s goal is for this Project is to achieve the highest LEED certification possible with a minimum of a silver certification. Toward this end, many LEED requirements are specified in Sections 1 through 16 of the specifications.
4. In order for all parties involved with the Project to work toward the highest LEED certification possible, the cooperation of the Contractor is sought in exercising reasonable judgment for the attainment of maximum sustainability. That is, when a sustainable act is as economical and as timely to perform as a non-sustainable act, and both acts will have the same result, the Contractor’s cooperation is requested in performing the sustainable act.
5. Some LEED requirements are the responsibility of the University or others and, when this is the case, such requirements will be so identified.

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:

Federal Hall - LEED Silver

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
University Hall, Recreation Center, and Erickson Hall where all renovated to LEED standards but not certified.
Indoor Air Quality

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:
---

Total occupied building space:
---

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

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

Credit

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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

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

The website URL where the GHG emissions inventory is posted:
http://rs.acupcc.org/ghg/2498/

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?:
Yes
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

James Speer
Professor
Earth and Environmental Sciences

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.

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

Scope 1 and 2 gross GHG emissions, 2005:
96.40 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:
2,000

Non-residential/commuter full-time students, faculty, and staff members, 2005:
9,000

Non-residential/commuter part-time students, faculty, and staff members, 2005:
200

Scope 1 and 2 gross GHG emissions, performance year:
77.50 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 1, 2008 - June 30, 2009

On-campus residents, performance year:
2,000

Non-residential/commuter full-time students, faculty, and staff members, performance year:
9,000

Non-residential/commuter part-time students, faculty, and staff members, performance year:
200

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
July 1, 2008 - June 30, 2009
Air Travel Emissions

"---" 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?:
No

A brief description of the policies and/or programs:
---

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

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

"---" 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:

We are a Tree Campus USA with 3,500 trees on our campus. We also maintain about 15 tree farms on ISU owned property around the main campus and have about 230 acres in forested and grassland locations that are remote from campus (but included in our defined boundaries). We calculated the amount of carbon fixed in these areas at 530 metric tons of carbon fixed each year.

The website URL where information about the program is available:

---
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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Food and Beverage Purchasing

Responsible Party

Dana Babel
District Manager
Sodexo

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.

"---” 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):
25

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

We buy as much local produce as possible in season. Dairy and cheese is local from Fair Oaks farms. Fischer Farms is our source for pork and beef products. Hawthorne Family Farms provides our pork. Jasper Beef, Millers Amish Chicken from Paoli. Crab products comes from Phillips Foods is MSC certified. Prairie Farms is our main dairy provider. Aunt Millie’s is the bakery provider for Burger King and Klosterman's Bakery provides the majority of our other baked products. We do source fair trade coffee for Jazzmans. Generations and the Campus Cupboard both source Rex Coffee which is locally roasted at Clabber Girl.

Sodexo makes a strong effort to purchase local and sustainable products throughout the years, but especially when they are in season for fresh produce.

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

http://www.indstate.edu/reslife/foodssvc/sustainability/index.html
Trayless Dining

Responsible Party

Dana Babel
District Manager
Sodexo

"---" 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:

Currently 25% of all of our food services are trayless and we are working to increase that percentage on campus. Faculty and staff dining and large portion of our retail services and catering are trayless. Planned renovations to Sycamore Dining Hall include replacing the current tray return system to a conveyor belt that will enable us to remove trays from this dining hall. We have plans to convert Lincoln Quads Dining to a trayless process by August of 2014.

List the year the program was started:
Aug. 1, 2012

The overall percentage of meals served on campus that are trayless:
25

The percentage of meal plan meals served on campus that are trayless:
10

The percentage of retail facility meals served on campus that are trayless:
50

The percentage of conference meals served on campus that are trayless:
80

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

Responsible Party

Dana Babel
District Manager
Sodexo

"---" 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:

Sodexo provides Vegan and Vegetarian options at every meal in the dining halls and vegetarian. We provide a Vegan and Vegetarian station in the dining halls and include these options in catering.

The website URL where information about the program, policy, or practice is available:
http://www.indstate.edu/reslife/foodsdc/wellness/index.html
Trans-Fats

Responsible Party
Dana Babel
District Manager
Sodexo

"---" 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:

Sodexo banned the use of transfats in their operations in 2006.

The website URL where information about the program, policy, or practice is available:
http://tomorrowstarts2day.com/index.html
Guidelines for Franchisees

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

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

A brief description of the guidelines for franchisees:
---

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

Responsible Party
Dana Babel
District Manager
Sodexo

"---" 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:

Our three main dining service areas do compost pre-consumer food waste. We have a SOMAT machine in Lincoln Quad and our other two dining services collect vegetable scraps that Grounds Maintenance comports for use as soil amendment in our community garden.

The overall percentage of meals for which pre-consumer scraps are composted:
60

The percentage of meal plan meals for which pre-consumer scraps are composted:
80

The percentage of retail facility meals for which pre-consumer scraps are composted:
10

The percentage of conference meals for which pre-consumer scraps are composted:
70

The website URL where information about the composting program is available:
http://www.indstate.edu/reslife/foodsvc/index.html
PostConsumer Food Waste Composting

Responsible Party

Dana Babel
District Manager
Sodexo

"---" 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:

In 2009 we installed a SOMAT Machine in Lincoln Quad that takes all of the effluent from dish washing then grinds and cooks the material so that all post-consumer food waste can be composted. This material is used as an organic additive to the soils at the community garden.

The percentage of overall meals for which postconsumer composting is available:
25

The percentage of meal plan meals for which postconsumer composting is available:
33

The percentage of retail facilities for which postconsumer composting is available:
0

The percentage of conference meals for which postconsumer composting is available:
0

The website URL where information about the composting program is available:
---
### Food Donation

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"---" 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:**

Indiana State University's food service provider Sodexo donates surplus food to the local Catholic Charity where it goes to feed local school age children. The Sodexo Stop Hunger Foundation donates $20,000 in food every summer for school age children. We conduct a Jam the Bus program that is a can food drive that collects approximately 11,000 pounds food that is donated to Catholic Charities.

**The website URL where information about the food donation program is available:**

http://www.indstate.edu/reslife/foodsvc/community/community.html
Recycled Content Napkins

Responsible Party

Dana Babel
District Manager
Sodexo

"---" 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:
Campus uses Xpress Napkin Holders in the dining facilities and fill them with 100% recycled content napkins.

The website URL where information about the purchasing is available:
http://www.indstate.edu/reslife/foodsvc/sustainability/local.html
Reusable Container Discounts

Responsible Party

Dana Babel
District Manager
Sodexo

Submission Note:
The discount offered is in Dollars and is the least amount to be saved.

"---" 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:
Reusable cups are considered refills and are charged as such at $1.00 per refill. This is a savings of $0.50 for small beverages and more for larger beverages.

Amount of the discount offered for using reusable mugs:
0.50

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:
http://www.indstate.edu/reslife/foodssvc/sustainability/local.html
Reusable To-Go Containers

"---" 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?:

No

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

---

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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</table>
Building Energy Consumption

Responsible Party

Jim Jensen
Director, Facilities Operations & Maintenance
Facilities Management

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

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

Total building energy consumption, 2005:
647,943 MMBtu

Building space, 2005:
4,326,089 Gross Square Feet

Total building energy consumption, performance year:
602,929 MMBtu

Building space, performance year:
4,416,195 Gross Square Feet

List the start and end dates of the energy consumption performance year:
July 1 2011 through June 30 2012
Clean and Renewable Energy

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
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:

---

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

---

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

Jim Jensen
Director, Facilities Operations & Maintenance
Facilities Management

"---" 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:
We have Johnson Controls thermostats that enable us to do timed temperature regulation in 50% of our buildings.

The percentage of building space (square footage) with timers for temperature control:
50

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

Responsible Party

Jim Jensen
Director, Facilities Operations & Maintenance
Facilities Management

"---” 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:

All new renovation and construction is being installed with lighting sensors.

The percentage of building space with lighting sensors:

10

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

---
LED Lighting

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

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:

---

A brief description of the technology used:

---

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

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

Has the institution installed vending machine motion sensors for at least one vending machine?:
No

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:
---
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:

Our building automation system and central heating plant automation system have this capability.

The percentage of building space monitored with a centralized energy management system:
60

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:
---
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:

We have developed a new energy standard where all new renovations and construction will be remote metered for all facilities. So far these buildings include University Hall, Recreation Center, Erickson Hall, and the Federal Building.

The percentage of building space with energy metering:

15

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

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

**Credit**

- Integrated Pest Management
- Native Plants
- Wildlife Habitat
- Tree Campus USA
- Snow and Ice Removal
- Landscape Waste Composting
Integrated Pest Management

Responsible Party
Stephanie Krull
Grounds Manager
Facilities Management

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:
511.90 Acres

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

A brief description of the IPM plan(s):

Wherever possible, the preferred method is to use biological controls or natural substances for controlling pests, plant diseases, and weeds on campus, when natural diversity planning has failed. This allows us to limit the type and quantity of chemical and other less desirable controls.

If the use of chemicals is unavoidable, we use less potent chemicals whenever possible. Chemicals are applied according to safety regulations and guidelines. Application usually occurs during the early morning hours or on weekends to limit interaction within the campus community.

Facilities has developed five maintenance levels for campus that are based on public appearance and natural priorities for each area. The central grassy quad of campus is maintained in a more manicured state while other green spaces around campus are maintained using less intensive techniques that allow for more natural mulching, less watering, and greater natural biological control. We have 278 acres of remote landholdings that are used for research and recreation training. These properties have a higher action threshold for insect and disease that results in less interaction, but all properties are controlled for invasive species.
The website URL where information about the IPM plan(s) is available:
http://www.indstate.edu/facilities/grounds/
Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
For ten years we have been incorporating native species whenever possible in new plantings. Our tree farms are 70% native tree species which will be used to plant new trees on campus. We have an Ash tree replacement farm that is completely native. We are adding shrub beds that are native shrubs that provide feed for wildlife. We are currently replacing many drought killed Yew bushes with bayberry, chokeberry, and viburnum varieties.

The website URL where information about the program, policy, or practice is available:
http://www.indstate.edu/facilities/grounds/
Wildlife Habitat

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:
Our entire campus is maintained as a bird sanctuary where we plant native plants to provide food resources for these animals. We try to encourage bats by providing roosting sites for them. We have hosted a peregrine falcon mating pair for over a decade.

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

"---" indicates that no data was submitted for this field
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:
Indiana State University has been a Tree Campus USA since the program began and was one of the first universities in Indiana to sign up for this program. We maintain a Tree Advisory Board and routinely exceed the requisite time and money maintaining our tree canopy on campus.

The website URL where information about the program, policy, or practice is available:
http://www.indstate.edu/facilities/grounds/
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:
Our snow and ice removal policies have been revised drastically over the last five years to eliminate CaCl3, reduce the use of rock salt, increased the use of Magnesium and ice-melt blend products. We have also purchased more precise spreading equipment to reduce waste and increase efficiency.

The website URL where information about the program, policy, or practice is available:
http://www.indstate.edu/facilities/grounds/
Landscape Waste Composting

Responsible Party

Stephanie Krull
Grounds Manager
Facilities Management

"---" 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:

We have mulch mowed for 30 years so that the grass clippings get reintroduced into the soil. We chip 90% of our wood waste to be used as path material at the community garden. Our leaves are collected and used in the compost at the ISU community garden.

The percentage of landscape waste that is mulched or composted onsite:
100

The percentage of landscape waste that is mulched or composted off-site:
0

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

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

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Computer Purchasing

Responsible Party

Ernie Kramer
Assistant Director of Purchasing
Purchasing and Central Receiving

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 :
http://www.indstate.edu/purchasing/

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

ISU has a computer standard through IT that includes a rating of EPEAT Silver or higher in purchasing.

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 :
1,750,000 US/Canadian $
Expenditures on EPEAT Silver desktop and laptop computers and monitors:
0 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:
1,750,000 US/Canadian $
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

**Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:**

Yes

**The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:**

http://www.indstate.edu/purchasing/Information&Direction/Sustainability.htm

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

We have a stated preference to purchase Green Seal and Ecologo products. Our Custodial services does prefer the purchase of these materials.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:**

No

**Expenditures on Green Seal and/or EcoLogo certified cleaning products :**

---
Total expenditures on cleaning products:
---

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

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?:
---

The URL where the recycled paper 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 :
---

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

Expenditures on 10-29 percent recycled-content office paper :
---

Expenditures on 30-49 percent recycled-content office paper :
---

Expenditures on 50-69 percent recycled-content office paper :
---

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
---
Expenditures on 90-100 percent recycled-content office paper:
---

Total expenditures on office paper:
---
Vendor Code of Conduct

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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:

---

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:

Sodexo has a Vendor Code of Conduct that relates to social and environmental responsibility.

"Dear Valued Supply Partner,

The people of Sodexo, Inc. touch the lives of millions of men, women and children each day, but our commitment goes well beyond the services we provide to them. Our Mission is to improve the Quality of Life for all the people we serve. Being socially responsible is central to this commitment and the reason why we are part of the United Nations Global Compact.

We have always integrated ethical concerns into our business practices. In light of this, we have formalized certain principles in our own Supplier Code of Conduct to articulate our expectations of those businesses with which we have continuing supply relationships.

We expect and trust that you will honor the ethical, social and environmental principles and practices evidenced in our Supplier Code of Conduct both in fact and spirit. In the future, all contracts and contract amendments will incorporate language indicating receipt and
compliance with the ethical, social and environmental principles and practices in our Code of Conduct.

Please communicate these expectations throughout your organization as appropriate. Thank you for your cooperation and as always, your partnership with Sodexo.

Best regards,

Ann Oka

Senior Vice President, Procurement Services
Sodexo, Inc.
9801 Washingtonian Blvd., Suite 1438
Gaithersburg, MD 20878
Historically Underutilized Businesses

Responsible Party

Kevin Barr
Director of Purchasing
Purchasing and Central Receiving

"---" 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:

We use a computer system that tracks minority and women owned businesses. We have a goal of 5% to each of those businesses. We publish that policy for all of our construction work. We have a company processing system that tracks minority and women owned businesses. We tracked 190 bids in the last year and sent to 404 minority and women owned businesses and averaged 2.12 minority businesses on every bid and just under 1 women business for every bid. We have achieved 7.63% minority owned contracts which was 5.40% of all expenditures. We have achieved 8.80% women owned contracts with 9.67% of all expenditures.

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

Responsible Party

Kevin Barr
Director of Purchasing
Purchasing and Central Receiving

"---” 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:

We have a stated policy to prefer different companies in the case of tie through the following hierarchy: Minority, women owned, local, state, the global businesses.

The website URL where information about the program, policy, or practice is available:
http://www.indstate.edu/purchasing/Information&Direction/Sustainability.htm
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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</table>
Campus Fleet

Responsible Party

Jeff Jacso
Associate Vice President and University Controller
Controller's Office

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.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet:
1

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet:
0

Plug-in hybrid vehicles in the institution’s fleet:
0

100 percent electric vehicles in the institution’s fleet:
2

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
1
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:
186
Student Commute Modal Split

Responsible Party

Jeff Jacso
Associate Vice President and University Controller
Controller's Office

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:
30

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:
70

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:
23

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
3

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
3

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
1

The website URL where information about alternative transportation is available:
http://www.indstate.edu/parking/busservice.htm
Employee Commute Modal Split

Responsible Party

Jeff Jacso
Associate Vice President and University Controller
Controller's Office

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.

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

The percentage (0-100) of institution’s employees that use more sustainable commuting options:
14

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:
86

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:
7

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
1

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
3

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
3

The website URL where information about alternative transportation is available:
http://www.indstate.edu/parking/busservice.htm
Bicycle Sharing

"---" 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?:

---

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

James Speer
Professor
Earth and Environmental Sciences

"---” 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?:

No

A brief description of the facilities:

The ISU Recreation Center, Institute for Community Sustainability, and Residence Life are all looking into bike sharing programs. We are most restricted in providing indoor bike storage.

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

---
Bicycle and Pedestrian Plan

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

Has the institution developed a bicycle plan?:
---

A brief description of the plan:
---

The website URL where information about the plan is available:
---
Mass Transit Programs

Responsible Party

Jeff Jacso
Associate Vice President and University Controller
Controller's Office

"---" 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):

The Terre Haute bus system has its main hub on campus in the Multi-Modal Parking Garage. All faculty, staff, and students have free ridership on this bus system. We also provide regular transportation from University Apartments (Married and graduate student housing) on a regular schedule.

The website URL where information about the program is available:
http://www.indstate.edu/parking/busservice.htm
Condensed Work Week

Responsible Party

Jeff Jacso
Associate Vice President and University Controller
Controller's Office

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

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:

All university staff are allowed to work a four day work week by extending the house during those four days. It is the option of the employee to work on that system. This program is only available during the summer.

The website URL where information about the program is available:

---
Telecommuting

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

Does the institution offer a telecommute program for employees?:
No

A brief description of the program:
---

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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

Does the institution participate in a carpool/vanpool matching program?:
No

A brief description of the program:
This service is offered by Enterprise Rental Car, but we have not signed on to this program at this time.

The website URL where information about the program is available:
---
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)?:

No

A brief description of the program:

---

The website URL where information about the program is available:

---
Carpool Discount

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

Does the institution offer reduced parking fees for car and van poolers?:
No

A brief description of the program:
---

The website URL where information about the program is available:
---
Local Housing

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

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs:
---

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

Has the institution adopted a policy prohibiting idling?:
No

A brief description of the policy:
---

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

Responsible Party

Kevin Barr
Director of Purchasing
Purchasing and Central Receiving

"---" 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:

We started an Enterprise CarShare program on campus.

The website URL where information about the program, policy, or practice is available:
http://www.enterprisecarshare.com/car-sharing/program/indstate
Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

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</tbody>
</table>
Waste Reduction

Responsible Party

Paul Reed
Manager of Custodial and Special Services
Facilities Management

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 :
886 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

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

Weight of materials recycled, performance year :
1,198 Tons

Weight of materials composted, performance year :
5 Tons

Weight of materials disposed as garbage, performance year :
416 Tons

List the start and end dates of the waste reduction performance year:
July 1 2011 through June 30 2012

On-campus residents, 2005:
Campus Sustainability Data Collector | AASHE
Non-residential/commuter full-time students, faculty, and staff members, 2005: 2,932

Non-residential/commuter part-time students, faculty, and staff members, 2005: 7,250

Non-residential/commuter full-time students, faculty, and staff members, performance year: 2,253

On-campus residents, performance year: 3,553

Non-residential/commuter full-time students, faculty, and staff members, performance year: 8,000

Non-residential/commuter part-time students, faculty, and staff members, performance year: 2,615

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year): July 1 2011 through June 30 2012

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

A brief description of the plan of action to achieve waste reduction goals:

The mission of the Recycling & Purchasing Sustainability Committee is to promote and model wise sustainability practices through the purchase, use, and the disposal of property. Over the past twenty years Indiana State University has successfully increased the volume of materials recycled. Additionally, over the same twenty year period Indiana State University has been able to reduce the number of compacted loads taken to the landfill. The number of loads taken to the landfill declined from 370 loads per year to 61 loads per year, which represents an 84% reduction in landfill use. The dramatic reduction in landfill use has been achieved through the combined use of three operations, ISU’s Recycling Center, ISU’s Surplus Operation - which facilitates the redeployment and reuse of items on campus, and through ISU’s Surplus Auction. ISU’s Surplus Auction occurs on average seven times a year.

The website URL where information about the institution’s waste reduction initiatives is available: http://unboundedpossibilities.com/institute-for-community-sustainability/commitment/climate-action-plan.aspx
Waste Diversion

Responsible Party

Paul Reed
Manager of Custodial and Special Services
Facilities Management

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.

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

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

1,198 Tons

Materials disposed in a solid waste landfill or incinerator:

416 Tons

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

Our custodial services is managed by the same person as our recycling center which makes recycling a priority. The Recycling Center participates in Recyclemania and in many outreach programs such as America Recycles Day. They conduct public outreach as well as campus tours through the recycling facility and had 21,455 individuals come through the center for tours in 2012. The Recycling Center does education at tables for events such as ISU Earth Day, Union Hospital Earth Day, White Violet Center for EcoJustice's Earth Day, Matter in Motion at Ivy Tech, and Soil and Water Conservation Days.
Construction and Demolition Waste Diversion

Responsible Party

Bryan Duncan
Director of Capital Planning and Improvements
Facilities Management

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:

73 Tons

Amount of construction and demolition materials landfilled or incinerated:

27 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:

B. Procedures to be Used
a. The following materials will be separated and handled in the following manner:
   i. Ferrous Metals
   1. All ferrous metals such as metal stud framing, ductwork, electrical equipment, etc. will be separated and taken to Mervis Industries. Due to the anticipated minimal amount of this type of material, we will pile materials and load into a truck for delivery to the recycling center. At time of delivery, the load will be weighed and tickets will be documented.
   ii. Non-Ferrous Metals
   1. All non-ferrous metals such as copper and aluminum will be separated and taken to Goodman & Wolfe. Due to the anticipated minimal amount of this type of material, we will pile materials and load into a truck for delivery to the recycling center. At time of delivery, the load will be weighed and tickets will be documented.
   iii. Untreated Lumber, Plywood, OSB, Particle Board, and Drywall
   1. Due to limited amounts, if any, these types of materials will be placed in a dumpster for transport to C&D landfill.
   iv. Cardboard, Paper & Beverage Containers
   1. These materials will be separated and stockpiled on the jobsite and taken to ISU Recycling Center for processing. Estimated weight of materials will be documented.
   v. Plumbing Fixtures, Doors, Electrical fixtures
   1. All plumbing fixtures will be taken to Habitat for Humanity. Estimated weight of materials will be documented.
   vi. Concrete and Masonry Materials
   1. All material of this type appears to be contaminated due to the presence of paint. As a result, all of this material must be taken to a state
permitted solid waste C&D landfill per IDEM Guidance Sheet 329 IAC 10-2-37. Given this IDEM requirement, this contaminated material is not eligible for recycling and therefore cannot be taken into account in the landfill diversion requirements as called for in the project specifications 011510. All concrete and masonry materials will be separated and put into a specific dumpster and taken to C&D landfill. At time of delivery, the load will be weighed and tickets will be documented.
Electronic Waste Recycling Program

Responsible Party

Paul Reed
Manager of Custodial and Special Services
Facilities Management

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:

Our Recycling Center has an extensive E-Scarp program that takes electronic waste on a daily basis. Much of the campus waste electronics are first sent to Central Stores to be reused or auctioned off for use. If the electronics are not able to be reused they are sent to the Recycling Center to be recycled. Electronic waste from campus is recycled through Recycle Force in Indianapolis. This program handles all materials responsibly and not being shipped overseas. This program provides jobs for recently incarcerated individuals and adds to the social justice goals of our institution.

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

Our Recycling Center has an extensive E-Scarp program that takes electronic waste on a daily basis. Much of the campus waste electronics are first sent to Central Stores to be reused or auctioned off for use. If the electronics are not able to be reused they are sent to
the Recycling Center to be recycled. Electronic waste from campus is recycled through Recycle Force in Indianapolis. This program handles all materials responsibly and not being shipped overseas. This program provides jobs for recently incarcerated individuals and adds to the social justice goals of our institution.

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

Our Recycling Center has an extensive E-Scarp program that takes electronic waste on a daily basis. Much of the campus waste electronics are first sent to Central Stores to be reused or auctioned off for use. If the electronics are not able to be reused they are sent to the Recycling Center to be recycled. Electronic waste from campus is recycled through Recycle Force in Indianapolis. This program handles all materials responsibly and not being shipped overseas. This program provides jobs for recently incarcerated individuals and adds to the social justice goals of our institution.

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

http://www.indstate.edu/facilities/recycle/
Hazardous Waste Management

Responsible Party

David Ellis  
Director of Environmental Safety  
Office of Environmental Safety

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:  
The Office of Environmental Safety is responsible identifying hazardous waste and for minimization strategies. The biggest reductions happen with laboratories by implementing micro scale exercises. Paint related waste from maintenance activities is sharply reduced by use of water soluble low VOC paint.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:  
The Office of Environmental Safety is responsible for the identification, collection and disposal of hazardous, special, and universal waste. The one exception is that the Recycle Center does collect rechargeable batteries and sends for recycling. Audits are performed for any disposal vendors that we use.

The website URL where information about hazardous materials management is available:  
---
Materials Exchange

Responsible Party

Paul Reed
Manager of Custodial and Special Services
Facilities Management

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

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:
Central Receiving collects all used materials on campus and first attempts to redistribute those materials on campus where they can. If the campus community does not want to use the materials, they are auctioned off to the public.

The website URL where information about the program is available:
http://www.indstate.edu/purchasing/
Limiting Printing

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

"---” 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:

Information Technology limits the number of pages that each student can print for free.

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

http://www.indstate.edu/oit/
Materials Online

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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

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 course catalog, course schedules, and directories are available electronically and are printed as the default option.

The website URL where information about the practice is available:

http://indstate.edu/oit/nologin.php
Chemical Reuse Inventory

Responsible Party

David Ellis
Director of Environmental Safety
Office of Environmental Safety

"---” 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:
The Office of Environmental Safety is responsible for identify and collecting chemicals for disposal. If there is viable product other departments are contacted to see is they might be able to use. This happens primarily with laboratory chemicals but on occasion with cleaning products.

The website URL where information about the practice is available:
---
Move-In Waste Reduction

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

"---" 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:

Staff from the Residence Halls collect cardboard, plastic, glass, and aluminum during move-in and put them aside for the Recycling Center to pick up.

The website URL where information about the program is available:
http://www.indstate.edu/reslife/
Move-Out Waste Reduction

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

"---” 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:

Residence Life works with Goodwill and ReStore to collect reusable items during move out. These groups distribute collection bins near the residence halls so that students can put reusable items in these bins rather than in the trash.

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

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

Jim Jensen
Director, Facilities Operations & Maintenance
Facilities Management

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:

196,934 Gallons

Water consumption, performance year:

102,601 Gallons

List the start and end dates of the water consumption performance year:

July 1 2011 through June 30 2012

On-campus residents, 2005:

3,044

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

6,980

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

2,253

On-campus residents, performance year:

3,551

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

8,002

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 1 2011 through June 30 2012

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:
Part of our commitment that all future renovations and new construction hold to LEED Silver standards will result in water reduction.

The website URL where information about the institution’s water conservation initiatives is available:
---
Stormwater Management

Responsible Party

Stephanie Krull
Grounds Manager
Facilities Management

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:

All campus parking lots and four residence halls drain into dry wells which relieves pressure on the antiquated sewage system of Terre Haute. We have installed four large rain gardens in the last few years to help with rainwater runoff. All of Chestnut street is drained without the need for sewer runoff. We are constructing a new North Residence Hall which will be completely disconnected from the storm water runoff.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:


Does the institution have a living or vegetated roof?:
Yes

A brief description of the institution's living or vegetated roof:

Rankin Patio has been developed as a green roof.

Does the institution have porous paving?:
Yes

A brief description of the institution's porous paving:

Indiana State University has worked with the local asphalt company Wabash Valley Asphalt to install pervious pavement in the parking area at our baseball field and would like to explore using the material in future projects.

Does the institution have retention ponds?:
No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:
Yes

A brief description of the institution's stone swales:

We have stone swales located at the Career Center, north side of the College of Education, Root Hall, and the Chestnut Street pedestrian area.
Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:
We have multiple vegetated swales and many of our swales are a combination of stone and vegetated swales depending upon the energy of water flow over the area. We have used native dogwoods and bald cypress that we use in our 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:
All of our parking lots drain into dry wells. All of our turf areas have dry wells in them to control storm water.
Waterless Urinals

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

Does the institution use at least one waterless urinal?:
---

A brief description of the technology employed:
---

The website URL where information about the technology is available:
---
Building Water Metering

Responsible Party

Jim Jensen
Director, Facilities Operations & Maintenance
Facilities Management

"---" 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:
As we pursue LEED certification on renovations and new construction, we are monitoring the water consumption for each building.

The percentage of building space with water metering:
10

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

Stephanie Krull
Grounds Manager
Facilities Management

"---" 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:
We have a rich aquifer underneath campus that we access through 8 wells on campus. We also use much of our rainwater on campus and are working towards increasing the amount of rainwater that is diverted from the sewer system.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
75

The percentage of building space using water from recovered, reclaimed or untreated sources:
0

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
80

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

Responsible Party

Stephanie Krull
Grounds Manager
Facilities Management

"---" 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:
Forty percent of campus is not irrigated and is planted intentionally with drought tolerant species that require only establishment watering. All parking lot islands fall under that category. We have been experimenting with multiple techniques to create shaded parking lots with healthy vegetated islands.

The website URL where information about the program or practice is available:
---
Weather-Informed Irrigation

Responsible Party

Stephanie Krull
Grounds Manager
Facilities Management

"---" 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:

We have installed a weather station that is hooked up to Automatic Irrigation's computer server so that we only water areas that need to be watered based on current weather data. Approximately 70% of our irrigated area is now connected to this automated system.

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

James Speer
Professor
Earth and Environmental Sciences

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 Institute for Community Sustainability (ICS) seeks to improve the environment and increase quality of life in the Wabash Valley through education, collaborative projects, and research. ICS engages our community as a living laboratory to find economically viable sustainable solutions for local organizations and individuals.

Members of the committee, including affiliations:

Steve Aldrich - Earth and Environmental Systems
Eric Anderson - Psychology
Affan Badar - Technology
Sue Berta - Earth and Environmental Systems
Greg Bierly - Earth and Environmental Systems
Sandy Brake - Earth and Environmental Systems
Paul Burkett - Economics
Michael Chambers - Political Science
Brendan Corcoran - English
John Conant - Economics
Tom Derrick - English
Lee Ellingtion - Technology
Anita Gabbard - Technology
Rusty Gonser - Biology
Joe Harder - Business
Kathleen Heath - Earth and Environmental Systems
Debra Israel - Economics
Jen Latimer - Earth and Environmental Systems
Bill Mitchell - Biology
Nancy Obermyer - Earth and Environmental Systems
Joy O’Keefe - Biology
Mohameden Ould-Mey - Earth and Environmental Systems
Tony Rathburn - Earth and Environmental Systems
Don Richards - Economics
Caroline Savage - Institute for Community Sustainability
Virgil Sheets - Psychology
James Smallwood - Technology
Jim Speer - Earth and Environmental Systems
Russ Stafford - Earth and Environmental Systems
Tom Steiger - Psychology
Mary Sterling - Technology
Elaina Tuttle - Biology
Qihao Wang - Earth and Environmental Systems
Ming Zhou - Technology

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

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The Institute for Community Sustainability (ICS) is the first comprehensive effort to integrate all of the sustainability efforts on campus and in the Wabash Valley. ICS was funded in February 2012 and charged with the mission of linking and generating sustainability initiatives in the Wabash Valley and on ISU’s campus. Many campus and community leaders are already engaging in sustainability work; we exist to communicate and support these efforts.

The number of people employed in the sustainability office:
8

The website URL where information about the sustainability office is available:
http://unboundedpossibilities.com/institute-for-co

Does the institution have a sustainability coordinator?:
Yes
Sustainability coordinator's name:
Jim Speer

Sustainability coordinator's position title:
Director of The Institute for Community Sustainability

A brief description of the sustainability coordinator’s position:
This position is the point person for all sustainability initiatives at the university. This position is lead or coauthor on all reporting documents and action plans. This position delegates duties to the Institute for Community Sustainability fellows and staff.

The website URL where information about the sustainability coordinator is available:
http://www.indstate.edu/ees/fss/Speer.html
Strategic Plan

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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:

2,012

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:

The Institute for Community Sustainability (ICS) was created as part of the Strategic Plan at Indiana State University. ICS is working to use the Wabash Valley as a living laboratory to explore, implement, and analyze economically sustainable options.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

No

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

---

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability?
at a high level?:
No

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:
---

The website URL where information about the strategic plan is available:
Physical Campus Plan

Responsible Party
Bryan Duncan
Director of Capital Planning and Improvements
Facilities Management

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:

All new buildings and renovations will pursue LEED Silver certification. We have put effort in creating a compact walker friendly campus. Our campus master plan has eight tenants and sustainable development is one of those tenants.

The year the physical campus plan was developed or adopted:
2,009

The website URL where the physical campus plan is available:
http://irt2.indstate.edu/ir/assets/splan/Campus_Master_Plan.pdf
**Sustainability Plan**

**Responsible Party**

**James Speer**  
Professor  
Earth and Environmental Sciences

**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:**

Faculty, Staff, and Students developed a Climate Action Plan that lead to submitting a sustainability plan to the ISU Strategic Plan to fund an Office of Sustainability. This sustainability plan includes benchmarks for measurable goals of student sustainability research, engage with our surrounding community in sustainability research (including social justice), and diversifying our revenue funds through grants and philanthropic giving. In the web link below see Goal 2 Initiative 2a.

**A brief description of the plan’s measurable goals :**

Increase the number of research opportunities for undergraduates on the subject of sustainability (per student) starting at 600 students in 2010 and achieving 1300 students by 2017.

Increase the number of original research projects in sustainability starting with 21 in 2010 and moving towards 65 by 2017.

Increase engagement of the community through presentations and events starting with 3 in 2010 and moving towards 30 by 2017.

Increase number of sustainability grants applications (number of Grant Applications) starting with 2 in 2010 and moving to 9 by 2017.

**A brief description of how progress in meeting the plan’s goals is measured:**

Each goal has a year-by-year identifiable benchmark that is based on grants submitted through our Office of Sponsored Programs, student projects completed and presented, or presentations given. We also have other goals such as the number of community boards that our faculty and staff serve on which makes a great impact through community engagement. We have achieved or 2012 goals.
The website URL where more information about the sustainability plan is available:

http://irt2.indstate.edu/ir/index.cfm/sp/wh/goal2

The year the plan was developed or last updated:

---
Climate Action Plan

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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:

All baselines taken for the carbon studies conducted at Indiana State University use energy baseline numbers from the 1990-91 fiscal year.

"---" 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:

Indiana State University is striving to achieve carbon neutrality by the year 2050. To achieve this goal, the university intends to incorporate LEED certification and Energy Star ratings for all new construction

A brief summary of the climate plan’s short-term goals:

Short-term goals include developing a sustainability minor, incorporate sustainability into curricula across colleges by partnering with community organizations to provide more hands on learning opportunities for students, and begin gathering data for future analysis in classes.

Year the climate plan was formally adopted or approved:

2,010

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:
Scope 1, 2, and 3

The reduction level (percentage) institution has committed to:
---

The baseline year the institution used in its GHG emissions commitment:
---

The baseline emissions level institution used in its GHG emissions commitment:
---

The target year the institution specified in its GHG emissions commitment:
Jan. 1, 2050

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
Elonda Ervin
University Diversity Officer
Office of Diversity

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:

President's charge
In October of 2008, President Daniel J. Bradley constituted a Diversity Council and charged them to:

Assist in the development of policy related to diversity issues, the appeal of affirmative action complaints, and dispositions
Develop recommendations to promote and maintain cultural and gender diversity among ISU employees and across positional levels
Develop recommendations to promote recruitment and retention of minority students
Be in compliance with Indiana Statute 21-27-5-4 requirements for such committees at Indiana’s public institutions of higher education
Prepare and submit annual reports of findings, conclusions, and recommendations to the Board of Trustees

The 30 members of the Council represent a broad cross-section of the university community (graduate and undergraduate students, alumni, faculty, and exempt and non-exempt staff) and representatives from the Terre Haute community.

Responsibilities of a Council member are to:

Attend regularly scheduled monthly Council meetings
Attend the annual retreat
Serve on a sub-committee which may require additional meetings and/or conference calls
Serve, if selected, on the Appeals Committee in cases of Appeal Decisions Regarding Discrimination Complaints (faculty and staff only)
Serve as a change agent to improve the organizational and community culture
Support ISU’s efforts to enhance and promote diversity in the workplace, the classroom, and the Terre Haute community
Develop and support initiatives aimed at promoting diversity and inclusion

As a Council, we:

Review ISU’s programs, policies, and initiatives as they relate to diversity, including strategic action plans, reports, and policy statements, and make recommendations to the Board of Trustees in support of diversity in the workplace and in the classroom
Ensure diversity is considered in strategic management initiatives and that strategic planning is aligned with diversity management objectives.

Provide advice and consultation to the Board of Trustees, the Affirmative Action Officer, and Human Resources on the development and implementation of ISU’s diversity plan initiatives, including:

- supporting equal access to employment, training, and educational opportunities
- improving understanding of cultural characteristics and differences within the workforce and classroom
- coordinating organizational assessments
- supporting leadership development in the area of diversity recruitment, retention, and management

Members of the committee, including job titles and affiliations:

- Namita Goswami, Associate Professor, Philosophy
- Rhonda Impink, Associate Professor, Social Work
- Ethan Strigas, Associate Professor, Recreation & Sport Management
- Leslie Barratt, Chair & Professor, Languages, Literature, Linguistics
- Jeff Lorick, Executive Director, Terre Haute Human Relations Commission
- Peter Ciancore, Executive Director, The WILL Center
- Kiel Majewski, Executive Director, CANDLES Holocaust Museum and Education Center
- William Mercier, Chief, ISU Public Safety
- Maria Chaqra, Asst. Director, International Programs & Services
- Martha Reed, Administrative Assistant, Career Center
- Marlene Lu, Office Assistant, Blumberg Center
- Kenneth Chew, Director, ISU Student Counseling Center
- Joe Thomas, Director, New Student Transition Programs and Testing
- Venita Stallings, Adviser, ISU University College
- Christopher Childs, Research Analyst, Student Success
- Debra Jeffries, Office of Student Success
- Bart Stucker, Student Government Representative
- Jules Hampton, National Pan - Hellenic Council, Greek Life Representative
- Kirk Moore, International Student Association Representative
- Shomnya Challa, Graduate Student Association
- Shanice Johnson, Black Graduate Student Association
- Beatrice Momanyi, Human Resources Recruiter
- Bonita McGee, Affirmative Action Officer
- Claude Grimes, African American Alumni Council
- Lisa McDaniels, Administrative Assistant, Office of Vice President for Student Affairs
- Elonda Ervin, University Diversity Officer

The website URL where information about the diversity and equity committee is available:

http://www.indstate.edu/diversitycouncil/

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:
The mission of the ISU Office of Diversity is to promote the climate, competencies and connections that enhance the lives of all our students, staff and faculty as well as others who live in the greater Terre Haute community. The ISU Office of Diversity, working in conjunction with the President's Council on Diversity, advocates for practices, programs and policies that model equity and lead to multicultural excellence.

Diversity is understood as the spectrum of human differences including racial identity, ethnicity, gender identity and expression, age, socio-economic status, national origin, sexual orientation, ability and spiritual beliefs. A focus on diversity can both spotlight the uniqueness of our identities and create opportunities for interaction, dialogue and analysis that build community.

The vision of ISU’s Office of Diversity is the creation of a diverse and just campus where those who learn, live and work can contribute, lead and excel.

The number of people employed in the diversity office:
6

The website URL where information about the diversity and equity office is available:
http://www.indstate.edu/diversity/

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Dr. Elonda Ervin

Diversity coordinator's position title:
University Diversity Officer

A brief description of the diversity coordinator's position:
The Diversity Officer coordinates and facilitates diversity training between colleges and divisions. She also conducts the following activities in her role as coordinator.
Provide funding to minority faculty, staff, and student organizations that focus on diverse issues and topics.
Serve on diverse community organizations boards and and works with a variety of agencies.
Develop new programs focused on inclusion and multiculturalism.

The website URL where information about the diversity and equity coordinator is available:
http://www.indstate.edu/diversity/staff.htm/
Responsibility Party

Lindsey Eberman
Athletic Training Faculty
Department of Applied Medicine and Rehabilitation

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?:

No

A brief description of the assessment(s):

The Strategic Plan Goal 6 Initiative 1 (Quality of Life) conducted a student assessment called the Higher Education Diverse Learning Environments in Spring 2013, but we have not completed a full campus survey or included those results in policy. That works is currently underway.

Year the assessment was last administered:

2013

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

We have not yet changed any policies or programs based on the Spring survey, but hope to in the future. A University Diversity Plan is under development.

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

http://www.indstate.edu/diversitycouncil/docs/2012-13%20Annual%20Report.pdf
Support Programs for Underrepresented Groups

---

**Responsible Party**

**Elonda Ervin**  
University Diversity Officer  
Office of Diversity

---

**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:**

Student Affairs runs ISUceed and MAPS that conducts mentoring for black students.
Enrollment Management has the LEAP program that focuses on bringing underrepresented groups to ISU with more than a 2.7 GPA from high school.
Academic Affairs has Student Success and First Generation Program where they match first generation students with first generation faculty or staff for mentoring.
Academic Affairs also developed the University College that focuses on freshmen mentoring.
We have five affinity groups that focus on ethnicity: Black Faculty and Staff Caucus, Black Faculty Affinity Group, Black Male Professional Affinity Group, Asian and Pacific Islander Affinity Group, and Hispanic Organization for Leadership and Advancement.
We have more than 30 student organizations that are based on race, ethnicity, major, or special interest (such as religion or politics).

---

**A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:**

ISU has five affinity groups for faculty and staff that provide networking and social support: Black Faculty and Staff Caucus, Black Faculty Affinity Group, Black Male Professional Affinity Group, Asian and Pacific Islander Affinity Group, and Hispanic Organization for Leadership and Advancement.

---

**A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:**

ISU has five affinity groups for faculty and staff that provide networking and social support: Black Faculty and Staff Caucus, Black Faculty Affinity Group, Black Male Professional Affinity Group, Asian and Pacific Islander Affinity Group, and Hispanic Organization for Leadership and Advancement.
for Leadership and Advancement.

The website URL where more information about the programs in each of the three categories is available:

http://www.indstate.edu/diversity/resources.htm
Support Programs for Future Faculty

Responsible Party

Biff Williams
Provost and Vice President for Academic Affairs
Office of the Provost

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:

4B - Focus on Faculty

Transition activities
Initiative planning and implementation
a. “Successful Faculty Searches Workshop Series” January 15-16
b. Updated the Diversifying the Faculty Initiative website to include a slight name change for the hiring initiative to Opportunity/Targeted Hiring Program
c. Transition activities resulted in changing the approach to a more targeted focus

Expand campus involvement
a. Build a team of colleagues to move the work forward for even greater impact
b. Continue to hone recruitment strategies

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

http://www.indstate.edu/facultydiversity/
Affordability and Access Programs

Responsible Party

Richard Toomey
Associate Vice President of Enrollment Management
Office of Admissions

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.

A brief description of the institution’s participation in federal TRIO programs:

We have participated in the TRIO programs for many years with Upward Bound, McNair and Upward Bound Math & Science programs on campus. We had McNair scholars on campus from 2000 through 2012, but we were not able to produce any PhD students from our first round of funding from 2001-2006 and lost eligibility for that program. Our McNair program was inclusive of underrepresented groups, but we focused on First Generation College Students. We lost the McNair program from campus in September of 2012.

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

Indiana State University has embraced our mission as a public institution and has striven in various recruitment and retention activities to matriculate low income, and first generation, students. Current data for the 2013-14 academic year indicates that 35% of total student enrolled have an Estimated Family Contribution (EFC) of “0” reported on their Free Application for Federal Student Aid (FAFSA).
addition, approximately 53% of students enrolled as first time, full time new undergraduates at the institution indicate that they are first generation college students.

The university has had a long standing relationship and served as regional site for Upward Bound, Upward Bound Math & Science and the McNair program. Each of these programs were cut during recent federal cutbacks and are not based on our campus during this academic year. Continued support is available through federal programs and affiliations, but the these particular programs have only recently been changed.

The State of Indiana has provided access and support for low income students through the 21st Century Scholars Program.

Our current administration is very concerned about the cost of higher education and has many programs in place and committees researching how to reduce cost to the students. One committee has published an affordability report about the cost of textbooks on campus and the president has made it clear that we need to do a better job informing the book store about our textbook choices very early so that the book store can buy back books at a higher return to the students. ISU is working hard to bring the cost per degree down, including a four year graduation guarantee for students that choose a major early and follow advising recommendations. We have a 21st Centuries Scholars program which focuses on high performing low-income students and making college affordable for them. This program has been a strong success on campus and many of those students are our top performers in the sciences.

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

We have recently formed the University College which is a first year program with centralized advising for students. The University College is very proactive in sharing the best practices for instructors of all students and specifically our students that are 60% first generation students and often from low-income backgrounds. ISU has long been the school of choice for low-income students and our administration works hard to serve those students well and prepare faculty to work with a range of student backgrounds.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

We have recently formed the University College which is a first year program with centralized advising for students. This college includes extensive advising for all students even using intrusive advising to try to reach students that are struggling in their first years.

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

We have a 21st Centuries Scholars program which focuses on high performing low-income students and making college affordable for them. This program has been a strong success on campus and many of those students are our top performers in the sciences.

In addition, scholarship awards, which also incorporate merit, are awarded to these identified students to further support their financial needs in addition to the monies made available through the 21st Century Scholars program. Additional information about specific scholarships can be found at:

http://www.indstate.edu/scholarships/freshman/twenty-first-excellence.htm
http://www.indstate.edu/scholarships/freshman/twenty-first-housing.htm

http://www.indstate.edu/scholarships/freshman/

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

The Office of New Student Transition Programs plans an extensive Parent and Family program in conjunction with New Student Orientation. Specific seminars and presentations are developed to introduce parents and families to the expectations (academic, financial and social) of all enrolled students. These efforts are further supported, and complemented, by the outreach and communication provide by the Indiana State Parent Program

http://www.indstate.edu/parents/

Specific linkages and information related to academic support, financial resources and personal safety are further discussed via these outreach efforts.

The University College, Welcome Center, and Career Center all provide resources to the students and also help to educate parents about the needs of college and what it means to obtain a college education. These programs explicitly include opportunities for parents to learn about the process and demands of college life at ISU.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

The University does take intentional steps to recruit low income students. Application fee waivers for identified 21st Century Scholars and other identified student populations allow for accessible application for admission. Strategic recruitment efforts involve participation in the annual College Go Week! Program. This state-wide sponsored initiative is designed to encourage awareness, access and opportunity for underrepresented students to consider and learn about higher education. Indiana State University has extended this traditional one week program to four weeks (the month of September annually) in an effort to welcome and promote higher education access to low income students.

A brief description of the institution’s other admissions policies and programs:

---

A brief description of the institution’s other financial aid polices or programs:

---
A brief description of the institution’s other policies and programs not covered above:

---

The website URL where information about programs in each of the areas listed above is available:

http://www.indstate.edu/cfss/programs/century_scholars/index.htm
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)?

No

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

---

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

---
Employee Training Opportunities

Responsible Party

Elonda Ervin
University Diversity Officer
Office of Diversity

"---" 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:
We have a diversity module and a sexual harassment module that all new hires are required to take and any existing faculty and staff can take these modules. We also include SafeZone and Bafa Bafa training multiple times a year and at request for groups.

The website URL where information about the trainings and activities are available:
http://www.indstate.edu/humres/training/index.htm
Student Training Opportunities

Responsible Party

Elonda Ervin
University Diversity Officer
Office of Diversity

"---" 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:
We have a diversity module and a sexual harassment module that all students can take. We also include SafeZone and Bafa Bafa training. The Career Center also provide professional training that includes cultural competence training.

The website URL where information about the trainings and activities are available:
http://www.indstate.edu/carcen/students/certificates.aspx
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.

Credit

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Sustainable Compensation

Responsible Party

Wil Downs
Associate Vice President of Human Resources
Human Resources

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):
1,800

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
1,800

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Our Human Resources program examines the market to make sure that we are paying a fair wage to all workers on campus. We set a goal of the minimum annual payment on campus to be above $18,000 a year and surpassed that goal.

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:
The website URL where information about the institution’s compensation policies and practices is available:
http://www.indstate.edu/humres/compensation/compensationplan.htm
Employee Satisfaction Evaluation

Responsible Party

Wil Downs
Associate Vice President of Human Resources
Human Resources

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:

We participate in the Chronicle of Higher Education Great Places to Work Survey. We have been conducting an internal Quality of Life Survey every other years and are currently processing the second round of that survey

The year the employee satisfaction evaluation was last administered:

2010

The website URL where information about the institution’s employee satisfaction evaluation process is available:

http://irt2.indstate.edu/ir/assets/splan/goals/stratplangoal6.pdf
Staff Professional Development in Sustainability

Responsible Party

Wil Downs
Associate Vice President of Human Resources
Human Resources

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:

Human Resources conducts training and certification from professional development to certification programs for all faculty and staff in the institution. In October 2013, we rolled out our online E-Learning program.

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

http://www.indstate.edu/humres/training/index.htm
Sustainability in New Employee Orientation

Responsible Party

Wil Downs
Associate Vice President of Human Resources
Human Resources

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:

As of 2010, we have completely revamped our orientation program to be a full day orientation program. We discuss sexual harassment, diversity, customer service training, benefits, wellness, payroll, and history of the University.

The website URL for the information about sustainability in new employee orientation:

http://www.indstate.edu/humres/training/orientation.htm
Employee Sustainability Educators Program

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:
---

Program name (1st program):
---

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

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

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

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

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

Program name (2nd program):
---

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

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

---

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

---

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

---

Program name(s) (all other programs):

---

Number of employees served by the program(s) (all other programs):

---

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

---

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

---

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

---

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

---
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:

ISU runs the Early Childhood Education Center through the Bayh College of Education. This site is located in the Married Student Housing that is associated with ISU. ISU offers a discount for low-income students, staff, and faculty. ISU employees also have preferential placement in the program.

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

http://www.indstate.edu/ecce/
Employee Wellness Program

Responsible Party

Wil Downs
Associate Vice President of Human Resources
Human Resources

"---" 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:

ISU started a wellness program in 2012 to make employees more aware of their health. We work with Spectrum for a wellness coordinator. We currently provide an incentive for employees that participate in the wellness program. All employees have access to a newly developed recreation center since 2011. We provide support for people through a smoking cessation program.

The website URL where information about the program, policy, or practice is available:
Socially Responsible Retirement Plan

Responsible Party

Wil Downs
Associate Vice President of Human Resources
Human Resources

"---" 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:
We have multiple retirement programs through TIAA/CREF and PERF that enable employees to invest their retirement funds in socially responsible companies. ISU contributes to retirement plan on the employees behalf.

The website URL where information about the program, policy, or practice is available:
http://www.indstate.edu/humres/staff-benefits/index.htm#4
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

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?:

No

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:

---

Members of the CIR, including affiliations:

---

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

---
Shareholder Advocacy

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?:
No

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :
---

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

Jeff Jacso
Associate Vice President and University Controller
Controller's Office

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:

420,000 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:

0 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):

0 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:

---

The website URL where information about the institution’s sustainability investment activities is available:

---
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:
---

"---" indicates that no data was submitted for this field
Sustainable Investment Policy

"---" 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?:

No

A brief description of the sustainable investment policy:

---

The website URL where information about the policy is available:

---
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:

---

The website URL where information about investment disclosure available:

---
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

Heather Miklozik
Staff
Center for Community Engagement

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:

ISU’s Institute for Community Sustainability works with community partners including the grassroots Our Green Valley Alliance for Sustainability to promote sustainability in the Wabash Valley. Specifically we are working on a Grassroots Community Action Plan for Sustainability with this organization. We are also working to develop the Terre Foods Cooperative Market, partnering with 2013 Year of the River, the White Violet Center for Ecojustice, and many other community organizations.

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration on Sustainability

Responsible Party
Heather Miklozik
Staff
Center for Community Engagement

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:

i. Publications
2013 Economic Analysis for Two-Axis Photovoltaic Tracking System for Indiana State University Building. NED University Journal of Research. Al-Odeh, M, Stergioulas, T., and Badar1, M.A.
2013 Eudaimonia, Economics and the Environment: What do the Hellenistic Thinkers Have to Teach Economists about ‘the Good Life’, Ethics & the Environment. Volume 18, issue 2. Richards1, D.

ii. Invited Presentations

iii. External Presentations
2013 Institute for Community Sustainability and ISU Sustainability. Saint Mary of the Woods College. Speer2, J.H.
2013 Sustaining What? Syracuse University, Syracuse New York (via Skype). Savage2, C.
2013 Eco- Literacy: Community Practices from Recycling to Upcycling. Vigo County Library. Speer2, J.H.
2012 Engaging Our Students in Sustainability. Poster presented at Greening of the Campus IX: Building Pedagogy, L.A. Pittenger

iv. ISU Presentations
2013 Indiana State University Institute for Community Sustainability. Building Healthy Communities Conference. Savage2, C.
2013 Indiana State University Institute for Community Sustainability. ISU Foundation. Savage2, C.
2013 Institute for Community Sustainability. Goal 4 Strategic Plan Report Out. Speer2, J.H.
2013 Institute for Community Sustainability and ISU Sustainability. Human Resource Development 335 Class. Speer2, J.H.

v. Events organized by ICS
2013 Dr. Mike Keen, “Center for a Sustainable Future at IU South Bend”. Indiana State University.
2013 Earth Day. Indiana State University.
2013 Wind Turbine Dedication. Indiana State University.
2013 Sustainability Plan for the Wabash Valley. Co-hosted with Our Green Valley Alliance for Sustainability and ISU College of Arts & Sciences Community Semester. Indiana State University.
2013 Sustainable Food for a Sustainable Community. Co-hosted with Terre Foods Cooperative Market and ISU College of Arts & Sciences Community Semester. Indiana State University.
2012 Our Green Valley Alliance Annual Conference. Indiana State University.
2012 Community Garden Party. Indiana State University.
2012 Earth Day. Indiana State University.

vi. Reports
2013 Carbon Foot Print Analysis. American Colleges and Universities, President's Climate Commitment.
2011 Carbon Foot Print Analysis. American Colleges and Universities, President's Climate Commitment.
2010 Climate Action Plan. American Colleges and Universities, President's Climate Commitment.

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

Our Green Valley Alliance for Sustainability
Terre Foods Cooperative Market
Home for Environmentally Responsible Engineers at Rose Hulman
White Violet Center for EcoJustice
Indiana Green Campus Network
Sustainable Indiana 2016
ACUPCC
AASHE
AmeriCorps Partner Sites
United Way
Mobile Market
Saint Ann Clinic
A brief summary of additional ways the institution collaborates with other campuses to advance sustainability:

Through Our Green Valley Alliance for Sustainability, we have developed a cross institutional speaker series with Saint Mary of the Woods College, Rose Hulman Institute of Technology, and Ivy Tech Community College. More recently we have started a passive solar greenhouse research project with these institutions along with the ISU Early Childhood Education Center and Purdue Extension.

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

http://unboundedpossibilities.com/institute-for-community-sustainability/community/greenhouse.a spx
Sustainability in Continuing Education

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

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.

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
1

Total number of continuing education courses offered:
19

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:
---

Year the certificate program was created:
---

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

Responsible Party

Heather Miklozik
Staff
Center for Community Engagement

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:

11,401

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

12,448

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

http://www.indstate.edu/publicservice/
Community Service Hours

Responsible Party

Heather Miklozik
Staff
Center for Community Engagement

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.

Submission Note:

ISU was ranked 1st in service in the Washington Monthly.

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

The number of student community service hours contributed during a one-year period:
1,100,000

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
12,448

The website URL where information about the institution’s community service initiatives is available:
http://www.indstate.edu/publicservice/
Sustainability Policy Advocacy

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?:

No

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 website URL where information about the institution’s advocacy efforts are available:

---
Trademark Licensing

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?:
---

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

Has the institution expressed intention to participate in the Designated Suppliers Program?:
---

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

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:

---

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

---
Community Service on Transcripts

Responsible Party

Heather Miklozik
Staff
Center for Community Engagement

"---" 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:

ISU has developed a co-curricular transcript so that all official community service activities can be listed on the student's official record.

The website URL where information about the practice is available:
https://www.indstate.edu/ccr/Employers.htm
Farmers' Market

Responsible Party

Heather Miklozik
Staff
Center for Community Engagement

--- 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:

ISU initially started the downtown farmer's market with staffing, initial start up costs, and administrative support. Since that time the management of the farmer's market has transferred to a not-for-profit organization called Downtown Terre Haute which promotes downtown activities and growth.

The website URL where information about the market is available:
http://www.downtownterrehautefarmersmarket.com/
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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<td>Innovation 4</td>
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Innovation 1

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 2

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.

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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.

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Innovation 3

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.

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This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, 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.

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This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
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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<tr>
<td>Sustainability Staffing</td>
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</tbody>
</table>
New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Criteria

Institution provides education about eco-positive food and gardening techniques.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Criteria

Institution provides details about its energy initiatives.

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

Criteria

Institution reports its energy use by type.

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

Criteria

Institution provides details about its procurement efforts.

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

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Criteria

Institution provides details about its water initiatives.

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

Criteria

Institution provides details about its endowment.

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

Responsible Party

James Speer
Professor
Earth and Environmental Sciences

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

"---" 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) :
100

FTE staff on payroll:
80

FTE student intern/fellow:
20