Emory University

STARS REPORT

Date Submitted: Preview
Provisional Rating: Gold
Provisional Score: 69.23
Online Report: Emory University
STARS Version: 2.1

This is a preview of the final STARS Report.

The final version of the report will be available upon publication, at which time the final rating will be awarded and the data contained in the report will become publicly available on the STARS website.
Wait, Wait! Don’t Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.

- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it’s the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.

- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

If these features don’t meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.
About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.
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### Summary of Results

**Provisional Score**: 69.23  
**Provisional Rating**: Gold

## Institutional Characteristics

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Characteristics</td>
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</tbody>
</table>

## Academics

<table>
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<tr>
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<tr>
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<tr>
<td>Research</td>
<td>14.19 / 18.00</td>
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## Engagement

<table>
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<tbody>
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<td>Campus Engagement</td>
<td>17.55 / 21.00</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>16.39 / 20.00</td>
</tr>
</tbody>
</table>

## Operations

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air &amp; Climate</td>
<td>4.47 / 11.00</td>
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<tr>
<td>Buildings</td>
<td>3.74 / 8.00</td>
</tr>
<tr>
<td>Energy</td>
<td>3.64 / 10.00</td>
</tr>
<tr>
<td>Food &amp; Dining</td>
<td>2.93 / 8.00</td>
</tr>
<tr>
<td>Grounds</td>
<td>3.73 / 4.00</td>
</tr>
<tr>
<td>Purchasing</td>
<td>5.79 / 6.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>5.02 / 7.00</td>
</tr>
<tr>
<td>Waste</td>
<td>3.26 / 10.00</td>
</tr>
<tr>
<td>Water</td>
<td>1.55 / 7.00</td>
</tr>
</tbody>
</table>

## Planning & Administration

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination &amp; Planning</td>
<td>8.00 / 8.00</td>
</tr>
<tr>
<td>Diversity &amp; Affordability</td>
<td>9.52 / 10.00</td>
</tr>
<tr>
<td>Investment &amp; Finance</td>
<td>0.41 / 7.00</td>
</tr>
<tr>
<td>Wellbeing &amp; Work</td>
<td>2.57 / 7.00</td>
</tr>
</tbody>
</table>

## Innovation & Leadership
| b | Exemplary Practice | 4.00 / 4.50 |
| b | Innovation | 4.00 / 4.00 |

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](https://stars.aashe.org) about the information reported by an institution.
Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution’s boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Boundary</td>
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</tr>
<tr>
<td></td>
<td>Total adjusted for non-applicable credits</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
<tr>
<td>Operational Characteristics</td>
<td>0.00 /</td>
</tr>
<tr>
<td></td>
<td>Total adjusted for non-applicable credits</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
<tr>
<td>Academics and Demographics</td>
<td>0.00 /</td>
</tr>
<tr>
<td></td>
<td>Total adjusted for non-applicable credits</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
</tbody>
</table>
Institutional Boundary

**Provisional Score**

0.00 /

Total adjusted for non-applicable credits

**Responsible Party**

**Kelly Weisinger**  
Assistant Director  
OSI

---

**Criteria**

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

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

**Institution type (Associate, Baccalaureate, Doctorate, or Master’s):**

Doctorate

**Institutional control (Public, Private for-profit, or Private non-profit):**

Private non-profit

**A brief description of the institution’s main campus and other aspects of the institutional boundary used to complete this report:**

The Druid Hills campus of Emory University and Emory Healthcare is included in the STARS scope. This includes all university buildings located on and around Clifton Road, the Briarcliff campus, the Clairmont campus, and Yerkes National Primate Research Institute. Healthcare facilities included are Emory University Hospital and its adjacent buildings, Clinics A, B, and C, the 1525 Clinic, and the Emory Rehabilitation Hospital.

**Which of the following features are present on campus and which are included within the institutional boundary?:**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural school</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Medical school</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Feature</td>
<td>Emory</td>
<td>Stars</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Satellite campus</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Farm larger than 5 acres or 2 hectares</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Agricultural experiment station larger than 5 acres or 2 hectares</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Hospital</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The rationale for excluding any features that are present from the institutional boundary:

We have determined for the purpose of the AASHE STARS program that Emory's central contiguous campus is the institutional boundary. We have made a conscious decision to include our Healthcare facilities on Clifton Road (which consist of Emory University Hospital, Clinics A and B, Emory Rehabilitation Hospital, the 1525 Clinic, Winship Cancer Institute and the EUH Education Annex) and all research centers, including the Yerkes National Primate Research Institute. This operational boundary definition is in congruence with Emory's GHG emissions inventory.

Other Emory facilities/locations that are not directly contiguous to the main campus, with the exception of Clairmont campus and Briarcliff campus, are not considered in the calculation. These other excluded facilities include Emory University Hospital Midtown, Emory St. Joseph's Hospital, Emory Johns Creek Hospital, Grady Hospital facilities, the Emory Orthopaedics and Spine Hospital, Yerkes Field Station, Oxford College, and all other outlying Emory owned facilities. These locations are located around the state of Georgia and are not geographically attached to Emory's contiguous main campus.

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

The presence of so much research and clinical healthcare space on Emory's campus makes progress on sustainability goals more challenging, but including these facilities in our sustainability goals and in our reporting boundary is the more transparent and accurate choice. Emory's STARS report reflects the resource-intensive nature of Emory's core mission and the socio-political culture of the southeast region.
Operational Characteristics

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 /</td>
<td>Kelly Weisinger Assistant Director OSI</td>
</tr>
</tbody>
</table>

Total adjusted for non-applicable credits

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

**Endowment size:**
6,684,305,000 US/Canadian $

**Total campus area (i.e. the total amount of land within the institutional boundary):**
736.40 Acres

**Locale:**
Large city

**IECC climate zone:**
3 - Warm

**Gross floor area of building space:**
10,641,529 Gross Square Feet

**Floor area of laboratory space:**
1,720,176 Square Feet

**Floor area of healthcare space:**
1,893,473 Square Feet

**Floor area of other energy intensive space, e.g. data centers, food production space, convenience stores:**
318,015 Square Feet
Additional documentation to support the submission:

---

<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All data reported in this section for FY or AY 2016.</td>
</tr>
</tbody>
</table>
### Academics and Demographics

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 /</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

#### Criteria

This section includes variables that provide information about the institution’s academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate “weighted campus user”, a measurement of an institution’s population that is adjusted to accommodate how intensively certain community members use the campus.

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

| Number of academic divisions (e.g. colleges, schools): | 13 |
| Number of academic departments (or the equivalent):    | 66 |
| Number of students enrolled for credit:               | 15,421 |
| Total number of employees (staff + faculty):          | 17,958 |
| Full-time equivalent student enrollment (undergraduate and graduate): | 14,521 |
| Full-time equivalent of employees (staff + faculty):  | 14,676 |
| Full-time equivalent of students enrolled exclusively in distance education: | 9 |

| Number of students resident on-site: | |

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Number of employees resident on-site:
24

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):
702

Weighted campus users, performance year:
23,687

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:
Data reported for FY2015-2016 or as of fall 2016
**Academics**

**Curriculum**

**Points Claimed** 29.01

**Points Available** 40.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Courses</td>
<td>9.15 / 14.00</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>1.86 / 8.00</td>
</tr>
<tr>
<td>Undergraduate Program</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Graduate Program</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Immersive Experience</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Sustainability Literacy Assessment</td>
<td>4.00 / 4.00</td>
</tr>
<tr>
<td>Incentives for Developing Courses</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Campus as a Living Laboratory</td>
<td>4.00 / 4.00</td>
</tr>
</tbody>
</table>
## Academic Courses

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.15 / 14.00</td>
<td>Peggy Barlett</td>
</tr>
<tr>
<td></td>
<td>Goodrich C. White Professor</td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
</tr>
</tbody>
</table>

### Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement, G. Standards and Terms*, and the Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.
Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see F. Measurement.
Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

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

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of courses offered by the institution</td>
<td>1,470</td>
<td>1,747</td>
</tr>
<tr>
<td>Number of sustainability courses offered</td>
<td>51</td>
<td>32</td>
</tr>
<tr>
<td>Number of courses offered that include sustainability</td>
<td>191</td>
<td>137</td>
</tr>
</tbody>
</table>

Percentage of courses that are sustainability course offerings:
12.78

Total number of academic departments (or the equivalent) that offer courses (at any level):
66

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
40

Percentage of academic departments with sustainability course offerings:
60.61

A copy of the institution’s inventory of its sustainability course offerings and descriptions:
Emory_STARS16_SustCourses_7.5.17_for upload.xlsx

Do the figures reported above cover one, two, or three academic years?:
Three

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings:

stars.aashe.org
**sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory:**

In October, 2016, all regular faculty (including tenured, tenure-track, lecturer-track) received an email request from Emory’s Office of Institutional Research and by the Office of Sustainability Initiatives to report sustainability courses, courses that include sustainability, and courses using the campus as a living lab.

Containing pre-populated lists of all distinct courses and numbers taught during the previous three years, the survey sent out to faculty covered Fall 2014 to Fall 2016 (AY 2014-15, AY 2015-16, and Fall 2016) course data. The survey offered definitions of the three kinds of courses and asked faculty to check which met the appropriate criteria. For those indicating a sustainability course or a course that includes sustainability, a brief description was solicited, as required by STARS. For those indicating a “living lab” course, a list of campus arenas for engagement was provided, and faculty checked appropriate categories. An opportunity to add any appropriate courses was provided.

Entries were compiled into a master inventory by School and Department. Some repetitive cross-listings were eliminated, but generally each course was counted only once, even if offered multiple times in the three years. Courses that are team-taught were generally reported by both faculty and counted twice (often, enrollments for such courses are double normal size). Multiple sections of the same course (Biology, Calculus) were not counted separately. When the same title is repeated in the inventory, it is understood that course content varied over time. Each entry was reviewed by a faculty member in the Sustainability Office and queries to faculty respondents clarified any confusions.

The 2016 inventory is published at:

http://sustainability.emory.edu/page/1005/CURRICULUM-&-RESEARCH

In determining the total number of courses offered, the following were excluded:

- Internships
- Practicums
- Independent study
- Thesis / dissertation /Research
- Clinical

**How were courses with multiple offerings or sections counted for the figures reported above?:**

Each course was counted as a single course regardless of the number of offerings or sections

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

Courses that are team-taught were generally reported by both faculty and counted twice (often, enrollments for such courses are double normal size). Multiple sections of the same course (Biology, Calculus) were not counted separately. When the same title is repeated in the inventory, it is understood that course content varied over time.

**Are the following course types included in the inventory?:**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Yes (included) or No (not included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internships</td>
<td>Yes</td>
</tr>
<tr>
<td>Practicums</td>
<td>Yes</td>
</tr>
<tr>
<td>Independent study</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis / dissertation /Research</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Internships</td>
<td>No</td>
</tr>
<tr>
<td>Practicums</td>
<td>No</td>
</tr>
<tr>
<td>Independent study</td>
<td>No</td>
</tr>
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<td>Special topics</td>
<td>Yes</td>
</tr>
<tr>
<td>Thesis / dissertation</td>
<td>No</td>
</tr>
<tr>
<td>Clinical</td>
<td>No</td>
</tr>
<tr>
<td>Physical education</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance arts</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1046/Sustainability-related-Courses

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The survey sent out to faculty covered Fall 2014 to Fall 2016 (AY 2014-15, AY 2015-16, and Fall 2016) course data. The awards data covered 3 years. Teaching Assistantships and Teaching Associateships were also excluded.

Though Oxford College courses are included in the publicly available inventory, these courses are not counted in this report for STARS because Oxford is considered outside of the institutional boundary for STARS.
Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the: Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in G. Standards and Terms. While they do not necessarily have to use the term “sustainability”, learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program’s graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the Undergraduate Program and Graduate Program credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the Academic Courses credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):
5,281

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:
1,228
Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome: 23.25

Do the figures reported above cover one, two, or three academic years?:
One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:
No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:
Yes

A list or brief description of the institution level or division level sustainability learning outcomes:

In the Rollins School of Public Health, all professional degree students must demonstrate an understanding of the public health core knowledge. The core curriculum is intended to provide an ecological approach to public health. The core curriculum provides students with an exposure to the social, economic, cultural and environmental conditions that influence human health.

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:
Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

African Studies BA students will demonstrate a broad, interdisciplinary and integrated understanding of African history, politics, society and culture, including engagement with contemporary issues such as disease and health, the environment, and economic development. A crucial challenge is for students to be able to apply interdisciplinary training and knowledge to real-world problems.

Anthropology BA students will demonstrate an understanding of cultural theory and ethnographic research, with a more sophisticated understanding of the research in at least one sub-discipline of cultural anthropology, including medical anthropology and global health, linguistics, political economy and development, sustainability, gender and sexuality, globalization, or psychological anthropology.

Environmental Studies BA/BS students will develop the ability to think critically about environmental problems, and to apply environmental studies problem solving skills to diverse problems.

Latin American and Caribbean Studies BA students will demonstrate understanding of theories and evidence regarding how social categories like race, religion, nationality, class and gender are constructed represented and performed and how these relate to social and institutional power.

Neuroscience and Behavioral Biology BS students will be able to evaluate the ethical dimensions and societal implications of research in Neuroscience and Behavioral Biology.
Physics and Astronomy BA/BS students will apply and appreciate ethical principles of scientific conduct in regard to environmental protection, use of resources, and collaboration with colleagues.

Sociology BA students should understand and be able to apply major perspectives in sociology, including those dealing with the structure and functioning of social groups, the relations between groups and individuals, and the importance of social location in affecting life outcomes. In particular, students should be able to apply these perspectives to the analysis of historical and/or current events and conditions.

Women's, Sexuality, and Gender Studies BA students demonstrate understanding of theories and evidence regarding the intersections of race, ethnicity, religion, class disability, nationality, sexuality and gender, and how they relate to social and institutional power.

Business BBA ROLE OF BUSINESS in SOCIETY students will consider traditional business objectives in the context of community and environmental impact.

Master's in Development Practice students will have the:
- Ability to conduct an in-depth analysis of geographical, environmental, political, historical, religious, and institutional context that shapes development challenges, interventions, and outcomes.
- Ability to develop comprehensive and appropriate interventions, integrating local environmental knowledge and citizenship with scientific expertise and global experiences to improve management of natural resources, agricultural production, and livelihood security.
- Critical analysis and problem-solving to achieve equitable distribution and sustainable use of natural resources such as water and energy, and their associated economic, environmental and health impacts.
- Development of strategies to promote protection and conservation of ecological resources and the production of environmental services through policy and governance mechanisms.

Master's of Public Health students must demonstrate an understanding of the public health core knowledge. The core curriculum is intended to provide an ecological approach to public health. The core curriculum provides students with an exposure to the social, economic, cultural, and environmental conditions that influence human health.

Master's of Public Health in Environmental Health students will achieve other key environmental health content-area competencies through coursework and practicum (e.g., describe major environmental risks to human health, assess sources and movement of contaminant through environment, apply principles of epidemiology to assess health effects of environmental exposures).

The minor in Sustainability curriculum is designed for students to understand and explore the challenges of sustainability, bridging theory and practice in understanding what determines sustainability in a strongly coupled world of humans and their environment. The courses link the theoretical and practical by understanding how human institutions, organizations, cultures, and technologies link and interact with their biophysical environments.

The minor in Community Building and Social Change is designed to offer students from a variety of majors an introduction to the challenges and opportunities for revitalizing and strengthening communities in contemporary urban America. Students must complete a three course sequence in community building and social change that includes Community Building and Social Change I, Planning and Evaluating Community-Based Initiatives, and Practicum in Community Building.

The Emory Graduate Certificate in Human Rights is an integrated, innovative, and cooperative approach to human rights scholarship and training. The certificate combines the teaching and research strength of Emory University with the applied programs of our professional partners, including CARE USA, The Carter Center, and the U.S. Centers for Disease Control and Prevention among others. The Certificate is open to students in all of Emory’s professional schools: the School of Medicine, the Rollins School of Public Health, the School of Law, Nell Hodgson Woodruff School of Nursing, the Goizueta Business School, the Candler School of Theology and the Graduate School of Arts and Sciences.
Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

No

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

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

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Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Information submitted for the 2015-2016 academic year.
Undergraduate Program

Provisional Score

3.00 / 3.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused undergraduate degree program:

Environmental Sciences (B.S. & B.A.)

A brief description of the undergraduate degree program:

The Department of Environmental Sciences' interdisciplinary and integrative curriculum is designed to equip students with key skills and knowledge to understand and confront complex environmental issues. The curriculum is rooted in the basic disciplines of ecology and conservation, earth science, and social science and policy. Field and integrative courses compel students to synthesize concepts, methods and practice from these essential disciplines. Undergraduate research opportunities and internships are emphasized. The department offers a BA, BS, three minor options, a concentration in Environment and Sustainability Management with the Goizueta Business School, and two 4+1 programs: one BS/MPH with Rollins and a BS/MS program housed within the department.
The website URL for the undergraduate degree program:
http://www.envs.emory.edu/home/

Name of the sustainability-focused, undergraduate degree program (2nd program):
4+1 BS/MS in Environmental Sciences

A brief description of the undergraduate degree program (2nd program):
The ENVS BS/MS offers students an in-depth understanding of the complexities of scientific evidence in both the natural and social sciences within a curriculum that integrates people and the environment. The B.S. is rooted in the basic disciplines of ecology and conservation, earth science, and social science and policy. The M.S. curriculum is anchored in an intensive research experience and the building of practical quantitative skills. Department research encompasses earth and atmospheric sciences, biological conservation, climate change, disease ecology, environmental policy, resource management and urban ecology. Student research opportunities include a focus in air pollution, climate change, conservation, development, ecology, health and resource management.

The website URL for the undergraduate degree program (2nd program):
http://envs.emory.edu/home/graduate/bs_ms.html

Name of the sustainability-focused, undergraduate degree program (3rd program):
4+1 BS/MPH in Environmental Sciences and Environmental Health

A brief description of the undergraduate degree program (3rd program):
The 4+1 BS/MPH in Environmental Sciences and Environmental Health program draws upon diverse, yet integrated, academic, research, and service resources in order to provide a unique and interdisciplinary approach to environmental science and health. Students also receive training in the mechanisms of toxicity, exposure science, epidemiology and biostatistics, disease ecology and global change, and environmental health policy.

The website URL for the undergraduate degree program (3rd program):
https://www.sph.emory.edu/departments/eh/degree-programs/bs-mph-es-eh/index.html

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):
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Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:
Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:
Sustainability Minor & Sustainability Sciences Minor
A brief description of the undergraduate minor, concentration or certificate:

The minor in Sustainability curriculum is designed for students to understand and explore the challenges of sustainability, bridging theory and practice in understanding what determines sustainability in a strongly coupled world of humans and their environment. The courses link the theoretical and practical by understanding how human institutions, organizations, cultures, and technologies link and interact with their biophysical environments.

The minor in Sustainability Sciences curriculum is designed for students to understand and explore the challenges of sustainability in three crosscutting areas. One is to explicitly integrate across scales of space and time to define and develop solutions to pressing issues from global to local scales. The second is to unite disciplinary approaches to foster a broader and richer exploration of sustainability. The minor uses the different sciences of sustainability (ecological, environmental, social, political and economic) to provide insights into similarities and differences of structural and process complexities inherent in Sustainability Sciences. Finally the coursework bridges theory and practice in understanding what determines sustainability in a strongly coupled world of humans and their environment. The courses link the theoretical and practical by understanding how human institutions, organizations, cultures, technologies link and interact with their biophysical environments.

The website URL for the undergraduate minor, concentration or certificate:

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
Community Building and Social Change Minor

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

The minor in Community Building and Social Change is designed to offer students from a variety of majors an introduction to the challenges and opportunities for revitalizing and strengthening communities in contemporary urban America. Students must complete a three course sequence in community building and social change that includes Community Building and Social Change I, Planning and Evaluating Community-Based Initiatives, and Practicum in Community Building.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
http://catalog.college.emory.edu/department-program/concentration.php?YToyOntzOjI6ImlkIjtzOjM6IjUyMCI7czo0OiJ0eXBlIjtzOjU6Ik1pbm9yIjt9

Name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
Earth and Atmospheric Sciences Minor

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

Through integrative, interdisciplinary and applied scholarship, students are introduced to theories and methods of earth and atmospheric sciences. This minor fulfills a need for students majoring in the natural sciences, such as Chemistry or Physics, with an interest in earth systems dynamics; and in the social sciences, for students who are focused on natural resource or energy policy. Collaboration in earth and atmospheric sciences is increasing through the newly formed Climate@Emory Academic Learning Community; interdisciplinary course development and new programmatic initiatives are expected outcomes of these discussions.
The website URL for the undergraduate minor, concentration or certificate (3rd program):
http://envs.emory.edu/home/documents/news_docs/EASC_minor.html

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

The Concentration in Environment and Sustainability Management is a collaboration between the Department of Environmental Sciences in Emory College and the Goizueta Business School Bachelor of Business Administration (BBA) Program. Participation is limited to BBA students and students who are Environmental Studies majors. This concentration provides knowledge, competencies and experiences for Bachelor of Arts (BA), Bachelor of Science (BS) and BBA students interested in pursuing careers in environmental management. BBA students who complete this concentration focus on the history, politics and practice of the environmental fields. Environmental Studies students who complete the concentration acquire grounding in business principles and practices, including management, marketing, finance and strategy. All students pursue business-related and environmentally focused industry-related electives and participate in a capstone course that give them the opportunity to synthesize and validate their evolving perspectives in both an academic and an applied environment.

http://envs.emory.edu/home/undergraduate/business_connection/index.html

Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Data reported for 2015-2016 academic year.
Graduate Program

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<td>3.00 / 3.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
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<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?: Yes

Name of the sustainability-focused graduate-level degree program:

Master's in Development Practice

A brief description of the graduate-level degree program:

The Master's in Development Practice (MDP) program at Emory University is designed to meet the challenge of achieving sustainable development in the face of global poverty, political and ethnic conflict, a degrading natural resource base, and climate change by combining hands-on learning and field experience with rigorous training in a broad range of academic disciplines. Emory’s MDP program capitalizes on its partnership with established international development and research organizations like CARE, the Carter Center and the Centers for Disease Control and Prevention (CDC). These partners' global reach, and the grassroots experience of collaborating organizations in the global South, provides students with invaluable exposure to the way development practitioners operate in the real world and with a perspective on the different institutional contexts in which they will serve after completion of their degrees. There are five main components of the MDP program: 1) Introductory seminar: In the month before their first semester, students take an intensive introductory course that addresses MDP core concepts, history of development efforts, practical and ethical issues in...
development work. This course includes field visits to local community-based organizations and development projects; 2) The "Global Classroom: Foundations of Sustainable Development Practice," is an information technology-based interactive course that fosters cross-border and cross-disciplinary dialogue between MDP students and faculty in programs around the world. The course allows students and teachers to participate in collective assignments and co-learning processes; 3) Core courses: Students take core courses in the health sciences, natural sciences, social sciences, and management. In each semester, at least one core course provides opportunities for integration among academic disciplines and across academic learning and practical training; 4) Concentration electives: After their first semester, students select a concentration that combines courses on specific sectors or themes of interest. The concentration that a student pursues depends on the individual's past training, experience and career goals and is decided in consultation with MDP faculty; 5) Field training: Students participate in intensive, "hands-on" field practicum abroad for two successive summers (10 weeks each) after their first and their second academic year. The field practicum provides students the opportunity to gain experience with innovative sustainable development approaches and practice in real-world settings. In addition to the international field practicum, students engage in service learning with community-based organizations that work with underserved populations in the Atlanta area during their first academic year at Emory.

The website URL for the graduate-level degree program:
http://web.gs.emory.edu/mdp/

Name of the sustainability-focused, graduate-level degree program (2nd program):
Master's of Public Health in Environmental Health

A brief description of the graduate degree program (2nd program):
The Master's of Public Health in Environmental Health (EH) program seeks to train students in a trans-disciplinary way so that they can better tackle the environmental health threats of the future. Environmental Health courses rigorously examine health issues, scientific understanding of causes, and possible future strategies to control major environmental health problems in both industrialized and developing countries. Environmental, social, and economic topics are addressed in EH courses, ranging from the molecular to the global, and tackle such issues as pesticides (and their link with neurological disease), air pollution (and its link with cardiopulmonary disease), water pollution, heavy metals, solvents, persistent organic pollutants, urban sprawl, global climate change, and emerging global environmental health problems. Ciannat Howett, Director of Sustainability at Emory University, is an adjunct faculty member in the Department of Environmental Health.

The website URL for the graduate degree program (2nd program):
https://www.sph.emory.edu/departments/eh/index.html

Name of the sustainability-focused, graduate-level degree program (3rd program):
Masters of Public Health in Global Environmental Health

A brief description of the graduate degree program (3rd program):
The Masters of Public Health in Global Environmental Health program focuses on alleviating poverty and enhancing environmental protection while promoting sustainable development. Students in the GEH program will develop skills to address complex Global Environmental Health problems, drawing examples and experiences from: the interactions between population, demographics and environment; principles of ecology and environmental processes; natural resource use and sustainability science; agricultural, industrial, and economic development; globalization, global commerce and health; international environmental health policy; and, a household and community dynamics from a social science, historical, and economic perspective.
Graduates of the MPH program in Global Environmental Health will be trained in the broad contextual issues that frame global environmental health problems, while developing skills in the statistical, epidemiological and laboratory methods necessary to understand the sources, pathways, exposures and health effects of microbial and chemical pollutants, as well as policies and interventions to reduce risk at household, community and global levels.

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

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Emory's Environmental and Natural Resources Law Program provides students a comprehensive educational experience in which to study a wide array of environmental law issues.

http://www.law.emory.edu/academics/academic-programs/environmental-and-natural-resources-law.html

Anthropology (PhD):
http://anthropology.emory.edu/home/graduate/index.html

Graduate students studying anthropology have the option of taking classes on the anthropology of food and nutrition. The curriculum addresses nutritional anthropology and international nutrition, growth and development, contemporary and comparative food systems, and sustainability studies. The anthropology department features several professors who are very knowledgeable about sustainable food practices. Students also benefit from interactions with leaders in the field of nutrition at the Rollins School of Public Health.

Environmental Health Sciences (PhD):
http://www.sph.emory.edu/departments_centers/eh/phd/

This graduate program seeks to improve human health by better understanding the impact of environmental factors in the development of disease. Students learn to experiment ethically and receive comprehensive training to become fluent in population and laboratory-based research in environmental health science.

Master in Development Practice / Master of Divinity (Dual Degree):
MDP is on the above list of graduate programs with a focus in sustainability, but this dual-degree program is technically a different degree program. The dual degree program prepares individuals to work within religious communities addressing issues such as poverty, environmental degradation, health access, human rights, and political marginalization.

http://web.gs.emory.edu/mdp/academics/dualdegrees.html
Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
Yes

Name of the graduate-level sustainability-focused minor, concentration or certificate:
The Certificate in Water, Sanitation, and Hygiene (WASH)

A brief description of the graduate minor, concentration or certificate:
The Certificate in Water, Sanitation, and Hygiene (WASH) at the Rollins School of Public Health (RSPH) is offered through the Center for Global Safe Water at Emory University (CGSW) and aims to train graduate students to be competitive for WASH-related careers. Students in the program learn to describe the multidisciplinary nature of WASH-related issues; practice WASH-related laboratory methods; examine potential solutions for WASH-related challenges at the household and community level; recognize the role of policy in shaping the WASH landscape; and identify entities working in the WASH sphere. Students must complete a WASH-related practicum.

The website URL for the graduate minor, concentration or certificate:
https://www.sph.emory.edu/wash/

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
Emory Graduate Certificate in Human Rights

A brief description of the graduate minor, concentration or certificate (2nd program):
Human rights are inherently interdisciplinary. The Emory Graduate Certificate in Human Rights is an integrated, innovative, and cooperative approach to human rights scholarship and training. The certificate combines the teaching and research strength of Emory University with the applied programs of our professional partners, including CARE USA, The Carter Center, and the U.S. Centers for Disease Control and Prevention among others. The Certificate is open to students in all of Emory’s professional schools: the School of Medicine, the Rollins School of Public Health, the School of Law, Nell Hodgson Woodruff School of Nursing, the Goizueta Business School, the Candler School of Theology and the Graduate School of Arts and Sciences.

The website URL for the graduate minor, concentration or certificate (2nd program):
http://humanrights.emory.edu/sub-educational.htm#ge

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
Graduate Certificate in Humanitarian Emergencies

A brief description of the graduate minor, concentration or certificate (3rd program):
The Rollins School of Public Health in partnership with CDC's Emergency Response and Recovery Branch offers a Graduate Certificate in Humanitarian Emergencies.

Humanitarian issues encompass most of the concerns facing global health and international development plus some security factors that are unique to emergencies. These include:
Water and sanitation
Control of diarrheal diseases
Measles control/immunization programs
Control of acute respiratory infections
Malaria control
Public health surveillance
Reproductive health
War-related injury
Mental health

The website URL for the graduate minor, concentration or certificate (3rd program):
https://www.sph.emory.edu/academics/certificates/global-che/index.html

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

Certificate of Socio-Contextual Determinants of Health

The socio-contextual determinants of health certificate is designed to create an intellectual and professional home for Rollins master's students who have a strong scholarly commitment to studying and intervening in the socio-contextual determinants of health. This certificate provides a range of academic, research, and professional development opportunities to strengthen students' ability to advance the public's health by developing and implementing studies of, and interventions into, the socio-contextual determinants of population health and well-being.

https://www.sph.emory.edu/academics/certificates/socio-contextual-determinants-health/index.htm

Additional documentation to support the submission:

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Immersive Experience

Provisional Score

2.00 / 2.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

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

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

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

  And/or

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

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

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

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

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

Emory University offers several venues for immersive, sustainability-focused, experiences. Each of these programs includes a combination of in-class and off-campus activities to provide students both with training in the history and theory of sustainability as well as in the field experiences.

1) Internships: Emory University offers undergraduate students majoring or minoring in Environmental Sciences (ENVS) the opportunity to receive academic credit for off-campus, unpaid internships in environmental or climate-based realms. In order to qualify, students must receive approval from the ENVS Department in advance of starting the internship, and then enroll in ENVS 497 in the fall semester after the internship has been completed. This course meets approximately every other week (8 sessions) during the fall semester. Grading is based on class readings, assignments, and participation in class discussion - which allow each class member to process their summer internship experience, then further develop networking skills, the ability to research future career pathways, and develop a career plan that extends forward through graduation.
2) Freiburg Environmental Studies and Sustainability Study-Abroad Program: Emory University, in partnership with Albert-Ludwigs-Universitat Freiburg, offers students a study-abroad opportunity focused on the eco-friendly industry which has developed in Freiburg, Germany. Students can take courses in environmental studies, forest ecology, and sustainable innovation – many of which include outdoor research activities in the Black Forest and Rhine River Valley. Courses are designed as three-week modules with an emphasis on hands-on study and experiences with ecological processes and human effects on the environment. Included in the program is also a carbon-offset for the approximate round-trip air travel of each student.

https://www.iesabroad.org/study-abroad/programs/freiburg-environmental-studies-sustainability

3) Undergraduate Program in Global Research and Development (UPGRADE): Emory's Center for International Programs Abroad administers an undergraduate grant for Emory College students who wish to gain practical hands-on sustainable development training by doing service in developing countries over the summer. This non-credit bearing program allows students to approach their time abroad from a different angle and focuses on students with a distinct set of skills and experiences. In-country supervision and training is done through the Foundation for Sustainable Development.

http://ethics.emory.edu/Initiatives_Programs/Undergraduate/UPGRADE.html

4) The Ethics and Servant Leadership program (EASL): EASL offers students an opportunity to participate in summer internships, alternative Spring Break trips, and the Forum (an academic year program) while teaching students about service and community involvement. Many of these opportunities provide sustainability-focused immersive experiences, including placements at Emory's Office of Sustainability Initiatives, Decatur High School Community Garden, The Carter Center, Greening Youth Foundation, Park Pride, Trees Atlanta, Urban League, CARE, and Gaia Gardens.

http://www.ethics.emory.edu/pillars/citizenship/EASL/

5) Environmental Sciences Service-Learning course (ENVS 491): This program allows students to combine environmental concerns with the planning and implementation of community-based projects. The spring 2014 section of ENVS 491 focused on coal and its impact on people and the environment. Throughout the semester, students investigated the environmental, social, and economic impact of each phase of the lifespan of coal, including extraction, cleaning, transport, and burning. The course incorporated readings on case studies, documentary films, guest speakers, and involvement in Environment Georgia’s Solar Campaign. Throughout the semester, students planned and implemented two major projects in conjunction with Environment Georgia: a Solar Town Hall and Lobby Days.

http://envs.emory.edu/home/undergraduate/Independent%20Study.html#faq2
6) Emory sent a delegation to the UN Climate Conference of the Parties in both 2015 and 2016. The delegations were led by Emory faculty and included undergraduate students, graduate students, and staff members.

7) Social Change in Developing Countries: The course focuses on issues of globalization, particularly the influence of the United States and western corporations on the lives of the people we meet while in Ecuador. Each student writes a term paper on a topic of their choice that is relevant to the focus of the course. Students have written about alternative forms of cancer therapy, child birth in Ecuador and the U.S., the effects of global oil markets on the Ecuadorian economy, comparisons of the American and Quechua diets, and differences in childhood between modern and traditional societies.

8) Social Enterprise in Nicaragua travel module allows students to study and learn in the classroom and then experience it firsthand. A course-based trip, the module provides students a chance to study and experience issues related to sustainable economic development in Latin America through both class meetings on campus and a 9 day experience in Nicaragua.

9) Interconnected: Rethinking Place and Community in Charleston, SC seeks to explore the interrelated nature of housing injustice and homelessness, racial injustice and discrimination, and environmental injustice through a critical examination of how people conceptualize and interact with their place and their community. This trip includes an exploration of the darker side of Charleston’s history as a site of urban disregard for the environment as well as discrimination and racial injustice.

10) Children’s Environmental Health in Perry County, KY focuses on the environmental factors affecting the health of low-income communities in the coal mining region of Eastern Kentucky, specifically targeting the pediatric population. Students explore healthcare concerns in Appalachia, participate in public health advocacy/education, and gain exposure to hands-on clinical work. Students gain a greater understanding of how the unique environmental conditions of eastern Kentucky, the tragic lack of jobs and income, and the overall culture of the region all affect the health and lifestyle of the people of eastern Kentucky. Additional focus on the importance of environmental protection and nature preservation give students a newfound appreciation of the natural world around us.

11) The Farmworker Family Health Program is an interprofessional, in-country, cultural immersion service learning experience. Each summer in June, select undergraduate and graduate students from the Nell Hodgson Woodruff School of Nursing, University of Georgia School of Pharmacy, Georgia State University Department of Physical Therapy, Clayton State University, and Darton College Departments of Dental Hygiene spend two weeks delivering vital health care to farmworkers and their children in a farming community in southwest Georgia.

12) Emory Global Health Institute (EGHI): The two main objective of the Emory Global Health Institute are to foster global health scholarships and help train the next generation of global health leaders. EGHI has many innovative multidisciplinary learning experiences, with programs and activities such as Emory Global Health Care Competitions, Field Scholars Award Program, Global Health Scholars Symposium, Global Health Student Photography Contest, and Student Advisory Committee.

http://www.globalhealth.emory.edu/what/student_programs/index.html

13) Masters in Development Practice (MDP): The MDP combines hands-on learning and field experience with training in a range of disciplines. This way it is better able to meet the challenge of sustainable development in the face of political and ethical conflict, global poverty, a degrading of natural resource base, and irreversible climate change.

http://web.gs.emory.edu/mdp/
The website URL where information about the programs or initiatives is available:
http://abroad.emory.edu/index.cfm?FuseAction=programs.ViewProgram&Program_ID=1703

Additional documentation to support the submission:
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Data source(s) and notes about the submission:

Data reported for 2014-2016 academic years.
## Sustainability Literacy Assessment

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<td>Peggy Barlett</td>
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<tr>
<td></td>
<td>Goodrich C. White Professor</td>
</tr>
<tr>
<td></td>
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### Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

### Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:

Yes

### Which of the following best describes the literacy assessment? The assessment is administered to:

The entire (or predominate) student body, directly or by representative sample

### Which of the following best describes the structure of the assessment? The assessment is administered as a:

Pre- and post-assessment to the same cohort or to representative samples in both a pre- and post-test

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

Emory Literacy16Final_for STARS.pdf

### A sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

Our committee developed an instrument that we hope can be completed in 10 minutes, focused on 4 areas of information:

a. knowledge of areas of sustainability behavior change that are relevant to student lives;
b. knowledge of Emory’s topical sustainability initiatives;
c. sustainability identity and students’ commitments as persons who care about sustainability (to assess shift over their time at Emory);
d. and knowledge of sustainability topics and challenges.

The actual survey questions are attached. Emory uses a single assessment for both literacy and culture.

A brief description of how the literacy assessment was developed and/or when it was adopted:

Faculty from Sociology, Nursing, and Anthropology met in May, 2014, to develop a brief sustainability literacy survey for Emory undergraduate students. Additional faculty in Sociology/Oxford, Biology/Oxford, Japanese, and Public Health supported the efforts. The goal was to develop a pilot survey, to test whether we can get meaningful results, using the research generated by Drs. Karen Hegtvedt and Cathy Johnson on the sustainability-themed residence hall over the last decade. The 2014 pilot initial and follow-up surveys provided meaningful results, so starting in 2015, faculty slightly revised the survey to ask more current questions. In 2016, the faculty added a new section to meet the criteria for both sustainability literacy and cultural assessments. The survey was administered to all undergraduate students in summer, 2014, and to all undergraduate and graduate students in summer of 2015 and 2016. It will be administered each year to assess change over time and follow up with the same representative sample of all students each year.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered:

An online survey was distributed to all undergraduate students in July 2014, including graduating seniors and rising freshman, and has been administered to all graduate and undergraduate students in 2015 and 2016. In this way, the entire student body is surveyed and followed up with. To enhance participation, we offer a raffle for three $100 gift cards.

A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:

Overall, 68% of respondents report a “Moderate” or higher increase in their sustainability-related behavior since being at Emory, and 70% of respondents report that engaging in sustainability-related behavior is important to them. In addition, 75% of respondents report a “Moderate” or higher increase in their awareness of social justice since being at Emory.

Respondents were more likely to “Moderately” to “Completely” agree with common sustainability knowledge than they were to practice sustainability-related behaviors. A few knowledge assessments included in the survey are: power generation using fossil fuels can have negative impacts on natural environments and public health; landfill waste produces methane; and using low-impact transportation reduces the burning of fossil fuels. Over 84% of respondents “Moderately” to “Completely” found these sustainability statements to be accurate. Statements which were least familiar to the respondents included: policies to preserve forest canopy, such as Emory’s commitment to campus woodlands and the No Net Loss of Forest Canopy policy, help reduce the urban heat island effect; and the federal Clean Air and Clean Water Acts have led to cleaner air and improved water quality across the US over the last 30 years, with 22.20% and 22.71% of respondents indicating that they do not know enough to determine the accuracy of these beliefs. On a similar note, the two most familiar concepts to respondents were: carbon footprint and bio-diversity, with 93.05% and 87.61% of respondents reporting being familiar with these. The least familiar concepts reported were inter-generational equity and precautionary principle, with 34.04% and 27.39% familiarity respectively.

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

---

stars.aashe.org
Additional documentation to support the submission:

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<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
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</thead>
<tbody>
<tr>
<td>Data reported for 2015-2016 academic year.</td>
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Incentives for Developing Courses

<table>
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<th>Provisional Score</th>
<th>Responsible Party</th>
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<tr>
<td>2.00 / 2.00</td>
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<td></td>
<td>Goodrich C. White Professor</td>
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<td>Anthropology</td>
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</tbody>
</table>

**Criteria**

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

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

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

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

**Does the institution have an ongoing 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?:**

Yes

**A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):**

In 2001, Emory faculty launched a summer faculty development program to infuse sustainability and environmental issues across the curriculum. Called the Piedmont Project, it was modeled after the Ponderosa Project at Northern Arizona University. It later expanded to include a parallel program for graduate students. Each summer, up to 20 faculty applicants from all units and departments of the university are accepted for a four-part program that offers multi-disciplinary brainstorming around sustainability issues, experiential learning about place, and pedagogical exercises designed to help faculty develop new courses or new course modules for existing courses. Participants attend a two-day workshop, develop a syllabus for a new course or a course module that incorporates sustainability or environmental issues appropriate to their field, and participate in a field trip and discussion session at the end of the summer to share their experiences. Participants receive a modest stipend upon the review of their syllabus. Additional meetings, lectures, and lunch discussions allow faculty report on their experiences and intellectual process. Nearly 200 faculty have now participated in the 14 years of the Piedmont Project.

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

Each program participant receives a $1,000 stipend, workshop assistance, and any needed consultation to develop a new syllabus or new course module related to sustainability. Participants also attend an follow-up field trip and lunch where they share results of their summer work, and a follow-up dinner a year later to discuss continuing growth in understandings about sustainability.
The website URL where information about the programs or initiatives is available:

http://piedmont.emory.edu/

Additional documentation to support the submission:

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# Campus as a Living Laboratory

**Provisional Score**

4.00 / 4.00

**Responsible Party**

Peggy Barlett  
Goodrich C. White Professor  
Anthropology

## Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the Immersive Experience credit, credits in Campus Engagement, and the Community Service credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under “Public Engagement”. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

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**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:**

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A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

In a course on Writing Emory's Sustainability History, students researched and published a report on strategies used on campus to reach 25% energy use reduction, with attention to reducing greenhouse gases.

In a course on Writing Emory's Sustainability History, students researched and published a report on the emergence of Emory's Climate Change commitment and goals.

In a Fostering Sustainable Behavior course, a group of students interviewed professors about their willingness to lead a “Day without Power” on campus to underscore the importance of addressing climate change.

In a Fostering Sustainable Behaviors course, a student executed and evaluated an intervention to reduce food waste on campus by employing photographic food diaries.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

In a course on Writing Emory's Sustainability History, students researched and reported on the history of Emory's water conservation policies and how they have been incorporated into green buildings and the Water Hub at Emory.

In a course on Writing Emory's Sustainability History, students researched and reported on strategies used on campus to reach 25% energy use reduction, with attention to reducing greenhouse gases.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

In a Foundations of Sustainability course, a group of students created a video titled "5 Things Every Emory Undergrad Should Know About Sustainability," which included a segment about Emory's energy use reduction goals and programs.

In a course on Writing Emory's Sustainability History, students researched and reported on strategies used on campus to reach 25% energy reduction, with attention to reducing greenhouse gases.

In a course on Writing Emory's Sustainability History, students researched and reported on how Emory Healthcare embraced energy saving strategies in hospitals, through behavior change and through building renovations.
In a Sustainable Consumption course, a group of students conducted a cost-benefit analysis to some energy-reducing technology at Emory and proposed adoption of new technologies.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:**
Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:**

In a Foundations of Sustainability course, a student created a video documenting the history and current state of Emory's Educational Food Gardens initiative.

In a Foundations of Sustainability course, a group of students created a video investigating Emory's sustainable food procurement policies, and definition of local and sustainable food.

In a Foundations of Sustainability course, a group of students created a video titled "5 Things Every Emory Undergrad Should Know About Sustainability," which included a segment about Emory's sustainable food goals and programs.

In the Sustainable Food Fair course students rely on a social media platform to promote the adoption of sustainable food and water consumption practices. Students committed to using a reusable water bottle to reduce plastic waste and unnecessary spending and were required to share sustainable living tips, related to food and water, with members of their online social communities.

In a course on Writing Emory's Sustainability History, students researched and reported on the emergence of the Sustainable Food committee, its policy recommendations, and procurement processes. Also part of this study was the Educational Garden Project, the Oxford Farm, and the Emory Farmers Market.

In a course on Writing Emory's Sustainability History, students researched and reported on how Emory Healthcare made changes in patient and staff food services to move toward more sustainable and local food procurement, including the development of a large garden for patient meals.

In a Fostering Sustainable Behaviors course, a pair of students worked with Emory dining on a qualitative research project to design and implement an intervention to reduce food waste.

In an Urban Food Security course, a group of students investigated the effectiveness of on-campus food-related organizations to create understanding of food issues.

As a Sustainability Minor Capstone, a student completed an interview-based research project about farmers' strategies for pricing food at farmers markets.

As a Sustainability Minor Capstone, a student completed a history of school gardens and experiential research as a school garden.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:**
Yes
A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

In a Foundations of Sustainability course, a student created a video investigating and documenting the history of native species and land preservation at Emory.

In a course on Writing Emory's Sustainability History, students researched and reported on the history of Emory's water conservation policies and how they have been incorporated into green buildings and the Water Hub at Emory.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

In a Foundations of Sustainability course, a group of students created a video investigating Emory's sustainable food procurement policies, and definition of local and sustainable food.

In a course on Writing Emory's Sustainability History, students researched and reported on the emergence of the Sustainable Food committee, its policy recommendations, and procurement processes.

In a course on Writing Emory's Sustainability History, students researched and reported on how Emory Healthcare made changes in patient and staff food services to move toward more sustainable and local food procurement, including the development of a large garden for patient meals.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

In a Foundations of Sustainability course, a student created a video documenting the history and current state of sustainable transportation and the use of biodiesel in Emory's shuttle fleet.

In a course on Writing Emory's Sustainability History, students researched and reported the role of Campus Services, student leaders, and the Office of Sustainability in supporting alternative transportation policies at Emory, including the biodiesel-fueled shuttle system.

In Fostering Sustainable Behaviors course, two groups of students conducted qualitative research to explore how to facilitate behavior change from driving/taking university transit to biking and walking from the Clairmont campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:

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research in relation to Waste?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

In a Foundations of Sustainability course, a group of students created a video investigating student knowledge about composting, facts about composting, and the compost program on Emory's campus.

In a Foundations of Sustainability course, a group of students created a video titled "5 Things Every Emory Undergrad Should Know About Sustainability," which included a segment about Emory's landfill diversion goals and programs.

In the Sustainable Food Fair course students rely on a social media platform to promote the adoption of sustainable food and water consumption practices. Students committed to using a reusable water bottle to reduce plastic waste and unnecessary spending and were required to share sustainable living tips, related to food and water, with members of their online social communities.

In a course on Writing Emory's Sustainability History, students researched and reported on the emergence of Emory Recycles and its efforts to divert Emory's waste from the landfill.

In a course on Writing Emory's Sustainability History, students researched how Emory Hospitals embraced goals for waste reduction and innovated in offices and operating rooms.

In a Fostering Sustainable Behaviors course, a group of students conducted research to demonstrate students’ willingness to recycle or donate school supplies that would otherwise be thrown away.

In a Sustainable Consumption course, a group of students thoroughly researched Ban the Plastic Bottle programs at universities around the country and proposed a similar plan for Emory University.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability
challenges or advancing sustainability on campus in relation to Water:

In a Foundations of Sustainability course, a group of students created a video titled "5 Things Every Emory Undergrad Should Know About Sustainability," which included a segment about The Water Hub at Emory.

In the Sustainable Food Fair course students rely on a social media platform to promote the adoption of sustainable food and water consumption practices. Students committed to using a reusable water bottle to reduce plastic waste and unnecessary spending and were required to share sustainable living tips, related to food and water, with members of their online social communities.

In a course on Writing Emory's Sustainability History, students researched and reported the history of Emory's water conservation policies and how they have been incorporated into green buildings and the Water Hub at Emory.

In a Foundations of Sustainability course, a group of students toured the Water Hub at Emory and studied water reclamation on campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

In a Foundations of Sustainability course, a group of students created a video titled "5 Things Every Emory Undergrad Should Know About Sustainability," which included an overview of Emory's sustainability goals and programs and the Office of Sustainability Initiatives.

In a course on Writing Emory's Sustainability History, students researched and reported on the many strategies used by the Office of Sustainability to promote public engagement on environmental and social issues, including conservation, food policies, alternative transportation, and climate change.

In a course on Writing Emory's Sustainability History, students researched and reported on how the Oxford Organic Farm has been integrated into multiple courses, including sociology and biology.

In a course on Writing Emory's Sustainability History, students researched and reported on how the Campus Life division came to embrace sustainability goals with regard to waste, water, energy, food, and green buildings and built in educational opportunities for all students in the residence halls and for all Resident Advisors.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

In a course Writing Emory's Sustainability History, a student report on waste incorporated the issue of equity by interviewing custodial staff and querying whether workloads had increased with the expansion of Emory Recycles.
In a course on sustainable food systems, students discuss the affordability of organic products and the impact of Emory's sustainable food commitment on students with different financial means.

A Masters in Development Practice course on the US South uses the campus as a laboratory to explore how investment in the built environment of the campus shapes the construction of knowledge; students explore in particular how the built environment naturalizes relations of race, class and gender. Their work extends beyond the physical environment as well, to examine similar processes at work within Emory's virtual representations (especially web pages).

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:**

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

In a course on Writing Emory's Sustainability History, students interviewed the former president and executive Vice President about how several challenging financial and investment decisions were made that affected buildings, personnel, and programs related to sustainability.

A Masters in Development Practice course on the US South uses the campus as a laboratory to explore how investment in the built environment of the campus shapes the construction of knowledge; students explore in particular how the built environment naturalizes relations of race, class and gender. Their work extends beyond the physical environment as well, to examine similar processes at work within Emory's virtual representations (especially web pages).

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:**

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

In a course on Writing Emory's Sustainability History, students researched and reported on how many different divisions of Emory University and Healthcare began programs to encourage public engagement around sustainability, including the community engagement process utilized to gain input on the Emory University Sustainability Vision and Strategic Plan, 2015.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:**

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:
In "Sociology of Sustainability," a part of students' Theory/Practice/Service/Learning component is to work on the Oxford College of Emory University's organic farm for six hours throughout the semester. They reflect on their experiences in this work, specifically looking at how a connection to the soil/land, in specific contexts, can increase the capacity for human well-being.

In a dance course, students created original works that highlighted water scarcity and the burden on women’s work around the world and performed this piece, using the central campus.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:**

In a Foundations of Sustainability course, a group of students worked with area food banks to develop a process for distributing fresh vegetables from the university’s educational gardens.

In a dance course, students created original works that highlighted water scarcity and the burden on women’s work around the world and performed this piece, using the central campus.

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

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**Additional documentation to support the submission:**

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Research

Points Claimed  14.19

Points Available  18.00

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

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<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tr>
<td>Research and Scholarship</td>
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<tr>
<td>Support for Research</td>
<td>4.00 / 4.00</td>
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<tr>
<td>Open Access to Research</td>
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Research and Scholarship

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Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of “sustainability research” outlined in G. Standards and Terms and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

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

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

Total number of the institution’s faculty and/or staff that are engaged in research (headcount):
1,004

Number of the institution’s faculty and/or staff that are engaged in sustainability research (headcount):
90

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research:
8.96

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:
66
Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
38

Percentage of research-producing departments that are engaged in sustainability research:
57.58

A copy of the institution’s inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:
---

The institution’s inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

Womack, Deanna, Candler School Of Theology
Barlett, Peggy F, Anthropology
Phillips, Kristin D, Anthropology
Little, Peter Deal, Anthropology
Real, Leslie A, Biology
Menger, Fred M, Chemistry
Hill, Craig Livingston, Chemistry
Conticello, Vincent P, Chemistry
Lian, Tianquan, Chemistry
Lynn, David G., Chemistry
Blakey, Simon Bruce, Chemistry
Davies, Huw M.L, Chemistry
Teague, Lori Crotzer, Dance
Rudd, Murray A, Environmental Science
Yandle, Tracy Jane, Environmental Science
Brosi, Berry Justice, Environmental Science
Gunderson, Lance, Environmental Science
Remais, Justin, Environmental Science
Saikawa, Eri, Environmental Science
Seok, Brian, Environmental Science
Bruyere, Vincent, French & Italian
Loichot, Valerie I, French & Italian
Muratore, Simona, French & Italian
Schaumann, Caroline, German Studies
Allitt, Patrick Nicholas, History
Rogers, Thomas D, History
Borowski, Oded, MESAS
Burton, Justin C, Physics
Rich, Michael, Political Science
De Waal, Frans B, Psychology
Wallen, Kim, Psychology
Patterson, Barbara A.B., Religion
Hegtvedt, Karen A, Sociology
Carrion, Maria, Spanish & Portuguese
Paulsen, Lisa Ann, Theater Studies
Epstein, Mary Ryan, Goizueta Business School
Longhofer, Wesley, Goizueta Business School
Roberts, Peter William, Goizueta Business School
Zwier, Paul John, School of Law
Nash, Jonathan Remy, School of Law
Van der Vyver, Johan David, School of Law
Vandall, Frank J, School of Law
Hall Jr., James R, Anesthesiology/PA Program
Yu, Shan Ping, Anesthesiology
James, Amanda Marie Marie, Biochemistry
Huey, Michael Joseph, Family & Preventative Medicine
Woods, Demetrius L, GYN OB
Li, Shihua, Human Genetics
Anania, Frank, A, Medicine: Digestive Disorders
Hackney, Madeleine E, Medicine: Geriatrics
Vandenberg, Ann Elisabeth, Medicine: Geriatrics
Wang, Xiaonan, Medicine: Nephrology
Tyor, William Randolph, Neurology
Obideen, Mahmoud, Neurology
Dattilo, Michael, Ophthalmology
Suchdev, Parminder Singh, Pediatrics
Vos, Miriam Benedicta, Pediatrics: Gastroenterology
Welsh, Jean Ann, Pediatrics: Gastroenterology
Geller, Robert J, Pediatrics: General
Scahill, Lawrence D, Pediatrics: Marcus Center
Burrell, Teresa L, Pediatrics: Marcus Center
Coles, Claire D, Psychiatry
Ash, Peter, Psychiatry
Kable, Julie A, Psychiatry
Graves, Chanda Cottingham, Psychiatry
Yang, Xiaofang, Radiation Oncology
Kadom, Nadja, Radiation: Neuroradiology
Blanton, Sarah R, Rehabilitation Medicine
Gillespie, Theresa Wicklin, Surgery: Oncology
Simpson, Roy L, School Of Nursing
Bussenius, Hope Victoria, School Of Nursing
Foster, Jennifer Whitman, School Of Nursing
Amar, Angela F, School Of Nursing
McCauley, Linda A, School Of Nursing
Escoffery, Ngoc-Cam T, Public Health: Behavioral Sciences & Health
Blais, Linelle Marie, Public Health: Behavioral Sciences & Health
Waller, Lance A, Public Health: Biostatistics
Barr, Dana Boyd, Public Health: Environmental Health
Levy, Karen, Public Health: Environmental Health
Gribble, Matthew, Public Health: Environmental Health
Rochberg, Daniel, Public Health: Environmental Health
Steenland, Kyle, Public Health: Environmental Health
Liu, Yang, Public Health: Environmental Health
Zhou, Ying, Public Health: Environmental Health
Yount, Kathryn Mary, Public Health: Global Health
Girard, Amy Webb, Public Health: Global Health
Kirby, Amy E, Public Health: Global Health
McGriff, Joanne A, Public Health: Global Health
Wilson, Mark, Yerkes: Development & Cognitive Neuroscience
Roncoli, Carla, Graduate: Masters in Development Practice

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

In October, 2016, all regular faculty (including tenured, tenure-track, lecturer-track) received an email request from Emory’s Office of Institutional Research and by the Office of Sustainability Initiatives to report sustainability-related research. Containing pre-populated lists of all externally-funded research projects during the previous 3 years, it offered definitions of sustainability and asked faculty to check if their research met the criteria. An opportunity to add any additional or unfunded research projects was provided. Multiple emails were sent to faculty and some personal emails encouraging response were sent by Office of Sustainability and department chairs. A faculty member with the Sustainability Office reviewed each item in the inventory.

Entries were compiled into a master inventory by School and Department. The 2016 inventory of research is published at:

http://sustainability.emory.edu/page/1005/CURRICULUM-&-RESEARCH

The number of departments was calculated by the Office of Institutional Research in collaboration with the Office of Sustainability, with the advice of several Deans’ offices. Some Emory units (such as the College of Arts and Sciences) are organized into departments; some (such as Law and Nursing) are not.

A separate inventory of research was compiled by Climate at Emory, and where faculty research was missing from the sustainability list, those faculty were added with permission.

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

http://sustainability.emory.edu/page/1047/Faculty-Research

Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Data reported for 2014, 2015, and 2016 academic years.
Support for Research

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Criteria

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

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

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability?:

Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

The Office of Sustainability Initiatives provides an Incentives Fund to support research, campus-based projects, and the development of new rituals to promote sustainability on Emory’s campuses. All faculty, staff and students, including Emory Healthcare and Oxford College members, are eligible to apply. Funds may be used for supplies, materials, publicity, and travel costs (excluding equipment). Proposals are welcome in all areas, as long as projects support Emory's 2015-2025 Sustainability Vision and/or Climate Action Plan. Research and rituals must be carried out on campus.

http://sustainability.emory.edu/page/1036/Incentives-Fund
For undergraduate students who would like to participate more fully in meaningful research early on in their academic careers, Emory College offers Undergraduate Research Programs (URP). URP promotes undergraduate research projects through grants, faculty-student research partnerships, and summer research stipends. Many students take advantage of this research and funding opportunity to engage in sustainability-focused research. Examples of research from academic year 2016 includes the titles:
- "Planting the Seeds of Sustainability"
- "Pricing of Atlanta's Local Food"
- "Sustainable Beekeeping"
- "The Middle Class Mexican Experience: A Case Study of Discrimination in Atlanta"
- "Assessing Vehicle Emissions and Fuel Quality Standards Globally"
- "Visualizing Characteristics of Counties in the Slave South"
- "Water in the Sanctuary of the Great Gods"

http://college.emory.edu/undergraduate-research/index.html

The Research Partners Program (RPP) is an avenue for second and third year undergraduates to get involved in research at Emory. RPP connects students interested in working on a research project with a faculty mentor who needs a research assistant. Students in the humanities, arts, social sciences, and sciences are encouraged to apply. Students have a unique opportunity to work closely on a faculty’s research project before the student undertakes her/his own independent research. This is a program that is geared towards students who are entering research for the first time and have minimal research experience. Students can be compensated through a work study stipend or have research count for credit. This program can place undergrads under professors working the field of sustainability or humanitarian projects.

http://college.emory.edu/undergraduate-research/opportunities/research-partners-program.html

The Fox Center for Humanistic Inquiry provides a variety of grants to faculty and students for various projects in the humanities, including issues of social justice, equity, and diversity.

http://chi.emory.edu/

The Global Health Institute Individual Field Scholars Program promotes student learning by linking academic study with practical experience in the field. Individual scholars conduct short-term global health projects focusing on under-served and/or vulnerable populations around the world. Applicants can conduct projects either abroad or within the United States, however, they must demonstrate a significant need in the population with whom they propose to work. Scholarship recipients receive up to $3,000 to conduct their projects.

http://cipa.emory.edu/programs/research/global.html

The Sustainability Minor requires all students in the program to carry out a capstone research or outreach activity on sustainability issues for which they receive two credits. This research project may be part of Honors Research, study abroad, an internship, or other academic project.

stars.aashe.org
At Emory, Anthropology and Sustainability are intimately related and Emory’s anthropology department is lucky to have several professors with interest in the sustainability field. For students of anthropology, sustainability research is incentivized by internships and grants.

Students in the Development Studies department are incentivized to research sustainability through mentorships and internships.

Students in the Environmental Sciences department are incentivized to research sustainability through mentorships and funding.

Doctor of Medicine students are incentivized to research sustainability by funding and mentorships.

Students at the Turner Environmental Law Clinic are incentivized to study sustainability by mentorship (those who conduct research work closely with one of four full-time faculty members) and externships.

Sustainability research in the Environmental Health department is incentivized by mentorships and course credit.

Epidemiology degree candidates are incentivized to research sustainability topics by mentorships and assistantships.

Masters in Development Practice students are highly encouraged to incorporate sustainability into their studies. Research into sustainability is incentivized by course credit, mentorships, and internships.
PBEE (Population Biology, Ecology, and Evolution (PhD)) research typically involves deep appreciation for environmental systems and the importance of preserving them. Such research is incentivized by funding, mentorships, and course credit.

Students in the Rollins School of Public Health Master of Public Health (MPH), Master of Science in Public Health (MSPH), and Environmental Studies and Environmental Health (BS/MPH) programs are strongly interested in sustainability and accordingly, often conduct research in the field. Sustainability research is incentivized by funding and mentorships for all three degree programs.

**Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:**

Yes

**A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:**

Emory offers all faculty financial support for research through several offices. The University Research Committee offers seed grants and many sustainability-related projects have benefited from their support. The URC is a standing committee of the Faculty Council of the University Senate and awards competitive small research grants, especially in fields for which there is little or no external funding or to explore new areas of research that are likely to attract outside support. All regular, full-time faculty members of the University are eligible and proposals are reviewed by five broad discipline-based subcommittees.

The Center for Faculty Development and Excellence, an office of the Provost, offers small grants to support Academic Learning Communities and other activities that foster faculty collaboration and often lead to future research efforts. Currently, CFDE has supported work in both Climate Change and Sustainable Food Studies areas. Also available are mini-grants to support engaged scholarship in teaching which have been used by faculty for sustainability-related efforts. The CFDE has a focus on Public Scholarship, and it also supports faculty with subvention funds for publication.
The Office of Sustainability Initiatives provides an Incentives Fund to support research, campus-based projects, and the development of new rituals to promote sustainability on Emory’s campuses. All faculty, staff and students, including Emory Healthcare and Oxford College members are eligible to apply. Funds may be used for supplies, materials, publicity, and travel costs (excluding equipment). Proposals are welcome in all areas that support Emory's 2015-2025 Sustainability Vision and/or Climate Action Plan. Research and rituals must be carried out on campus.

http://sustainability.emory.edu/page/1036/Incentives-Fund

The Piedmont Project is a curriculum development effort that seeks to foster an invigorated intellectual community to address global issues and local environmental awareness. Faculty workshops, graduate student work, new course and module development as well as cross-disciplinary dialogue are key efforts for the project, and these sometimes result in research collaborations and grants as well as teaching innovation.

http://piedmont.emory.edu/

The Fox Center for Humanistic Inquiry provides a variety of grants to faculty and students for various projects in the humanities, including issues of social justice, equity, and diversity.

http://www.chi.emory.edu/

In addition, funds are made available by the Provost to support research in specific areas, and currently there is a two-year grant to support Climate@Emory, a multi-disciplinary research, teaching, and outreach program on climate change. This very dynamic group of over 40 affiliated faculty supports several dozen student research projects as well as a collaboration with other Atlanta-area schools around climate change policies and public education.

http://www.climate.emory.edu/

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

Yes

A brief description of the institution’s support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

For promotion and tenure, scholarship is evaluated based on its advancement of knowledge and is not restricted by departmental or disciplinary boundaries. Reviews of candidates whose research is interdisciplinary tend to be expanded by seeking input from experts from multiple fields, including those outside the department or outside the school/college, as appropriate. The promotion and tenure process has shown that Emory values and rewards research efforts that impact multiple fields and cross disciplinary boundaries. The university-wide committee that advises the president and provost on promotion and tenure issues is itself multi-disciplinary and seeks...
additional input in its decisions from a broad spectrum of experts to ensure that interdisciplinary research is adequately reviewed. Special mention is made of encouragement for interdisciplinary research in the Principles for Promotion and Tenure, but Emory’s size and strong history of support for interdisciplinarity in hiring, retention, and funded programs speaks for itself.

Does the institution have ongoing library support for sustainability research and learning?:
Yes

A brief description of the institution’s library support for sustainability research, including any positive outcomes during the previous three years:

Several specialized librarians cooperate to build the university’s collections in sustainability-related fields. There is a dedicated Environmental Studies librarian, as well as Anthropology and other related fields. Collections in Theology, Law, Business, and Public Health also support sustainability-related teaching and research.

The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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Data source(s) and notes about the submission:

Data reported for 2015-2016 academic year.

Specific Library Resource Guides Currently on line:

- Sustainability Films for the Social Sciences by Selina Gallo-Cruz
- Sustainable Development by Lori Jahnke
- Development Studies by Tim Bryson, Hikmat Faraj, Phil MacLeod, Elizabeth McBride, Robert O’Reilly, Michael Page, Guo-Hua Wang
- Development Data Resources, including Social Indicators by Robert O’Reilly.
- Environment and Natural Resources by Robert O’Reilly
- Development Studies by Tim Bryson, Hikmat Faraj, Phil MacLeod, Elizabeth McBride, Robert O’Reilly, Michael Page, Guo-Hua Wang
- Selected Data Resources for ECON 362-000 Economic Development
- Environmental Studies Films List by Kristan Majors Chilcoat
- International Environmental Policy
- Environmental, Health & Development by Kristan Majors Chilcoat
- African Studies Research Guide by Elizabeth McBride
- Climate Change and Society Resources to support SOC 389-002: Sociology of Climate Change
- DANC 190/THEA 190 - The Art of Eating by James Steffen
- Research Guide to Urban Atlanta by Elizabeth McBride
- International Environmental Policy by Kristian Majors Chilcoat
- Political Science 385: Labor, Policy and Development (Spring 2014) by Chris Palazzolo
- ENVS 458: Fishers & Fisheries by Kristan Majors Chilcoat

stars.aashe.org
• Health and Disease in Africa by Elizabeth
• Economics 411: Money and Banking by Robert O'Reilly, Chris Palazzolo
• Political Science 385/African American Studies 385: New Black Political Leadership by Chris Palazzolo
• ENVS 225: Institutions & the Environment by Kristan Majors Chilcoat
• Readings in Anthropology •Biocultural Anth by Lori Jahnke
• Literature and Environment Research Guide •Ecocriticism section by Christina Colvin |
Open Access to Research

Provisional Score

2.00 / 2.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

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

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

How many of the institution’s research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):

All

Which of the following best describes the open access policy? (Mandatory or Voluntary):

Voluntary (strictly opt-in)

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:

Yes

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

OpenEmory is an Open Access repository of faculty-authored articles:
OpenEmory is a service of the Emory University Libraries, created following the Open Access Policy passed by Faculty Council in March 2011. OpenEmory serves faculty interests by providing an opportunity for the faculty of Emory to disseminate their scholarly work. OpenEmory is a service of the Emory University Libraries, created following the Open Access Policy passed by Faculty Council in March 2011.
articles as widely as possible through open access, making them freely available throughout the world, without charge. Also, OpenEmory promotes greater research impact, assists in retention of authors' copyrights, and ensures preservation of faculty scholarship. All Emory faculty members have the option to deposit their articles in OpenEmory, in compliance with publisher policies.

http://open.library.emory.edu

Electronic Theses and Dissertations:
The Emory University Libraries host the Electronic Theses and Dissertations (ETD), requiring graduate students and undergraduate honors students to submit their theses and dissertations to ETD as a requirement of graduation for the participating Emory schools that utilize this service. Participating schools include Emory College, Candler School of Theology, and Rollins School of Public Health. The dissertations and theses stored in the Emory ETD repository are discoverable by search engines such as Google, and in many cases are made available by their authors immediately via PDF download.

https://etd.library.emory.edu/

Emory offers funding to support the payment of open access publishing charges for faculty and students. Funds may be used for open access publishing and processing fees, including open access pay charges. Emory University researchers can apply for the Open Access Publishing Fund by filling out an Open Access Fund Request. More details can be found here:

http://sco.library.emory.edu/open-access-publishing/oa-funding-support/emory-oa-fund.html

A copy of the institution's open access policy:

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The institution's open access policy:

The following Open Access Policy was unanimously approved by Faculty Council at the March 15, 2011 meeting. This text was revised based on faculty feedback and through Faculty Council discussions.

The Faculty of Emory University is committed to disseminating the fruits of its research and scholarship as widely as possible. In addition to the public benefit of such dissemination, this policy is intended to serve faculty interests by promoting greater reach and impact for articles, assisting authors' retention of distribution rights, and ensuring preservation.

In keeping with these commitments, the Faculty calls upon Emory University, through its Libraries, to create an Open Access repository of faculty authored scholarly articles. Each faculty member grants to Emory University permission to capture and make available his or her scholarly articles the author has chosen to distribute as Open Access and to reproduce and distribute those articles for the purpose of open dissemination. In legal terms, each Faculty member grants to Emory University a nonexclusive, irrevocable, royalty-free, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles the author has chosen to distribute as Open Access, in any medium, and to authorize others to do the same, provided that the articles are not sold for a profit. The Emory Faculty author remains the copyright owner unless that author chooses to transfer the copyright to a publisher.

Scholarly articles authored or co-authored while anyone is a member of the Faculty would be eligible for deposit in the repository unless...
the Faculty member entered into an incompatible licensing or assignment agreement, such as transferring all copyrights to a publisher.

Emory Faculty may embargo scholarly articles from distribution for a specified period of time if a publishing agreement made by the Faculty member is determined to be incompatible with immediate distribution in Emory's repository.

To assist the University in distributing the scholarly articles, each Faculty member may choose to provide an electronic copy of the final author's version of the article at no charge to the Libraries in an appropriate format (such as PDF) specified by the Libraries. The Libraries may make the article available to the public in Emory's Open Access repository. In cases where an embargo period has been specified, the article may be archived in an Emory repository without open access for the period of the embargo, or a complete citation for the article may be submitted when deposit in the repository is incompatible with an assignment made by the faculty member.

This policy applies to scholarly articles for which the faculty author is copyright owner as defined in Emory's Intellectual Property Policy (Policy 7.6). Any question as to whether a faculty member is the copyright owner of a scholarly article shall be resolved as provided in Emory's Intellectual Property Policy.

The Faculty calls upon the Library Policy Committee (LPC), the Provost's Office and the Libraries, in collaboration with the Faculty Council, to develop and monitor an implementation plan for this policy. The LPC and Libraries, in consultation with the Provost's Office, will submit annual reports to Faculty Council for the first three years of the policy implementation. The policy and service model will be reviewed after three years and a recommendation on revisions to the policy presented to the Faculty Council.

1 A scholarly article is defined here as in the Budapest Open Access Initiative, that which scholars give to the world without expectation of payment. This encompasses peer-reviewed journal articles, and any unreviewed preprints which they may wish to put online. (http://www.soros.org/openaccess/read.shtml)

2 For the purposes of this policy, a Faculty member is a person employed at Emory under the Faculty Handbook with either a continuous or limited appointment. (http://provost.emory.edu/faculty/handbook/)

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Prologue for Emory's Open Access Policy

The enduring goal of a university is to create and disseminate knowledge. Emory’s vision is to become “A destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.”


An approach to create positive transformation through scholarship is for Emory faculty to make their research available as Open Access. By making Emory faculty scholarship freely accessible everywhere, we raise the visibility of this work, and we further the intellectual community here at Emory. In this context, an Open Access Policy is a rights-retention instrument ensuring that members of the University Community may choose to post works of scholarship that are accessible to the world without charge. An Open Access Repository at Emory provides the mechanism and infrastructure to assure permanency and free access to these works.

The Library Policy Committee (LPC) approached the Center for Faculty Development and Excellence (CFDE) to facilitate discussing Open Access within the Emory community. In April 2009, the Emory Faculty Council approved the request for a series of Open Access Conversations with the faculty, with the goal of developing an Open Access Policy for Emory. The LPC and CFDE held these conversations in the 09/10 academic year.

The LPC and CFDE met with 13 key faculty groups from all colleges and schools of the university and spoke with more than 400 faculty members. An Open Access webpage for Emory at
brought additional transparency to the process. The Spring 2010 issue of Academic Exchange (
http://www.emory.edu/ACAD_EXCHANGE/)

focused on Open Access and digital publishing. The first draft of the OA Policy was reviewed and discussed by Faculty Council in November 2010 and February 2011.

Based on the feedback from faculty during these Open Access Conversations, there is clearly support for the concept of Open Access to faculty articles, although questions were expressed over the resulting workload burden for faculty members and details of implementation. In response to these questions, the Library Policy Committee submits the attached revised Open Access Policy which seeks to serve the faculty’s interest by allowing articles to receive open distribution, simplifying the author’s retention of distribution rights, and aiding preservation, without adding to the workload of faculty members. The revised Open Access Policy will continue to serve as a mechanism for Emory to preserve the work of Emory scholars in a permanent digital repository and provide access to the work to anyone who seeks it.

The website URL where the open access repository is available:
http://sco.library.emory.edu/open-access-publishing/emory-repositories/index.html

Estimated percentage of scholarly articles published annually by the institution’s faculty and staff that are deposited
in a designated open access repository (0-100):
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A brief description of how the institution’s library(ies) support open access to research:

The Office of Scholarly Communications coordinates and supports Emory’s open access repository, develops related policies, and provides services for faculty and students. This office is part of the Library and Information Technology Services (LITS) unit at Emory. More information at:

http://sco.library.emory.edu/about/help.html

The Scholarly Communications Office also administers the Open Access Publishing Fund

http://sco.library.emory.edu/open-access-publishing/oa-funding-support/emory-oa-fund.html

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

http://sco.library.emory.edu/open-access-publishing/index.html
Additional documentation to support the submission:

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**Data source(s) and notes about the submission:**

Most of the information about Open Access at Emory can be found at these sites:

http://open.library.emory.edu

http://sco.library.emory.edu/open-access-publishing/emory-repositories/emory-oa-policy.html

http://sco.library.emory.edu/open-access-publishing/oa-funding-support/emory-oa-fund.html

http://sco.library.emory.edu/open-access-publishing/emory-repositories/index.html
Engagement

Campus Engagement

Points Claimed  17.55
Points Available  21.00

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student Educators Program</td>
<td>1.55 / 4.00</td>
</tr>
<tr>
<td>Student Orientation</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Student Life</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Outreach Materials and Publications</td>
<td>2.00 / 2.00</td>
</tr>
<tr>
<td>Outreach Campaign</td>
<td>4.00 / 4.00</td>
</tr>
<tr>
<td>Assessing Sustainability Culture</td>
<td>0.50 / 1.00</td>
</tr>
<tr>
<td>Employee Educators Program</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Employee Orientation</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Staff Professional Development</td>
<td>1.50 / 2.00</td>
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</tbody>
</table>
Student Educators Program

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>1.55 / 4.00</td>
<td>Taylor Spicer</td>
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<tr>
<td></td>
<td>Programs Coordinator</td>
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<tr>
<td></td>
<td>Office of Sustainability Initiatives</td>
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</tbody>
</table>

Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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

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

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

Number of students enrolled for credit (headcount):
15,421

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):
5,958

Percentage of students served by a peer-to-peer educator program:
38.64

Name of the student educators program:
Resident and Sophomore Advisor Program
Number of students served (i.e. directly targeted) by the program (headcount):
4,352

A brief description of the program, including examples of peer-to-peer outreach activities:

All Resident Advisors (RAs) and Sophomore Advisors (SAs) receive sustainability training during RA/SA Training in August. RAs and SAs incorporate this sustainability knowledge into hall programming throughout the year. For example, in Spring 2016, RAs in Emory’s third- and fourth-year housing hosted an “Ask anything about sustainability” night open to all residents. RAs worked with residents in second-year housing to pilot the reorganization and labeling of composting and recycling bins in the café in their hall to increase landfill diversion. Since Fall 2015, the Residence Life Fellow, RAs and SAs have hosted weekly cooking nights during most of Fall and part of Spring when the Oxford Farm community-supported agriculture deliveries are made. All residents are invited to cook together, talk to each other, and learn from an Environmental Sciences professor. Throughout the year, the Programs Coordinator for the Office of Sustainability Initiatives hosts office hours in the Living Green themed residence hall to assist student staff and residents with their programming, research and academic goals.

A brief description of how the student educators are selected:

Resident Advisor (RA) and Sophomore Advisor (SA) applicants apply online and participate in an interview with professional staff and student staff, as well as a group process activity. Based on their applications, recommendations and performance in the interview process, they are selected for the position.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

All Resident Advisors (RAs) and Sophomore Advisors (SAs) receive sustainability training by Office of Sustainability (OSI) staff during RA/SA Training in August. RAs and SAs incorporate this sustainability knowledge into hall programming throughout the year. Throughout the year, the Programs Coordinator for OSI hosts office hours in the Living Green themed residence hall to assist student staff and residents with their programming, research and academic goals. Additionally, RAs are required to complete an RA class, during which they spend three hours learning from a sustainability curriculum developed in partnership between OSI and Residence Life. The class focuses on sustainability literacy, tools for assessing individual impact, and tips and resources for planning sustainable events.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

Resident Advisors (RAs) and Sophomore Advisors (SAs) receive staff support from the Office of Residence Life & Housing. All RAs receive a stipend in addition to free room and board.

Name of the student educators program (2nd program):
Orientation Leaders Sustainability Training

Number of students served (i.e. directly targeted) by the program (2nd program):
1,546
A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

Orientation Leaders (OLs) serve as a University liaison to all new students and families. OLs work with faculty to assist incoming students in their transition to Emory and help familiarize new students with resources on campus. Orientation Leaders have the responsibility of representing the University to students and their families during an intensive, week-long, Orientation session held the week prior to the start of classes. During all three years of the reporting period, OLs received sustainability training by Office of Sustainability staff and are responsible for teaching incoming students about Emory's sustainability initiatives, particularly Emory's waste reduction program and goals and campus sustainability features, such as the WaterHub at Emory.

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

Orientation Leaders (OLs) submit an application and faculty or staff recommendation and are interviewed in a group for 90 minutes by the Student Involvement, Leadership and Transitions staff. OLs are selected based on the following criteria:
- Must be a full-time Emory University undergraduate student
- Must have at least a 3.0 overall grade point average
- Have pride in being an Emory student and want to share that pride with new students.
- Can relate effectively to various cultures, backgrounds, lifestyles, personalities, etc.
- Are involved in the campus community.
- Desire to be a leader and role model on campus and in the community.
- Have high standards of ethical behavior and professionalism.
- Have a positive attitude
- Work well under pressure
- Have creativity, flexibility and a sense of humor
- Understand the importance of a liberal arts education
- Have a willingness to assist first year students in their adjustment to academic life.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

Orientation Leaders receive sustainability training by the Office of Sustainability during their August training prior to Orientation. OLs are asked to teach incoming students about Emory's sustainability initiatives, particularly Emory's waste reduction program and goals and campus sustainability features, such as the WaterHub at Emory.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

Orientation Leaders are all student volunteers but receive staff support and training from the Student Involvement, Leadership and Transitions staff throughout the summer.

Name of the student educators program (3rd program):
Residence Hall Association (RHA) Sustainability Chairs

Number of students served (i.e. directly targeted) by the program (3rd program):
A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

The Residence Hall Association (RHA) works to promote the goals and purposes of the University as related to residential living, as well as to serve as the student voice. RHA Sustainability Chairs promote sustainability through several mediums. One student serves as an Executive RHA Sustainability Chair, who advocates for RHA-wide sustainable practices and commitments and seeks funding for sustainability-related programming and conferences for the hall Chairs. Each individual residence hall has its own RHA Sustainability Chair, whose job it is to develop his or her own initiatives and support the Executive Chair. Additionally, they all work to make every hall and campus-wide RHA event zero-waste and sustainably certified. This structure allows RHA to reach all Emory students in an efficient manner and spread sustainability efforts campus-wide. In Fall 2016, RHA Sustainability Chairs have coordinated no power hour events during which residents are asked to turn off their lights and unplug electronics and appliances and then play capture the flag together. In Fall 2014, the Chairs hosted a table at a weekly student engagement event called Wonderful Wednesday and used the solar oven to cook s’mores for students, while they answered sustainability trivia. These numbers double count students served by the RA/SA peer educator program, so they are not included in the total.

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

The Executive RHA Sustainability Chair is appointed following an interview process by the RHA President and Vice President in late spring. Each hall's RHA Sustainability Chair submits an application, interviews with their Hall President and then is appointed in the fall of each year.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):

The Office of Sustainability conducts a half-day training for all RHA Sustainability Chairs at the beginning of the fall semester. In this training, chairs learn details about Emory's sustainability initiatives and effective methods for inspiring and creating behavior change in their peers and fellow residents. Throughout the year, a graduate intern of the Office of Sustainability Initiatives convenes monthly meetings to keep the Chairs informed of events and resources and to assist individuals and the group with their programming needs. The graduate intern also coordinates educational activities and visits for the Chairs and other hall residents to campus features, such as the Emory Recycling Center, the WaterHub, and a green roof on one of the residence halls.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

The Residence Hall Association provides funding for the Sustainability Chairs' programming. The Office of Sustainability supplements this budget, as needed. A paid graduate intern with the Office of Sustainability oversees the program, manages the training, and provides organizational support.

A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

Each fall, students in a 1-credit anthropology course put on a Sustainable Food Fair, in collaboration with the Office of Sustainability Initiatives and Emory Dining. This lively midday event features music and roughly 40 stands of locally grown fresh food for sale, chefs offering delectable samples, stores featuring sustainably grown foods and other products, and nonprofits in the Emory area that are part of the program.
the sustainable food movement. Interested students enroll in this class, until it reaches the maximum of 40 students. They learn in classes three times a week leading up the the Food Fair about the food system. During the Fair, they then become the educators of other students, faculty and staff on the importance of sustainable and local food production. These 40 students interact with the estimated 1,000 students, faculty and staff that pass through the Fair during the two and half hour event. We are unable to isolate the number of students from this event, though we know undergraduates and graduates from across campus attend. These students are not included in the count.

The six to eight interns hired by the Office of Sustainability Initiatives (OSI) must submit their resume and cover letter, as well as interview in-person with the OSI staff. Once selected, the graduate and undergraduate students go through an orientation, during which they learn about the work of the university and healthcare system in the areas of climate action, sustainable commute options, energy and water conservation, greenspace and green buildings, healthcare, waste reduction and diversion, and sustainable and local food. These interns then host tables at over 30 different tabling engagement events, reaching between 100 and 1000 students, faculty and staff each event. The largest event is the Fall Student Activities Fair at the beginning of the year, during which the students share with over 1,000 interested, enrolled undergraduate and graduate students about sustainability practices and lifestyles. Though we consider these interns to be peer educators, the students they reach are not included in the total count because of AASHE’s definition of eligible peer-to-peer education programs.

Each semester, two or three graduate and undergraduate students apply to and are selected by the OSI staff to serve as student docents for the WaterHub at Emory tour program. These docents undergo two weeks of in-person training, materials review, and practice tours to become familiar with the purpose of, technology utilized within, and the impact of this water reclamation facility. The students currently lead two scheduled tours a week and cover one-off requests as needed. Student docents are then expected to follow up with the tour attendees to answer any additional questions, set up any subsequent visits, and to request evaluation of the program. These students become leaders on campus and the face of the facility to other students, faculty and staff. Between January 2016 when the program began and August 2016 when the reporting period ended, at least 60 students, 265 staff and faculty and 130 community members toured the facility. The 60 student visitors are included in the total count for this credit.

**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):**

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

https://www.emory.edu/HOUSING/JOBS/ra.html

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data entered for AY 2015-2016.

http://www.osls.emory.edu/programs/orientation/leaders.html

https://www.emory.edu/HOUSING/ABOUTUS/rha.html
http://sustainability.emory.edu/page/1035/Student-Groups

http://emap.fmd.emory.edu/website/WHSchedule/
Student Orientation

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 / 2.00</td>
<td>Taylor Spicer</td>
</tr>
<tr>
<td></td>
<td>Programs Coordinator</td>
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<tr>
<td></td>
<td>Office of Sustainability Initiatives</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
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<tbody>
<tr>
<td>First-year students</td>
<td>Yes</td>
</tr>
<tr>
<td>Transfer students</td>
<td>Yes</td>
</tr>
<tr>
<td>Entering graduate students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100): 100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Since 2007, the Office of Sustainability Initiatives (OSI) has partnered with schools throughout Emory in varying capacities to incorporate sustainability into new student orientation. Listed below are Emory’s current efforts to integrate sustainability in orientation.
• All incoming students (undergraduate, transfers, and graduate) receive either reusable water bottles, reusable bamboo utensil sets, or farmers market tote bags that include Emory’s sustainability goals to encourage sustainable behaviors from the beginning of their time at Emory.

• The Office of Sustainability has a booth at orientation fairs/expos with Emory College, Rollins School of Public Health, School of Nursing, School of Medicine, School of Law, and Laney Graduate School. The Office of Sustainability participates in a post-orientation student engagement expo hosted by the School of Theology.

• The Office of Sustainability leads a campus sustainability tour during Orientation which is open to all incoming students and their parents.

• In 2009, Emory held its first "Zero-Waste" Orientation and participation and numbers increase each year. Composting and recycling bins are provided for major events such as the Orientation Fair, Parent’s Breakfast, and in some years, the Coke Toast, so that all materials from these events are diverted from the landfill. Student volunteers are stationed by waste receptacles to educate students and their parents about how to properly recycle or compost waste. Orientation planners are presented to by the Office of Sustainability Initiatives and are contacted for reminders to plan their Orientation events as Zero Waste events.

• Prior to arrival, new Emory undergraduate and graduate students have received shopping tips, move-in recycling information, sustainable commute information, and a general introduction to sustainability at Emory through an electronic packet and/or via the Orientation Blackboard website.

• OSI and the Educational Garden Project have tables to provide information to incoming students at the Orientation Expo. Transportation and Parking Services, Enterprise CarShare and Bike Emory are also present at the Expo, offering bike safety tips, bike maps, and sustainable commute information.

• The Sustainability Showcase has been held for the past nine years in collaboration with the Living Green themed hall during Orientation Week. Representatives from sustainability-related student organizations and Emory departments provide information on how students can get involved on campus.

• All Resident Advisors (RA), Sophomore Advisors (SA), and Orientation Leaders (OLs) receive sustainability training by the Office of Sustainability staff.

• Laney Graduate School and School of Nursing students watch the 30-minute “Emory as Place” video during orientation. This film highlights Emory and Atlanta’s history, civil rights struggles, environmental challenges, and opportunities for students to contribute. There is a table at the Graduate School Orientation with information about sustainability, alternative transportation and Bike Emory, and the School of Nursing takes students on a woods walk during orientation.

• At the Goizueta Business School, the BBA Program Orientation has moved in recent years to reduce the amount of paper distributed to students and instead direct them to a list of helpful websites.

• At the Candler School of Theology, in 2015, the orientation team shifted their welcome materials and resources to electronic copies available through emails and websites, rather than printing materials for incoming students.

• For the Anesthesiology Assistants, Physicians Assistants, Master's in Development Practice, and the Laney Graduate School departments, the Office of Sustainability Initiatives staff presents Emory’s sustainability story during orientation activities.

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

http://www.sustainability.emory.edu/page/1062/New-Student-Info
Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Student Life

Provisional Score

2.00 / 2.00

Responsible Party

Taylor Spicer
Programs Coordinator
Office of Sustainability Initiatives

Criteria

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

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

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

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

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:
Campus Kitchen Emory
Campus Kitchen Emory is a student-run organization that repurposes and donates unused food to local kitchens and food pantries. The group is a branch of the national Campus Kitchens organization which operates on multiple campuses across the nation. The group’s mission is to fight hunger in Atlanta through sustainable food waste management while simultaneously fostering an awareness of individual consumption and everyone’s role in sustainable practices. Campus Kitchens Emory engages students from various groups and organizations in volunteer work that benefits the campus as a whole, fostering community development both at Emory and in Atlanta.

Creation Keepers
Creation Keepers are a circle of the eco-minded folks of the Candler School of Theology. The group lives at the intersection of faith and environmentalism, ever-vigilant to ways they can encounter God through God's Creation. They have a little something for everyone--camping and gardening, ecojustice and exegesis, meditation and so forth. They have weekly community gardening at the Theology Garden located off of Dickey Drive as well as monthly hikes around the Atlanta area. In addition, they host "lunch & learns" with leaders who are doing faithful, eco-minded work.

Emory Climate Analysis and Solutions Team (ECAST)
ECAST is a group that seeks to create tangible climate solutions through dynamic, action-based projects. ECAST provides a forum for undergrads, graduate students, faculty and staff from across and outside of Emory University to conduct climate-related analysis and advance climate solutions. With over 7 projects and growing, ECAST has something to offer for everyone.

Emory Climate Organization
The Emory Climate Organization is a student-led group that is dedicated to increasing climate literacy and action on campus and beyond. The group is committed to educating and galvanizing the community on various aspects of climate justice issues and seeks to provide members with the science, policy, social and political background necessary to take actionable steps toward addressing the increasing threat of climate change.

Emory Global Health Organization
The Emory Global Health Organization is a student organization based at Emory's Rollins School of Public Health (RSPH). The group seeks to engage in issues of global health outside the classroom by organizing community service events, advocacy campaigns and networking opportunities. Membership is open to the entire Emory University student body, as well as faculty, staff and alumni.

Emory Nourish International
Emory Nourish is a student-led chapter of a non-profit organization that strives to alleviate extreme global poverty through student leadership development and green social enterprise. The group raises funds by operating socially responsible ventures that seek to produce sustainable wealth for both the Atlanta community and partnered organization abroad. The funds are then invested in an international project with the partnered organization for long-term, community-based solutions to poverty.

Emory Spokes Council
Emory Spokes Council is a grad student run organization dedicated to connecting, supporting and advocating for biking at Emory University and in Atlanta. The group hosts social rides aiming to bring Emory cyclists together and to explore the city. They hold workshops to help students get to know their bikes better and bike safer throughout the city. They maintain an on-campus fixit shop where anyone can work on their bike by themselves or with the assistance of some of the more experienced group members. The group also is working to push for greater integration of the campus with the city’s bike path network.

Emory Undergraduate Global Health Organization (EUGHO)
EUGHO serves to provide information and opportunities for student action concerning international health issues. EUGHO tries to enlighten students on graduate opportunities in the field of global health that reach beyond the obvious public health school options. EUGHO participates in volunteer opportunities both on and off campus with the Emory Global Health Organization, Emory's graduate school global health organization. These activities include Quilt on the Quad, World AIDS day, Medshare International, health walks, and educational trips to the CDC and the Carter Center.
Emory Vegans and Vegetarians
Emory Vegans and Vegetarians seeks to promote conscious food choices, such as those for spiritual, political, environmental, and health reasons. In addition, the organization seeks to provide information in order to educate the campus at large about vegetarianism and veganism. It also wishes to support vegetarians and vegans at Emory University via interactions with Emory's food service provider. Emory Vegans and Vegetarians also strives to foster solidarity among the vegan and vegetarian community by having gatherings both on and off campus in which vegan and vegetarian food is present.

Environmental Law & Conservation Society (ELCS)
ELCS seeks to provide information and to take an active role in the legal dimensions of environmental interests. The group participates in hikes, volunteers around the city of Atlanta, and invites speakers from a broad range of environmental areas.

Generation Response
Generation Response is officially "Emory's Environmental/Humanitarian magazine." Generation Response gives Emory students a voice on local, national, and international humanitarian and environmental issues. Writers shed light on the people and organizations at Emory and in the greater Atlanta area that are making a positive difference in response to issues. In doing so, the students hope to connect Emory to Atlanta and to act as a sort of mutualistic sustainable forum, in which we give sustainable Atlanta organizations publicity to the Emory community and in turn Emory students can seek out these organizations to get involved. The ultimate goal of Generation Response is to encourage Emory students to get involved in making a positive difference in the world. It's about reaching out, so that this generation can respond and take responsibility for our future.

Global Development Student Council (GDSC)
The GDSC is a graduate student organization started by students in the Master’s in Development Practice program. GDSC provides a platform to explore interdisciplinary approaches to international development and humanitarian aid, focusing on the challenges of achieving sustainable development within the context and intersections of global poverty, international conflict, resource degradation, and climate change, among other topics. Monthly group activities include service opportunities, social activities, speakers, panel discussions, and film screenings. GDSC welcomes graduate students from all programs and seeks collaboration with other programs in organizing campus events.

Global HEED
Global HEED (Global Health, Education, and Economic Development) is the Emory chapter of the eponymous non-profit. Global HEED explores the intersection of economic development, social equality, and environmental protection by examining grassroots sustainable development initiatives in Atlanta and throughout the world. Through speaker events, service opportunities, site visits, and collaboration with similar campus organizations, Global HEED helps its members gain awareness of both local and global movements for sustainability, giving students the knowledge and tools to create change of their own.

Goizueta Energy and Environment Group (GEEG)
GEEG recognizes that renewable energy organizations play an integral part in preserving our environment and promoting sustainable practices. The group aims to increase awareness of the work these companies do and inform others of the role that renewable energy plays in everyday lives. In addition, the group works with energy institutions to conduct financial research in the energy sector. Last year, the group worked with SolAmerica to provide research into solar financing.

Graduate Sustainability Group
The Graduate Sustainability Group (GSG) is a student-led response to the important social and environmental challenges facing the world as a whole and those specific to the local community, namely that of Emory University and the greater Atlanta area. GSG recognizes that engaging graduate students in sustainability on both academic and practical levels opens up important opportunities for scholarship and for incubating the next generation of leaders in social and environmental sustainability. The organization seeks to create an intellectual and, at times, physical space for support, reflection, critique and practical action with regards to our common social and environmental concerns.
Greeks Go Green
Greeks Go Green was founded by Emory alum Nicolai Lundy in the Fall of 2006. The organization helps promote sustainability initiatives within Fraternity and Sorority Life through focusing on cultural, structural, and procedural improvements.

Green Bean Coffee
The Green Bean is committed to nurturing the community and environment while maintaining a practical and profitable business. Student employees are involved in the evolution of business practices and provide a fuel of creativity. The Green Bean aims to be a long-lasting and community-friendly campus resource, both for great tasting coffee and tea and sustainability education. The Green Bean sells coffee from Cafe Campesino, a fair trade and organic coffee roaster in Americus, Georgia, in addition to fair trade and organic tea, hot cocoa, and pastries. The Green Bean Coffee Cart is located inside Cox Hall.

Net Impact
Net Impact is an international nonprofit organization with a mission to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world. Net Impact members are current and emerging leaders in corporate social responsibility, social entrepreneurship, nonprofit management, international development, and environmental sustainability who are actively improving the world.

Our Space Our Home (OSOH)
Our Space Our Home seeks to establish a community within Emory that is committed to protecting, restoring, and connecting with the surrounding wildlife areas of the campus through mindful and compassionate engagement with nature. OSOH promotes and encourages students to spend more conscientious time in nature. OSOH holds different activities each month such as going on nature walks and cleaning up trash through the trails by the lower fields. OSOH events qualify for Play Fusion credit and fall under the “Service Work” Category.

Outdoor Emory Organization
With a membership of well over 350 students, Outdoor Emory Organization (OEO) is Emory University's largest student-run organization and one of the largest and most active outdoors organizations in the country. In addition to their successful Adventure Orientation program for incoming first-years and weekend trips around the Southeast, OEO has explored North America, from the Grand Canyon to Baja Mexico, from the Boundary Waters to Lake Tahoe. OEO typically sends out one trip each weekend, ranging from backpacking to caving to skydiving to surfing to skiing to paddling. Over longer breaks, OEO sends trips across the country to places like the Grand Canyon, Lake Tahoe, Utah, Baja, and Wyoming.

Oxford College Sustainability Club
Oxford College’s Sustainability Club is the campus’ primary source of environmentally friendly programming. The club combines service and education in a social setting to make sustainable concepts more accessible. Members and non-members alike apply the lessons from these events to their day-to-day lives. This helps promote a lasting culture of environmental responsibility at Oxford.

Religion and Ecology Collaborative (REC)
REC is a group of scholars who craft innovative, transdisciplinary responses to environmental uncertainty. The REC meets three times a semester to host speakers, share papers, or go on field trips.

RHA Sustainability Representatives
The Residence Hall Association (RHA) works to promote the goals and purposes of the University as related to residential living, as well as to serve as the student voice. RHA works to promote Emory's sustainability initiatives and programs. RHA Sustainability Chairs are appointed following an interview process by the RHA President and Vice President. RHA Sustainability Chairs promote sustainability through several mediums. The Executive Council Sustainability Chairs develop campus-wide efforts that are both interactive and informative. Each individual residence hall has its own RHA Sustainability Chair as well, whose job it is to develop his or her own sustainability initiatives and make all RHA events zero-waste. This structure allows RHA to reach all Emory Students in an efficient manner and spread sustainability efforts campus-wide.
Rollins Environmental Health Action Committee (REHAC)
REHAC's mission is to encourage students to make environmentally friendly decisions in their daily lives and raise awareness about environmental justice issues in the community and around the world. REHAC provides free coffee every week to students who bring their own mug to school, hosts fundraisers for natural disaster relief efforts, encourages students to use sustainable transportation, hosts socials to talk about environmental issues, and participates in art projects to decorate stairwells to encourage students, staff and faculty to take the stairs. REHAC also screens films on environmental issues and volunteers with sustainable transit organizations and environmental justice organizations.

Roots and Shoots
Roots and Shoots is an international organization founded by Jane Goodall whose primary aim is to encourage environmental citizenship and sustainable behaviors in young people. Emory’s chapter of Roots & Shoots, active since 2007, works towards this goal through bi-weekly educational activities implemented with 3rd graders at local elementary schools. Volunteer instructors come from across the university and include primarily post-doctoral researchers and graduate students. Outstanding undergraduate students may also be considered. Example classroom activities include owl pellet dissections, learning about the water cycle through music, and creating a guide-book to school-yard plants.

Slow Food Emory
Slow Food Emory is part of an international movement to promote good, clean, and fair food. These three words represent the multiple dimensions of Slow Food's mission, which include promoting sustainable agriculture, preserving biodiversity, encouraging the production of food without the use of harmful chemicals, ensuring a fair wage for producers and laborers, and allowing equal access to this food that we cherish. Slow Food Emory works to promote these values on campus through eating and cooking together, discussing food access and production issues, educating peers to think critically about their food and its origins, food activism, and other activities that reconnect us with the pleasure of eating and the unquantifiable value of food. Slow Food Emory's mission is to promote "good, clean, and fair" food in a way that is adaptable and accessible to all Emory students.

Student Sustainability Forum
Emory's Student Sustainability Forum is a group of student leaders from sustainability-related organizations, student publications, and student governmental associations. Members of the Forum are from Emory College and the professional schools. The forum meets monthly to allow student sustainability leaders to share experiences of their efforts in working towards a more sustainable Emory. Within these informal dialogues, students learn about the exciting work of fellow green groups. The Forum is also a chance for organizations to find intersections in missions where they can collaborate. All Emory students are welcome!

Sustainability in Residence Life: Living Green 1st Year at Emory. Hamilton E. Holmes & Turman Halls
Educate yourself, the community, and the world about living with an awareness of the impact we have on our surroundings and our ability to ensure a high quality of life for future generations. Be a part of Living Green during your first year at Emory and examine what strategies we can employ at Emory to support the "three Es -- Environment, Economy, and Equity."

Sustainability in Residence Life: Green Action 2nd Year at Emory
Green Action is a brand new Second Year at Emory living-learning community that builds upon the theme of LIVING GREEN into the second year. Become a member of the Green Action Living Learning Community and you will have an active voice in what’s included in the programming, events, and education of this sustainable community. Green Action staff will listen to your opinion and work to include all facets of sustainable education that are important to your peers and you. You will have an opportunity to sit on a Green Action leadership council to control programming and events that take place in Woodruff Residential Center, within the Second Year at Emory program, and among the greater Emory and Atlanta communities. This community will occupy one floor of the Woodruff Residential Center. Any current freshman is eligible to apply to live in the community for their sophomore year; all you need is a desire to learn more about sustainable living.

Undergraduate Sustainability Group
The Undergrad Sustainability Group aims to promote a more wholesome Emory population by offering environmental service

stars.aashe.org
opportunities and educational activities as well as providing a means for environmentally conscious peoples to exchange ideas and network.

Volunteer Emory (VE)
VE’s mission is to collaborate with agents of change for service projects and social justice work that promote learning about self and society. VE runs several weekly sustainability-related service trips in Atlanta, including to Trees Atlanta, local community gardens, and re:Loom, a local non-profit organization that employs recently homeless community members and trains them how to weave upcycled materials into beautiful rugs, scarves, and other products. VE also has large-scale service days in the fall semester (Emory Cares Day) and on Martin Luther King Day. Past trips have included tree plantings with Trees Atlanta and streambank restoration in Lullwater Preserve on Emory's campus, among others. Additionally, VE runs Alternative Fall & Spring Breaks which expose students to issues such as food production/consumption/security, community building/home security, homelessness, hunger, and poverty through service learning.

The website URL where information about the student groups is available (optional):
http://sustainability.emory.edu/page/1035/Student-Engagement

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:
The Educational Garden Project offers students, faculty, and the Emory community an opportunity to engage in local, sustainable food production. Through education, awareness, and meaningful work, the educational gardens offer opportunities to grow local, seasonal, diverse, and healthy food. Six food gardens, one medicinal herb garden and one garden that provides plants that enrich primate diets are scattered across campus. All gardens are run by volunteers with the guidance of a part-time Educational Gardens Coordinator and a student Gardens Intern. The Coordinator and Intern lead garden workshops, tours, and general campus outreach and education.

In 2014, the Oxford College Ogranic Farm opened to produce a diversity of vegetables, as well as orchard fruit, cut flowers and shiitake mushrooms grown on hardwood logs on-site. The Farm is run by a Farm Manager and Apprentice, as well as by 15 federal work-study and workship students each semester. These students work up to ten hours each week learning and then executing organic farming techniques. These students also assist with hosting student volunteer groups each Friday, who also assist with seasonal production and farm maintenance.

The Oxford College Organic Farm hosts a three season CSA program for students, staff, and faculty at Oxford College and Emory’s Atlanta campus. The Oxford Farm staff, student employees and student volunteers (at times) help plant, tend, harvest, clean, and pack the produce for the CSA boxes. Participants can choose to buy a share for the entire season (April-November) or individual seasons: spring (April-June), summer (June-August), and fall (October-November). CSA boxes are available each week for pick up on campus, and CSA boxes are returned and reused from week to week. The CSA has 30-50 participants each season. One CSA share is purchased by the Living Green residence hall, which hosts weekly cooking nights to prepare the produce.

The website URL where information about the gardens, farms or agriculture projects is available (optional):
http://sustainability.emory.edu/page/1008/Sustainable-Food

Does the institution have student-run enterprises that include sustainability as part of their mission statements or
A brief description of the student-run enterprises:

The Green Bean is a student-run coffee business committed to nurturing the community and environment while maintaining a practical and profitable business. Student employees are involved in the evolution of business practices and provide a fuel of creativity. The Green Bean aims to be a long-lasting and community-friendly campus resource, both for great tasting coffee and tea, and for sustainability education. The Green Bean sells coffee from Cafe Campesino, a fair trade and organic coffee roaster in Americus, Georgia, as well as products from other local suppliers and baked on-site by Bon Appetit, Emory’s food service provider. The Green Bean is located inside Cox Hall Food Court and was started from an Incentives Grant issued by the Office of Sustainability Initiatives.

The website URL where information about the student-run enterprises is available (optional):
https://www.facebook.com/TheGreenBeanEmory/

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:
Yes

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

In Spring 2016, Emory launched a $1.5 million Sustainability Revolving Fund, a self-replenishing program that will be used to fund capital-intensive energy and water efficiency projects across campus. These projects are reviewed and prioritized by the Energy and Water Taskforce, which is composed of Emory students, faculty and staff. Three undergraduate students currently serve on the Taskforce and contribute to the discussions and research that help determine projects funded through the Revolving Loan Fund.

Through the Social Enterprise@Goizueta, students have the opportunity to engage with faculty and farmers abroad who produce Farmers to 40 and Grounds for Empowerment coffee. Students are asked to crowdsource funds to support these efforts, and a select number visit the farmers in Nicaragua to participate in turning the raised funds into community development projects for which the community members request.

The Student Environmental Fund was created out of a campaign during the fall of 2008 to establish a green fee at Emory University. This campaign was started by Emory’s Student Government Association with help from the Emory Environmental Alliance. Emory's Student Government Association (SGA) created a survey during this time that was distributed to the whole student body to gauge support for a green fee. Nearly 2,000 Emory students from across the University participated in taking the survey. Through it, the majority of Emory students indicated that they would be personally willing to give extra money with tuition to increase sustainability at Emory; however, the majority also opposed a new mandatory fee outright for every student. Thus, SGA leaders and campus administration responded by creating the Emory Student Environmental Fund. Money raised by the Student Environmental Fund is appropriated by a committee of students advised by the Director of Sustainability Initiatives. Student Environmental Fund money may be appropriated at the committee's discretion to any project from one of the following three categories:

(1) The purchase of or investment in clean renewable energy in the Southeastern United States;
(2) Student driven projects or services that produce measurable benefits to the environment;
(3) Student Government Association Revolving Green Fund* projects.

Student Environmental Fund projects must demonstrate that they are above and beyond those things Emory is already doing to preserve the environment, and thus, donations will not be offset by reduced spending on environmental preservation by other parts of the
The Office of Sustainability Initiatives Incentives Funds support research, campus-based projects, and the development of new rituals to promote sustainability on Emory’s campuses. Creative proposals are welcomed that seek new knowledge, support new behavior patterns, and foster cultural change. Faculty, staff, and students from Emory University and Emory Healthcare are eligible to apply. Funds may be used for supplies, materials, publicity, and travel costs supporting approved projects, research, and rituals, which must be carried out on an Emory University, Emory Healthcare, or Oxford College campus or facility. Grantees are responsible for creating and managing a project budget, managing all financial transactions, and maintaining documentation for all grant-approved purchases and work.

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):
http://groundsforempowerment.org/

Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:
Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

Emory annually participates in America Recycles Day (November), Arbor Day Celebration and Tree Planting (February) and Earth Day (April), all of which typically feature many events on campus. Earth Day since 2015 has progressed into Earth Month, which is kicked off by Earth Festival. Earth Festival brings together around 50 campus and community organizations, as well as campus artists and musicians to lead activities that engage and educate the Emory community. The multitude of events happening throughout April are collected and published in the Earth Month calendar.

Each fall, students in a 1-credit anthropology course put on a Sustainable Food Fair, in collaboration with the Office of Sustainability Initiatives and Emory Dining. This lively midday event features music and roughly 40 stands of locally grown fresh food for sale, chefs offering delectable samples, stores featuring sustainably grown foods and other products, and nonprofits in the Emory area that are part of the sustainable food movement.

Green Networking Night, hosted annually by the Career Center and Office of Sustainability, brings over 80 representatives of environmental organizations in Atlanta to network with Emory students.

Emory’s Sustainable Food Initiative and the Emory Farmer’s Market regularly host events to educate Emory students and community members about sustainable food. Events in 2016 included the “Berry Bash” highlighting local blueberries, "Tomato Festival" with tomato trivia and recipes, "Biodiversity in the Garden" in which seeds were started in small pots and biodiversity was discussed, and the "Ice Cream Social" with a local ice cream producer. For each event, there is an educational table and activity at the Market, as well as educational communications pieces disseminated through social media and the market newsletter.

In addition, as opportunities arise, the Office of Sustainability (OSI) hosts lectures and seminars for students and the general public. For example, in 2016, the Office of Sustainability hosted the Georgia Campus Sustainability Network annual conference, which is run by National Wildlife Federation and the U.S. Green Building Council. OSI regularly partners with the Climate@Emory faculty and Emory Climate Organization for Climate Week, which features expert and student panels, art exhibits, film screenings, and student engagement activities that help the Emory community understand climate change. Additionally, OSI partnered with the Turner Environmental Law Clinic and the Turner Foundation to host Nora Pouillon, a restauranteur and founder of the first certified organic restaurant in the U.S.
Additionally, on campus, throughout the entire academic year, the James Weldon Johnson Institute hosts scholars every Monday to talk about a topic related to race and difference. The College Council hosts Culture Shock and Social Justice Week, which brings diverse speakers to campus to talk to students about diversity, social justice, and social action. The Candler School of Theology leads event throughout Farmworker Awareness Week in March to bring attention to this important social justice topic. The Emory Dining team hosts film screenings, does taste tests and uses social media to promote Fair Trade Awareness Month.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):
http://sustainability.emory.edu/page/1065/Sustainability-News-&-Events

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:
Yes

A brief description of the cultural arts events, installations or performances related to sustainability:
In spring 2016, as part of Climate Week, the students of the Emory Climate Organization (ECO) hosted the Climate and Art event, which showcased climate-related photos while guests enjoyed a talk about the role of art in expression and social justice. The showcased photographs were taken at the Climate Talks in Paris from the “Humans of COP” series, around the city of Paris, and of photos submitted by Emory Students. In March of 2017, ECO will once again host an art exhibit of student-submitted pieces that highlight the intersections between art, climate and live performance.

As the finale for Farmworker Awareness Week in spring 2016, the Candler School of Theology Social Concerns Network hosted Rebel Diaz, a hip hop group known mainly for using their music and performances to share the realities of immigrants's lives.

Each fall since 2013, the College Council coordinates the widely popular CultureSHOCK showcase, which highlights the cultural (ethnic, racial, national, sexual, gender, religious etc.) diversity at Emory expressed through student performances, speakers, art, and cuisine. The event is headlined by a public figure who speaks to the ways in which their ethnic, national and cultural background has made them who they are.

In fall 2013 and spring 2014, the Graduate Sustainability Group collected social network analysis data from over 700 Emory students, faculty and staff actively engaged with sustainability initiatives on and off campus. In fall 2014, the student group revealed the digital, interactive social network map that allows anyone to begin to understand the key agents active in Emory's sustainability efforts. The digital map was presented during three campus community engagement sessions to share the results, as well as printed and installed at various orientation events. Smaller printed banners were also distributed to active members of the sustainability network to display the visual depiction of the network's projects, programs and actors.

In fall 2014, the Office of Multicultural Programs and Services (OMPS) hosted a 'Trashion Show' as part of their 'Unity Month.' Participants use recycled goods to make articles of clothing and groups create dance routines to showcase their fashions.

The website URL where information about the cultural arts events, installations or performances is available (optional):
http://climate.emorydomains.org/

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

stars.aashe.org

Emory University | STARS Report | 85
Yes

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

The Outdoor Emory Organization (OEO), which annually retains a membership of 350 or more students, is Emory’s largest student-run organization and is one of the largest and most active university outdoors organizations in the country. OEO operates in line with Leave No Trace and includes this practice in the curriculum used to train trip leaders. The group organizes a number of weekend trips around the Southeast including whitewater rafting, hiking, rock climbing, and skydiving. The trips are subsidized by money from the Student Government Association (SGA) to increase their affordability for Emory students. Every year, OEO leads three-day Student Outdoor Adventure Retreat (SOAR) trips for incoming students, which take place before students move in and begin orientation and give incoming students the opportunity to meet other new faces and learn about Emory from upperclassman while sleeping under the stars, rafting down a river, climbing rocks, or riding horses through the countryside.

The website URL where information about the wilderness or outdoors programs is available (optional):

http://outdooremory.org/soar/

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?

Yes

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

First year students at Emory have the opportunity to participate in the Living-Learning Communities as part of Emory’s First Year at Emory experience, run by the Office of Residence Life and Housing. There are four first-year Living-Learning Communities: "Living Green: Sustainability in the 21st Century", "Global Cultures: Bringing the World to Emory", “Creativity & the Arts”, and “Social Innovation: Inspire, Ignite, Impact”. Also, there are two second-year Living-Learning Communities: "Flourish" and "Social Justice." While the "Living Green” program is the one most directly focused on sustainability, each of these experiences incorporates aspects of sustainability, equity, and social justice into hall programming and the overall residence hall atmosphere. Within the Sophomore Year at Emory program, there is also a themed-living floor called “Green Action”, which consists of a group of students who have self-selected to take their commitment to a sustainability living experience to an advanced level of activism.

The website URL where information about the sustainability-related themes is available (optional):

http://www.emory.edu/HOUSING/LLC/index.html

Does the institution have programs through which students can learn sustainable life skills?:

Yes

A brief description of the programs through which students can learn sustainable life skills:

Emory’s Office of Residence Life and Housing believes “learning that occurs outside of the classroom can often be as valuable as learning that takes place in an academic setting.” To that end, all student and professional staff are trained before students arrive in the fall, as well as during the Resident Advisor class on how to incorporate sustainability themes and elements into their programming for residents. Resident Advisors, Sophomore Advisors and the Graduate Fellow in the sustainability-themed halls (Hamilton E. Holmes, Green Action in Woodruff Residential Hall) are required to focus a portion of their programming on sustainability. Some examples of programs in the past year include teaching residents how to make their own environmentally safe cleaners, how to use Atlanta’s public...
transportation, how to use less water and energy when washing and drying clothes, and how to incorporate seasonal, fresh food from our Oxford Farm community-supported agriculture program into weekly meals and conversation.

Additionally, the Residence Hall Association (RHA) Sustainability Chairs support these efforts with their own sustainability programming, through outreach and education during the Recycling Competition and Energy Competition focused on individual behavior change, and by ensuring that all RHA events and programs are zero-waste.

The website URL where information about the sustainable life skills programs is available (optional):
http://www.emory.edu/HOUSING/ABOUTUS/rlh.html

Does the institution offer sustainability-focused student employment opportunities?:
Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:
A variety of sustainability-focused student employment opportunities are available for Emory undergraduate and graduate students. The Office of Sustainability (OSI) hires paid undergraduate and graduate student interns throughout the academic year and summer to assist staff with on-campus initiatives. OSI in partnership with Campus Services, additionally hires two or three graduate or undergraduate students to lead weekly WaterHub tours.

Residence Life and Housing hires undergraduate Resident Advisors (RAs) and Sophomors Advisors (SAs). All RAs are trained before students arrive in the fall as well as during the Resident Advisor class about sustainability on how to incorporate sustainability themes and elements into their programming for residents. Additionally, a paid Graduate Fellow works in the Living Green hall, leading her own sustainability-themed programming and developing a residential curriculum that teaches students sustainability literacy throughout all four years of living on campus. The curriculum was piloted in 2016-2017 in the Living Green hall and will be rolled out to all halls in Fall 2017.

Students work at Green Bean Coffee which serves fair trade, organic coffee/tea and educates customers about the importance of these products.

At the Rollins School of Public Health, the Rollins Earn and Learn (REAL) program provides funding for master's level public health graduate students to support their academic interests with applied public health experiences in federal, state, and county government agencies, Emory-affiliated programs, and non-profit organizations throughout Atlanta. Many of the REAL placement sites are sustainability-focused.

The Ethics and Servant Leadership program of the Center for Ethics offers an 8-week summer internship that begins in May and continues through the summer. It requires a minimum 270 hours of service and includes classroom instruction that provides the students with basic leadership and ethical skills and gives them an opportunity to process their experiences. Students will learn about different approaches to business and decision-making processes that shape area nonprofit organizations, many of whom operate with sustainability at the forefront of their work.

The website URL where information about the student employment opportunities is available:
http://www.ethics.emory.edu/pillars/citizenship/EASL/Summer_Internships.html

Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:

stars.aashe.org
Yes

A brief description of the graduation pledges:

Starting in 2014, graduating seniors have the opportunity to sign a graduation pledge at an Alumni Association event leading up to Commencement. All seniors who sign the pledge are given a pin with the Office of Sustainability’s oak leaf logo to wear during Commencement ceremonies. The pledge incorporates the concepts in the Graduation Pledge Alliance’s pledge but also is centered on Emory’s culture and goals around sustainability. "I pledge to explore and consider the social, economic, and environmental consequences of my decisions and to use the knowledge I gained at Emory to improve the quality of life for current and future generations in my community and beyond."

The website URL where information about the graduation pledges is available (optional):

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Does the institution have other co-curricular sustainability programs and initiatives?:
Yes

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

Each year, the Office of Sustainability Initiatives administers the Sustainability Incentives Fund to support research, campus-based projects, and the development of new rituals to promote sustainability on Emory’s campuses. Creative proposals are welcomed that seek new knowledge, support new behavior patterns, and foster cultural change. Faculty, staff, and students from Emory University and Emory Healthcare are eligible to apply for the Sustainability Incentives Fund. Funds may be used for supplies, materials, publicity, and travel costs. Proposals are welcome in all areas, with priority given to proposals in the areas of waste, sustainable food, energy, alternative transportation, and connection to “place.” Research and rituals must be carried out on campus.

The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):
http://sustainability.emory.edu/page/1036/Incentives-Fund

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):
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Additional documentation to support the submission:
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Data source(s) and notes about the submission:


Additional webpages for cultural arts events, installations or performances related to sustainability:
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stars.aashe.org
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Outreach Materials and Publications

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Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one of the following:

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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

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

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

Yes

A brief description of the central sustainability website (optional):
The Office of Sustainability Initiatives website serves as a central resource for Emory’s sustainability vision, programs, news, events, partners, resources, policies, guidelines, and history. In addition, the website provides links to other related websites, including Emory Recycles, the Emory University LEED Map, Transportation and Parking Services, Bike Emory, Outdoor Emory Organization, and the Emory Piedmont Project. The Office of Sustainability Initiatives plans to update its website in Summer 2017.

**The website URL for the central sustainability website:**

http://sustainability.emory.edu/

**Does the institution have a sustainability newsletter?:**

Yes

**A brief description of the sustainability newsletter:**

The Office of Sustainability Initiatives publishes an online newsletter twice a year that is distributed to the Emory neighborhood. The newsletter shares important sustainability stories from Emory University and Healthcare. The listserv currently has 2,427 subscribers.

OSI also issues sustainability notices through a weekly newsletter, which updates subscribers about campus and community sustainability events and resources, as well as shares components of the Emory Sustainability Vision and Strategic Plan 2015-2025. Currently, the listserv has 2,043 subscribers.

Additionally, a weekly Farmers Market newsletter goes out to the 416 subscribers. The newsletters tells vendors stories, announces what products vendors will bring each week, shares market and food related news and events, and shares information on Emory’s seven sustainable food messages:

Three large issue areas:
- Emphasize seasonality – more signage is going up in dining facilities
- Connect to social justice, farm worker, farm community aspects of local and sustainable food
- Highlight energy embedded in food and climate implications

Three specific topical areas:
- Educate about sustainable seafood choices
- Strengthen understanding of Fair Trade (and role of certifications)
- Improve understanding of grassfed meats and dairy

And one further important issue: Reduce waste

The Office of Sustainability Initiatives' Green Offices at Emory and Green Labs at Emory programs have dedicated newsletters that are sent monthly to offices and labs that are certified under these programs.

The sustainability website also features a "Sustainability News & Events" section, which serves as an online compilation of News and Articles related to sustainability efforts and events at Emory.

**The website URL for the sustainability newsletter:**

http://sustainability.emory.edu/page/1057/Sustainability-&-Clifton-Community-Partnership-Newsletter

**Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:**

Yes

stars.aashe.org
A brief description of the social media platforms that focus on sustainability:

Emory's Office of Sustainability manages a Twitter account (@EmoryGreen), Facebook page (Emory Sustainability), and an Instagram account (emorysustainability).

The website URL of the primary social media platform focused on sustainability:
http://facebook.com/emorysustainability

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 the regular coverage of sustainability in the main student newspaper:

Emory's student newspaper, The Emory Wheel, provides regular coverage of sustainability topics, including stories on Incentives Fund student projects, on the weekly Farmers Market vendors, on visiting speakers including former EPA Chief of Staff Gwendolyn Keyes Fleming, and on relevant community events, such as the recent CDC climate change conference which featured Al Gore. These stories are published around three times each semester.

The website URL for regular coverage of sustainability in the main student newspaper:
http://www.emorywheel.com/

Does the institution produce 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:

Emory's Undergraduate Research Program (URP) serves as the primary vehicle for showcasing undergraduate student research. URP promotes undergraduate research projects through grants, faculty-student research partnerships, and summer research stipends, offering advantages to both students and faculty. Undergraduate Research Symposia are held bi-annually and feature student research from all disciplines. While this symposium is not focused directly on sustainability research, numerous research projects in the past have related to sustainability. Some examples of previous research topics in sustainability research include: "Planting the Seeds of Sustainability" (Katie Grams, spring 2016); "Pricing of Atlanta's Local Food" (Valerie Morrill, spring 2016); "Sustainable Beekeeping" (Juan Jose Pinto, spring 2016); "Identification of cultivable bacteria monarch eggs, larval guts and willow plants" (Mahal Bugay, summer 2016); "Using pollen DNA metabarcoding for reconstructing pollinator networks in forests managed for biofuel production" (Julie Fowler, summer 2016) and "Comparisons of Indian air pollutant emissions inventories and national and regional levels" (Qianru Wu, summer 2016).

The website URL for the vehicle to publish and disseminate student research on sustainability:
https://issuu.com/emoryundergraduateresearchprograms

Does the institution have building signage that highlights green building features?:
Yes
A brief description of building signage that highlights green building features:

All LEED certified buildings at Emory feature a LEED certification plaque. There is also additional signage around campus that highlights particular green features of some of the LEED buildings. 24 of Emory's buildings are equipped with a building dashboard that measures and displays total electricity, heating energy, cooling energy, water consumption and per-floor electricity use. In many of our LEED certified buildings, a number of plaques highlight various green features of the building, including natural lighting and recycled material used in construction.

The website URL for building signage that highlights green building features:
http://sustainability.emory.edu/page/1007/green-buildings/green-space

Does the institution have signage and/or brochures that include information about sustainable food systems?: Yes

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

In the main dining halls, there is signage to highlight the local and organic foods available in the dining area, as well as signs instructing customers about recycling and composting.

Chalkboards and posted menus at each food station indicate the farms from which local food, meaning from the eight-state Southern region, is sourced. Customers can, therefore, know from where there food is coming. Additionally, small stickers are placed on menus and to-go items to indicate items that are local, grass-fed, pasture raised, vegan, vegetarian, gluten-free, halal, kosher, and a “better choice.” The “better choice” distinction was developed through a partnership of Healthy Emory, Bon Appetit dietitians, Emory Dining staff, and Healthy Eating Partner students to indicate meal options that have an ideal balance of nutrients.

In fall 2015, the most popular coffee shop on campus, Kaldi’s, added table toppers which explained what fair trade is and the social justice benefits of purchasing fair trade products. Additionally, a fair trade sign that is four feet in diameter was installed on the wall of the shop. All other retail locations are asked to add signage to indicate their fair trade coffees and teas, as well.

In spring 2017, Emory Dining launched the “Eat the Seasons campaign” in which signage is used to explain seasonality, the consumer benefits of eating seasonally, and the foods that are in season in Georgia. Additionally, two times a semester the chefs will create a meal highlighting particular seasonal produce to help students, faculty, staff and visitors begin to appreciate the taste, quality and diverse bounty of seasonal foods in Georgia.

Emory’s dining locations are zero landfill waste, meaning no landfill bins are present. All food is served in compostable materials, and rarely recyclable materials, but never Styrofoam, eliminating the need for landfill bins. Signage at the recycling and composting bins is color-coded – blue for recycling and green for composting – and includes visuals of materials served at a location.

Outdoor light pole banners, electronic signs, posters, and hard copy flyers draw attention to Emory's Educational Garden projects, Emory Farmer’s Market, Sustainable Food Fair and other special food-related events.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.emory.edu/dining/Sustainability.php
Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:

Yes

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

The Emory Grounds Department and the Office of Sustainability Initiatives collaborate on the installation of signage around campus to draw attention to water conservation efforts such as the presence of bioswales and rainwater collection cisterns for reuse, forest understory restoration, green roofs, educational gardens, and other grounds features as present.

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

http://www.campserv.emory.edu/fm/exterior/grounds.html

Does the institution produce a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

In May 2010, Emory launched a comprehensive online, interactive campus sustainability map in conjunction with Emory's Walk n' Roll campaign. Using the layered map, people can view the locations of Emory's educational food gardens, bike racks and shower facilities, building tours of Emory's LEED certified buildings, Cliff shuttle routes, recycling options, and guides to campus plant life, history, arts and more. Pocket-sized sustainability maps have been produced and are distributed to new students, staff and guests, portions of this map have been added to the University's mobile app, and in-person sustainability tours are given upon request.

Every year, during new student orientation in the fall, the Office of Sustainability Initiatives staff lead a one-hour walking tour for all interested students and parents.

The website URL of the sustainability walking map or tour:

http://sustainability.emory.edu/html/map/index.html

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

Yes

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

Both the Office of Sustainability Initiatives and the Office of Transportation and Parking Services' websites provide information to commuters about Emory's many alternative commute options, including Bike Emory (features Bike Map), Cliff Shuttles (features Cliff Shuttle schedules and real-time locator), subsidized MARTA passes, and more. The Transportation and Parking office developed a real-time shuttle locator that is available as a web page or a mobile app.
The website URL for the guide for commuters about how to use more sustainable methods of transportation:
http://transportation.emory.edu/

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)?
Yes

A brief description of the navigation and educational tools for bicyclists and pedestrians:
The Office of Sustainability Initiatives provides pedestrian information by linking to the Georgia Department of Transportation's Bike Sense guide. The guide shares safety tips and information about regulations that pertain to cyclists on the road.

Bike Emory provides bicycle maps of Emory's campus, which indicates where showers, repair stations, and bike racks are located.

The Emory Spokes Council and Bike Emory offers regular bicycle safety classes for free in collaboration with the Atlanta Bicycle Coalition. The group is also piloting a Bike Shepherds program which will pair experienced commuters with interested, future cyclists who live near them. The pairs then will commute to campus together. The group hopes to have this program fully operational in fall 2017.

The website URL for navigation and educational tools for bicyclists and pedestrians:
http://sustainability.emory.edu/page/1012/Sustainable-Commute-Options

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:
Emory's "Living Green: Sustainability in the 21st Century Living Learning Community" is a program available to first year students at Emory which fosters student commitment to a living green lifestyle through various hall programs. The Resident Advisors, Sophomore Advisors, Residence Hall Association Sustainability Chairs and the Sustainability Graduate Fellow all work to create sustainability-related programming and to promote sustainable lifestyles.

Since fall 2012, Green Action is a Second Year at Emory living-learning community that builds upon the theme of Living Green into the second year residence life experience. This community occupies one floor of the Woodruff Residential Center. Residents have an active voice in what’s included in the residential programming, events, and education of this sustainable community. Residents also have an opportunity to sit on a Green Action leadership council to control programming and events that take place in Woodruff Residential Center, within the Second Year at Emory program, and among the greater Emory and Atlanta communities.

Additionally, before all new student residents arrive on campus, they receive an electronic sustainability pre-arrival guide, as well as a sustainable shopping list and move-in instructions intended to help students and their families reduce and divert waste.

In fall 2016, the Sustainability Graduate Fellow piloted the Residence Life sustainability literacy curriculum she developed in partnership with the Living Green Complex Director, the Office of Sustainability staff, and faculty from the Environmental Sciences department. This curriculum will be rolled out throughout all residence halls in fall 2017.
The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.emory.edu/HOUSING/LLC/green_about.html

Does the institution produce other sustainability outreach materials or publications not covered above?:
Yes

A brief description of these materials or publications:
Generation Response is “Emory's Environmental/Humanitarian magazine” written by Emory students. The magazine covers local, national, and international humanitarian and environmental issues. Articles shed light on the people and organizations at Emory and in the greater Atlanta area that are making a positive difference in response to the issues.

The website URL for these materials or publications:
https://www.facebook.com/generationresponse/?ref=hl

Additional documentation to support the submission:
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Data source(s) and notes about the submission:
Data reported for 2016-2017 academic year.
Outreach Campaign

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Criteria

Part 1

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

Part 2

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

Yes

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

Yes

Name of the campaign:

Energy Awareness Campaign and Reduction Competition
A brief description of the campaign, including how students and/or employees were engaged:

Campus-wide energy reduction campaigns are organized each October by the Office of Sustainability Initiatives and Campus Services. A prize goes to three buildings with the greatest reduction of energy use in comparison with October in the previous year. Outreach efforts include articles and posters, banners around campus, signs near elevators, etc. The campaign and competition includes administrative buildings, classroom buildings, and residence halls.

In 2016, weekly themes helped to make the competition even more interactive. Actions, such as ‘turn off lights when you leave,’ ‘take the stairs,’ ‘turn off your computer or put it in sleep mode’ and ‘destroy vampire loads’ were disseminated through social media, a weekly newsletter and through a small number of flyers.

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

The total energy reduction among buildings between October 2015 and October 2016, the Energy Competition and Awareness Campaign months, amounted to 274,945 kWh of electricity. In terms of CO2 emissions, there was a 193 metric ton reduction from these buildings compared to 2015.

The website URL where information about the campaign is available:
http://news.emory.edu/stories/2016/12/er_energy_competition_winners/campus.html

Name of the campaign (2nd campaign):
Recycling Competition

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

Each year, Emory Recycles and the Office of Sustainability Initiatives organize a recycling competition between all buildings, and award a $3,000 prize for the winner to spend on a project to reduce landfill waste from the building. The winner is determined as the building with the greatest increase in recyclables and compostables by weight between the current and last November.

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

In 2016, the Cox Hall was the winner of the Emory Building Recycling Competition. The school increased its overall recycling and composting by 6,890 pounds between November 2015 and November 2016, diverting a total of 9,690 pounds from the landfill during the month.

The website URL where information about the campaign is available (2nd campaign):
http://news.emory.edu/stories/2015/11/er_take_note_recycling_contest/campus.html

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

Zero Landfill Waste Commencement:
Beginning during Emory’s 2010 Commencement and continuing in all years since, College and professional school Commencement events are organized as zero landfill waste events. Emory Recycles provides equipment for composting and recycling to help graduates,
guests, faculty, and staff place their waste in the proper containers. A number of events have volunteers at their waste stations to help keep compostable and recyclable materials out of the landfill and to educate guests about the zero landfill waste event. This effort has become so successful that it is difficult to measure the number of events that are zero landfill waste or the landfill diversion rate!

Commencement Ad found here:

https://www.emory.edu/commencement/guide.pdf

Don't Dump It, Donate It!:
This event is coordinated by Emory Recycles in partnership with Housing, Facilities Management and the RHA Sustainability Chairs. This drive gives students an opportunity to donate items such as clothes, bedding, or furniture they no longer have use for to local Atlanta charities. During the 2016 drive, the campus diverted 231,000 pounds (116 tons) of donated items from the landfill and raised $1,539.00 for the charity selected by College Council, To Write Love On Her Arms, which supports men and women with issues of self-abuse, anxiety, depression and addiction.

The Green Office program is a voluntary program where participating offices and departments are given tools and training for making more sustainable decisions and changing behavior. More information can be found here:

http://sustainability.emory.edu/page/1069/Green-Offices

The Green Lab program is a voluntary program where participating labs are given tools, training, and are eligible for funding to support more sustainable purchasing and behaviors. More information can be found here:

http://sustainability.emory.edu/page/1067/Green-Labs

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

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Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Data reported for 2015-2016 academic year.
Assessing Sustainability Culture

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Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:
Yes

Which of the following best describes the cultural assessment? The assessment is administered to:
A subset of the campus community or a sample that may not be representative of the entire community

Which of the following best describes the structure of the cultural assessment? The assessment is administered:
Longitudinally to measure change over time

A brief description of how and when the cultural assessment(s) were developed and/or adopted:
Faculty from Sociology, Nursing, and Anthropology met in May, 2014, to develop a brief sustainability literacy survey for Emory undergraduate students. Additional faculty in Sociology/Oxford, Biology/Oxford, Japanese, and Public Health supported the efforts. The goal was to develop a pilot survey, to test whether we can get meaningful results, using the research generated by Drs. Karen Hegtvedt and Cathy Johnson on the sustainability-themed residence hall over the last decade. The 2014 pilot initial and follow-up surveys provided
meaningful results, so starting in 2015, faculty slightly revised the survey to ask more current questions. In 2016, the faculty added a new section to meet the criteria for both sustainability literacy and cultural assessments. The survey was administered to all undergraduate students in summer, 2014, and to all undergraduate and graduate students in summer of 2015 and 2016. It will be administered each year to assess change over time and follow up with the same representative sample of all students each year. The survey is not currently administered to staff and faculty.

A copy or sample of the questions related to sustainability culture:
Emory Literacy16Final_for STARS.pdf

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

Our committee developed an instrument that we hope can be completed in 10 minutes, focused on 4 areas of information:

a. knowledge of areas of sustainability behavior change that are relevant to student lives;
b. knowledge of Emory’s topical sustainability initiatives;
c. sustainability identity and students’ commitments as persons who care about sustainability (to assess shift over their time at Emory);
d. and knowledge of sustainability topics and challenges.

The actual survey questions are attached. Emory uses a single assessment for both literacy and culture.

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

An online survey was distributed to all undergraduate students in July 2014, including graduating seniors and rising freshman, and has been administered to all graduate and undergraduate students in 2015 and 2016. In this way, the entire student body is surveyed and followed up with. To enhance participation, we offer a raffle for three $100 gift cards.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

The survey indicates that a majority of respondents practice sustainability-related behavior at least “Often” to “Always.” However, some behaviors are reported as being practiced more frequently, with examples being: reducing electricity use by turning off lights or electronics (79.26%); reducing waste by use of reusable water bottles and shopping bags (72.29%); and conserving water by reducing showering time and by turning off the faucet while brushing teeth (56.15%). Behaviors which were least likely to be reported as being practiced “Often” to “Always” include: seeking out a course relating to sustainability (11.5%), and engaging in Emory sustainability-related activities (12.67%). Overall, 68% of respondents report a “Moderate” or higher increase in their sustainability-related behavior since being at Emory, and 70% of respondents report that engaging in sustainability-related behavior is important to them. In addition, 75% of respondents report a “Moderate” or higher increase in their awareness of social justice since being at Emory.

Comparing the 2015 – 2016 survey results to 2014 – 2015 results, there are few major differences. Demographically, the respondents are almost identical. A modest gain of 5% was seen in the percentage of people “Always” acting to reduce waste (17% in 2015 – 2016 versus 12% for 2014 – 2015). There was a modest decrease in the percentage of respondents reporting their sustainability-related behavior has increased at least “Moderately” since being at Emory, falling from 73.48% for 2014 – 2015 to 67.79% in 2015 – 2016. However, this was not mirrored by a decrease in the average response value measuring respondent’s valuation of the importance of engaging in sustainability-related behavior. In fact, it increased slightly (5.08 for 2014 – 2015 to 5.11 for 2015 – 2016), indicating possibly that respondents who entered Emory recently did so with more experience in practicing sustainability than compared to the year prior.
The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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## Employee Educators Program

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### Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development credits.

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

### Total number of employees (staff + faculty, headcount):

17,958

### Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):

17,958

### Percentage of employees served by a peer-to-peer educator program:

100

### Name of the employee educators program:

Sustainability Representatives

stars.aashe.org
Number of employees served (i.e. directly targeted) by the program (headcount):
17,958

A brief description of the program, including examples of peer-to-peer outreach activities:
To assist Emory in achieving its sustainability vision, sustainability representatives have been named for all major campus buildings. These individuals were nominated by a dean or departmental supervisor based upon their respect among colleagues and their leadership capabilities to help Emory achieve its sustainability goals.
The role of a sustainability representative is:
to be an ambassador of the initiative to each school and department and to encourage behavioral changes that will create a more sustainable Emory.
to serve as the interface between this initiative and the building occupants who can make its vision a reality. The building occupants’ daily decisions regarding recycling, energy, water, food, transportation, purchasing, printing, etc. will determine whether Emory builds a truly sustainable campus.
All representatives commit two to five hours per month to sustainability awareness-building activities and attend a Sustainability Representatives meeting once a month.

A brief description of how the employee educators are selected:
The Office of Sustainability has named sustainability representatives for all major campus buildings to assist Emory in achieving its sustainability vision. These individuals were nominated by a dean or departmental supervisor based upon their respect among colleagues and their leadership capabilities to help Emory achieve its sustainability goals.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach:
The sustainability representatives attend monthly meetings hosted by the Office of Sustainability Initiatives where they receive information and training about ongoing sustainability initiatives and campaigns. The sustainability representatives in turn help to implement these programs run through the Office of Sustainability Initiatives and other organizations on campus working on sustainability-related issues.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination):
The sustainability representatives receive advice, research, support, and training from the Office of Sustainability (OSI) to carry out sustainability campaigns and programs in their building and/or area. They also receive support from various departments around campus during implementation of projects within their buildings, and often utilize OSI interns for research and implementation support.

Name of the employee educators program (2nd program):
Sustainable Food Committee

Number of employees served (i.e. directly targeted) by the program (headcount) (2nd program):
A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

The Sustainable Food Committee was appointed by former President James Wagner in early 2007 to develop recommendations for meeting the food-related goals contained in the University's Sustainability Vision. Specifically, the Committee was charged with developing steps to meet Emory's goal of procuring 75 percent of ingredients in our cafeterias and hospitals from local or sustainably-grown sources by 2015. The Committee was also tasked with working with farmers and distributors to bolster regional food supplies, developing a farmers market on campus, developing guidelines for sustainable food procurement, overseeing the Educational Garden Project, and expanding awareness of sustainability issues related to food.

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

Committee members are appointed by the President based upon nominations from the Sustainable Food Committee and its Chair.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach (2nd program):

The Chair provides orientation to each new member of the Sustainable Food Committee. There are also informational programs associated with the regularly scheduled Sustainable Food Committee dinner meetings.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination) (2nd program):

The Office of Sustainability and Emory Dining fund and provide staff support for the Sustainable Food Committee dinner meetings, the Fall Food Fair, and the Emory Farmers’ Market.

A brief description of all other employee peer-to-peer sustainability outreach and education programs, including the number of employees served and how employee educators are selected, trained, and supported by the institution:

Green Offices at Emory and Green Labs at Emory are voluntary certification programs designed to assist Emory employees in improving the sustainability of Emory’s work spaces. Each program has an engagement section, where office and lab employees are encouraged to engage with sustainability initiatives and with each other on creating innovation in their work spaces. The PI or department head in addition to one point person are responsible for the program implementation, which requires that point person to engage with their department, office, and/or lab on the sustainability program.

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

60

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

http://sustainability.emory.edu/page/1027/Sustainability-Representatives
Additional documentation to support the submission:

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**Data source(s) and notes about the submission:**

Data reported for 2015-2016 academic year.

http://sustainability.emory.edu/page/1026/Committees-and-Task-Forces
Employee Orientation

Provisional Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

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

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

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):

100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

The Emory Staff & Faculty New Employee Orientation Guide, distributed to each new Emory faculty and staff hire, begins with an introduction to the university’s Strategic Themes and University-wide Initiatives, which include a high-priority on sustainability. The guide also provides information about Alternative Work Arrangements, Childcare at Emory, Community Involvement, Equal Opportunity Programs (EOP), and Transportation at Emory (includes various alternative transportation options).

http://www.hr.emory.edu/eu/employees/newhires/orientation.html

Every new Emory employee is sent a welcome message from the Office of Sustainability Initiatives with a link to a "Emory as Place" video that orients them to the ecological, historical, and cultural elements of Emory.

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

http://sustainability.emory.edu/page/1013/Emory-as-Place

Additional documentation to support the submission:

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Staff Professional Development

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**Criteria**

**Part 1**

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

**Part 2**

Institution’s regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

**Does the institution make available professional development and training opportunities in sustainability to all staff at least once per year?:**

Yes

**Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in sustainability professional development and training)?:**
Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):
25-49%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:

The Office of Sustainability Initiatives runs a Sustainability Representatives program in which each academic and research building designates a staff or faculty member to participate in training on sustainability. Reps then conduct peer to peer outreach by training and teaching their building occupants about recycling, energy and water saving strategies, sustainable food issues, and other relevant topics. Reps assemble monthly for educational and planning meetings. This program is both a professional development program and a peer to peer outreach tool.

As recycling and compost programs are installed in buildings, offices, and departments, waste training is provided by the Office of Sustainability Initiatives and Emory Recycles to ensure that building occupants understand Emory's program and its components. These are scheduled as needed, and always available upon request.

Green Offices at Emory and Green Labs at Emory are voluntary programs that train staff on integrating knowledge and skills into Emory's work spaces. Certified Offices and Labs are designated with a public plaque and certificate, and individuals may use an email signature designation their work space certification.

Event Planners are given training on sustainable event planning each year in preparation for Commencement, and are offered online training year round on sustainable event planning.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution (e.g. through payment, reimbursement, or subsidy):

Appropriate Planning, Design, and Construction staff are offered external training on LEED certification, as part of their LEED professional development.

All relevant staff attend training and professional development on environmental health and safety requirements and credentials for Emory University and Emory Healthcare.

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more):
25-49%

The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1027/Sustainability-Representatives

Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

- [http://sustainability.emory.edu/page/1067/Green-Labs](http://sustainability.emory.edu/page/1067/Green-Labs)
- [http://sustainability.emory.edu/page/1069/Green-Offices](http://sustainability.emory.edu/page/1069/Green-Offices)
- [http://sustainability.emory.edu/page/1070/Sustainable-Events-Certification](http://sustainability.emory.edu/page/1070/Sustainable-Events-Certification)
- [http://sustainability.emory.edu/page/1027/Sustainability-Representatives](http://sustainability.emory.edu/page/1027/Sustainability-Representatives)
Public Engagement

Points Claimed  16.39

Points Available  20.00

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

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<tr>
<td>Community Partnerships</td>
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<td>Inter-Campus Collaboration</td>
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<td>Continuing Education</td>
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<td>Participation in Public Policy</td>
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Community Partnerships

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**Criteria**

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see D. Scoring).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the Community Service credit.

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

**Name of the institution’s formal community partnership to advance sustainability:**

MedShare

**Does the institution provide financial or material support for the partnership?**:

Yes

**Which of the following best describes the partnership timeframe?**:

Multi-year or ongoing
Which of the following best describes the partnership’s sustainability focus?:
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):
Yes

A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

MedShare is a nonprofit organization based in Decatur, Georgia that collects unused and sterile medical equipment and supplies from hospitals around the country and sends them to over 72 developing countries worldwide. Free clinics and nonprofit organizations within the United States are eligible to receive these supplies as well.

Emory's involvement in MedShare dates back to 1998 when it was founded by former Emory employees, who sought advice from some of Emory's professors and deans prior to the founding of the organization. Also, Emory University Hospital Midtown (previously Crawford Long Hospital) was one of MedShare's first surplus product gathering sites. Emory Healthcare senior leadership have served on Medshare advisory committees and boards in the past.

Without MedShare, these supplies would be incinerated or dumped into landfills, negatively impacting the environment and also those in need who would have made good use of those supplies.

http://www.medshare.org/

Name of the institution’s formal community partnership to advance sustainability (2nd partnership):
Urban Health Initiative

Does the institution provide financial or material support for the partnership? (2nd partnership):
Yes

Which of the following best describes the partnership timeframe? (2nd partnership):
Multi-year or ongoing

Which of the following best describes the partnership’s sustainability focus? (2nd partnership):
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):
Yes
A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

UHI began in 2011 through the initiative of William Sexson, MD of the Emory University School of Medicine and Carlos Del Rio, MD of the Emory University School of Medicine and the Rollins School of Public Health at Emory University. In recognition of the substantial health challenges and disparities experienced by local urban residents and the incredible health sciences resources present in Atlanta, UHI was developed to be a unique hub for interdisciplinary and academic-community partnerships around significant urban health issues. UHI provides health disparities education and advocacy, builds collaborative partnerships and develops best practice models with underserved communities and those who work with them in Metropolitan Atlanta in order to advance equity in health and well-being.

http://urbanhealthinitiative.emory.edu/index.html

Name of the institution’s formal community partnership to advance sustainability (3rd partnership):

South Georgia Farmworker Health Project

Does the institution provide financial or material support for the partnership? (3rd partnership):

Yes

Which of the following best describes the partnership timeframe? (3rd partnership):

Multi-year or ongoing

Which of the following best describes the partnership’s sustainability focus? (3rd partnership):

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):

Yes

A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

The South Georgia Farmworker Health Project was developed in 1996 in collaboration with the Southwest Georgia Area Health Education Center (SOWEGA AHEC) in Albany, Georgia, and in collaboration with the Georgia Farmworker Health Program, State Office of Primary Care. Working under the direction of physicians from the Department of Family and Preventive Medicine, Emory School of Medicine, and faculty from the Emory Physicians Assistant Program, students and faculty provide free health care to farm workers and their dependents in far south Georgia during a peak period of the summer agricultural season. Community volunteers participate as interpreters, as health care providers, and provide logistic support and supplies for the Project. The program has grown from its initial one week outreach, providing care to approximately 150 farmworkers, to a two week outreach providing free care to 1200-1700 farmworkers and family members. The Project has helped document the need for these services in South Georgia, and has thus contributed to the expansion of on-going services for Farmworkers in Echols and Decatur counties.
A brief description of the institution’s other community partnerships to advance sustainability:

The Turner Environmental Law Clinic at Emory University School of Law offers a practical clinical education to the aspiring environmental attorney. By providing free legal assistance to individuals, community groups, and nonprofit organizations that seek to protect and restore the natural environment for the benefit of the public, the law clinic trains law students to be effective environmental attorneys with high ethical standards and a sensitivity to the natural environment. By working with the majority of the environmental groups in the state of Georgia, the law clinic has expanded the effectiveness of the environmental community on issues ranging from opposition to proposed coal-fired and nuclear power plants, to preservation of marshes and wetlands, to protection of communities from undesirable facilities such as landfills.

http://law.emory.edu/academics/clinics/turner-environmental-clinic.html

Application for United Nations Regional Centre of Expertise
Emory University partnered with Georgia Tech and other metro-Atlanta colleges and universities to submit an application for a UN Greater Atlanta Regional Center of Expertise for Education for Sustainable Development. The Center will provide a framework for institutions and business partners to collaborate and coordinate efforts. The application was submitted in late May 2017 and a final decision will be made by the United Nations by Dec. 2017.

re:loom is a program of Initiative for Affordable Housing (IAH). Founded in 1990 with one home and one homeless family, IAH’s mission is to provide permanent, affordable housing to homeless and low-income families in metro Atlanta. re:loom grew naturally from their work with adults who struggled to secure and maintain jobs. They help individuals address obstacles to employment through paid on-site job training and leadership opportunities. At re:loom, weavers design and produce handmade rugs, scarves, bags, etc. from donated textiles, plastics, and other materials, and lead teams of weave house volunteers in Decatur, GA. With a stable salary, 100% healthcare coverage, and opportunities to engage in the operation of the weave house, employees gain a financial foundation, leadership skills, and a sense of purpose and accomplishment. Emory and the Office of Sustainability Initiatives have an ongoing partnership with re:loom to “upcycle” old textiles, such as old custodial uniforms and outdated athletic jerseys. Several Emory organizations have also volunteered with re:loom, including Greeks Go Green, the Track and Field team and Volunteer Emory.

The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1019/Programs-and-Partners

Additional documentation to support the submission:
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Data source(s) and notes about the submission:

Additional website with information about community partnerships:
http://sustainability.emory.edu/page/1019/Programs-and-Partners
## Inter-Campus Collaboration

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<tr>
<td>3.00 / 3.00</td>
<td>Ciannat Howett</td>
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### Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution’s sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

### Is the institution an active member of a national or international sustainability network?:

Yes

### The name of the national or international sustainability network(s):

- AASHE
- STARS
- SPLC
- I2SL
- CSHEMA

### Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes
The name of the regional, state/provincial or local sustainability network(s):

Georgia Organics, Georgia Campus Sustainability Network, Southeast Campus Sustainability Network

Has the institution presented at a sustainability conference during the previous year? :

Yes

A list or brief description of the conference(s) and presentation(s):

At the National Association of College and University Business Officers (NACUBO) Annual Meeting, Emory Campus Services staff members presented posters on the impact and technologies of the WaterHub at Emory, a water reclamation facility, and on the energy efficiency programs employed by Emory University and Healthcare. The NACUBO annual meeting equips CBOs with the education, networking opportunities, and resources to build strategic collaborations and alliances within their campus community.

At AASHE's Annual Conference, Emory staff presented on a Pollinator Protection Panel with Friends of the Earth to outline the many threats to pollinators, especially from the application of neonicotinoids, and to describe how Emory University created and implemented a comprehensive Pollinator Protection Policy; campus engagement around strategic planning for sustainability with University of Alberta, Canada; and Climate Action Plans Revisited with University of Maryland, which shared both the process for revising a university Climate Action Plan as well as engagement strategies utilized to inform a climate action plan revision.

Emory staff presented at the 2016 Southeast Campus Sustainability Network meeting about creating sustainability for sustainability professionals.

Emory students and faculty presented at both COP 21 and COP22 about their research and curricular efforts related to climate change.

Emory staff presented at the 2016 Georgia Campus Sustainability Network conference on the many threats to pollinators, especially from the application of neonicotinoids, and described how Emory University created and implemented a comprehensive Pollinator Protection Policy. The GCSN aids those across Georgia in higher education to reach their sustainability goals. The annual conference brings together leaders from a variety of campuses in Georgia to present and answer questions about their initiatives. The presentation outlined the many threats to pollinators, especially from the application of neonicotinoids, and described how Emory University created and implemented a comprehensive Pollinator Protection Policy.

At the 2016 International Institute for Sustainable Laboratories (I2SL) Conference, Emory presented about Landfill Diversion in Research and Clinical Laboratories with University of Colorado Boulder and Cleveland Clinic. This symposium presented challenges, opportunities and strategies for landfill diversion with a focus on upstream sources, downstream initiatives, and on-site operational and behavior change programs.

At the 2016 Georgia Department of Natural Resources Climate Conference, an Emory faculty member presented on the Georgia Climate Project, and an Emory staff member presented a poster on Emory’s Climate Action Plan.

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :

Yes

A list or brief description of the awards program(s) and submission(s):
Emory submitted a case studies to DOE and USGBC for the Water Hub at Emory. Emory also submitted a case study for the Water Hub to the Green Gowns awards program and was the only North American finalist in 2015. Emory won multiple awards from Atlanta Better Buildings Challenge (DOE program) two years in a row for hospitals and campus buildings as the largest participant in the program and for multiple buildings achieving the 20% energy or water reduction ahead of the 2020 goal. Emory also submitted a case study to the Sustainable Purchasing Leadership Council on Emory University’s Sustainable Food Initiative that won the award for best case study that year.

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years?:
Yes

A list or brief description of the board or committee appointment(s):
Ciannat Howett, Director of Sustainability, served on the AASHE Board of Directors until last year. Ms. Howett also serves, or has served during the past three years, on the Boards of Grants to Green, One Hundred Miles, Turner Environmental Law Clinic, and the President's Council of the Southern Environmental Law Center.

Taylor Spicer, Sustainability Programs Coordinator, serves on the following: Generation Green of the Georgia Conservancy; Atlanta Regional Commissions Millennial Board (ended July 2016); Georgia Campus Sustainability Network Conference; Next South Conference

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:
Yes

A brief description of the mentoring relationship and activities:
The Georgia Campus Sustainability Network provides a framework for the mentoring of institutions just beginning their sustainability initiatives. Because Emory has one of the longest-running programs in the metro-Atlanta area, our Office of Sustainability Initiatives spends a great deal of time sharing best practices and lessons learned.

Also, Emory's Piedmont Project, which is a nationally-renown faculty development program to integrate sustainability into the curriculum and the longest-running program of its kind in the U.S., expanded to include faculty from other metro-Atlanta colleges and universities (e.g., Agnes Scott, Georgia Tech, Georgia State). This allowed other schools in the area to gain the benefits of the program without duplication of resources and even in the absence of a trained faculty facilitator on their campus.

Has the institution had staff, faculty, or students serving as peer reviewers of another institution’s sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:
No

A brief description of the peer review activities:
In 2016, students from Emory's Rollins School of Public Health conducted a peer review of the City of Atlanta's Climate Action Plan, assessing each action commitment for public health implications. Emory College students also assisted the City of Atlanta with conducting its first Greenhouse Gas Emissions Inventory.
We are unsure whether or not these efforts fit the intention of this question, so answered "no" because the City of Atlanta is not higher education institution and/or member of AASHE.

**Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :**

Yes

**A brief description of other collaborative efforts around sustainability during the previous year:**

Ciannat Howett, Director of Sustainability, serves on the Sustainable Atlanta Round Table planning committee, has been involved in the City of Atlanta's resiliency planning, and is a member of the Clifton Community Partnership external advisory committee.

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

http://www.sustainability.emory.edu/

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Continuing Education

### Provisional Score

| Score | 2.91 / 5.00 |

### Responsible Party

- **Kelly Weisinger**
  - Assistant Director
  - OSI

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#### Criteria

**Part 1**

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory.

**Part 2**

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

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

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

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

Yes

**Total number of continuing education courses offered:**

2,615

**Number of continuing education courses offered that address sustainability:**

79
Percentage of continuing education courses that address sustainability:

3.02

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

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

Landscape Design I: Understanding the Site - Intended for hobbyists, amateur landscape designers and professionals wishing to broaden their residential design skills, the course provides vital foundational concepts for creating functional landscape plans. Students learn to assess landscape conditions found in typical residential settings as well as outdoor room components popular in today’s market. The course incorporates basic design terms and processes, creating a base map, conducting a site inventory, and the incorporation of sustainability elements. Number of times course is offered: 4

Landscape Design II: Designing Winning Concept Plans is the second part of the foundational course for landscape design program. Students use the skills developed in part one to create functional landscape diagrams and apply preliminary design guidelines and principles. By learning and practicing basic graphic skills, students create visually appealing plans and draw conceptual master plans. Incorporating the elements of sustainability are woven through every lesson. Number of times course is offered: 3

Environmental Health and Safety Management Systems Part 1 – This course explores the fundamental principles of a quality management systems approach and application to environmental, health, and safety programs. Participants develop a better understanding of the need, benefits, and implementation strategies for integrated management systems. Participants identify and understand milestones, use a road map as a tool, conduct a GAP analysis using the compliance register, and identify and analyze gaps in a program. Number of times course is offered: 2

Environmental Health and Safety Management Systems Part 2 - This course covers integrating technology, training, and communications into safety programs as well as obtaining measures to define and explain success. Participants learn how to get end-user buy in before implementing a new initiative; avoid mass resistance on implementation; and use time more efficiently. Students transform audit or inspection programs to use as a training tool, capture metrics, and evaluate safety culture. Number of times course is offered: 2

Sticks and Stones: Hardscapes Made Simple – This course teaches participants to effectively design walls, patios, decks, fences, and arbors. Participants learn the fundamentals and secrets of hardscape construction by taking designs to a whole new level. Number of times course is offered: 4

Capstone Project: Real World, Real Design – This is the class that pulls all the landscape design skills together. Participants complete the landscape design they began in the first class by adding plant names, hardscape selections and beautiful color graphics and creating a “take-off” where captured elements form the first step in job cost estimating. Number of times course is offered: 4

Right Plant, Right Place: Succeeding with Plants – This course trains students to work with plants that really work in the garden. Participants learn to use the best plants for their area and how to create stunning plans that thrive for years to come. Number of times course is offered: 4

Landscape Painting with Wayland Moore – The course teaches participants to improve their technique and paint with confidence using natural landscapes as inspiration. Number of times course is offered: 7

Special Events Intensive: Nuts and Bolts - Logistics day brings an overview of venue selection, vendor selection, and the tips and tricks to work in and with both critical elements. Students understand contracts and how to negotiate the best deals to support their message, develop effective and realistic timelines for event production, and consider the environmental impacts of events and how to minimize negative consequences. Special emphasis is put on event safety and creating outdoor event spaces safely and effectively. Number of times course is offered: 4
Event Technology – Participants can get up close and personal with the latest in special event technology, which can change and take an event to new levels. Technology is explored on the backend (guest registration, planning software, etc.) and the tools-of-the-trade integrated into event environment including lighting, sound, and projection. Participants learn what it takes to do-it-themselves, choose environmentally friendly technology options, how to speak a common language with technology vendors, and explore a 3D event CAD rendering program. Number of times course is offered: 3

Sustainability Certificate - Where someone works, where they live, and where they volunteer—all have the potential to be more sustainable. But what does that mean? How can the information and technology being developed for more sustainable practices worldwide be made relevant locally? Students learn from Atlanta’s leaders in sustainability as they tell their stories and help identify key lessons about the important role of organizational change, technology innovations related to sustainability, and leveraging best practices in the field. Number of times course is offered: 1

French 203 – While the purpose of this class it to improve proficiency in French it also contains a segment where students explore sustainability. Number of times course is offered: 4

Citizen Science - Citizen science is defined as scientific work undertaken by members of the general public, often in collaboration with or under the direction of professional scientists and scientific institutions. Guest speakers representing some of the more than 400 C.S. groups (including the Audubon Society, Adopt-a Stream and Monarchs Across Georgia) present participation opportunities. Number of times course is offered: 1

Atlanta: A City too Busy to Hate – Part I – An overview of Atlanta’s history tracing its origins and development into the “City Too Busy To Hate” and tracing the impact that African American commerce and political activism had on the nation as a whole. This course covers the years from 1865 to 1959. Number of times course is offered: 1

Atlanta: A City too Busy to Hate – Part II – Participants learn about Atlanta's history, tracing its origins and development into the "City Too Busy to Hate" -- as well as the impact of African-American commerce and political activism on the nation as a whole. This course covers the years from 1960-2000. Number of times course is offered: 1

Learn Six Sigma Black Belt Certificate - 21 hours of online study and 56 hours in the classroom are required to complete this certificate. Along with a previously acquired Green Belt Certification, a 75 percent of higher in Emory’s Black Belt Exam, and an independent project. Number of times course is offered: 5

Learn Six Sigma Green Belt Certificate - An instructor led, interactive course covering the history, principles and objectives of Lean Six Sigma (LSS). Students gain the knowledge and skills necessary to lead successful end-to-end Green Belt projects using the Define, Measure, Analyze, Improve and Control (DMAIC) methodology. A combination of lectures, individual and group exercises and supplementary online modules provide an environment to learn and practice the key tools and techniques needed to complete LSS Green Belt projects. Number of times course is offered: 9

Learn Six Sigma Green Belt Certificate – Online - This version of Lean Six Sigma Green Belt Certificate is offered completely online and includes modular-based exercises and assignments. The 12-week, 16 session course is packed with applied exercises and real-world case studies designed to simulate the steps participants would take in a real-world Lean Six Sigma project, thereby improving students learning experience. Number of times course is offered: 6

Learn Six Sigma White Belt Certificate - An introduction to Lean concepts and Six Sigma principles is vital for building a basic foundation for process improvement. The course includes an overview of the DMAIC process Define, Measure, Analyze, Improve and Control which is integral to a Lean Six Sigma roll-out but can also be used as a stand-alone component of process improvement. Students are taught the roadmap for a successful improvement deployment as well as the key roles and responsibilities of a Lean Six Sigma framework. Students learn to identify waste and variation in a process and increase stakeholder satisfaction through practical tools and techniques. Number of times course is offered: 4
Learn Six Sigma White Belt Certificate – Online - An introduction to Lean concepts and Six Sigma principles is vital for building a basic foundation for process improvement. The course includes an overview of the DMAIC process Define, Measure, Analyze, Improve and Control which is integral to a Lean Six Sigma roll-out but can also be used as a stand-alone component of process improvement. Students are taught the roadmap for a successful improvement deployment as well as the key roles and responsibilities of a Lean Six Sigma framework. Students learn to identify waste and variation in a process and increase stakeholder satisfaction through practical tools and techniques. Number of times course is offered: 2

Atlanta Beltline Tour - The Atlanta Beltline is a sustainable redevelopment project that will provide a network of public parks, multi-use trails and modern streetcar transit along a historic 22-mile railroad corridor circling downtown and connecting 45 in-town neighborhoods. The 3-hour bus tour introduces participants to the Atlanta Beltline Project and to areas of the city that they may have never seen before. The tour covers Atlanta Beltline history, which is part of the history of Atlanta, project updates, and long-range plans. Participants hear about neighborhood history and opportunities for redevelopment of thousands of acres of underutilized or vacant land near the Atlanta Beltline. It touches on the history of streetcars in Atlanta from 1890 and the planned Atlanta Streetcar System, which includes the Beltline. Number of times course is offered: 1

The Atlanta Beltline Project Transit and Affordable Housing - This class builds on the previous class, “The Atlanta Beltline Project and Streetcars in Atlanta.” This class provides emphasis on the key elements of transit and affordable housing with additional time for class discussion. Included is a 3-hour bus tour of the Beltline and possibly an optional ride on the Atlanta Streetcar downtown. Number of times course is offered: 4

Flora and Fauna of North Georgia – Participants explore the diverse environment in Georgia -- mountains, plains, oceans and swampland, as well as animals, plants, and shrubs. Wildlife are an important element in the explorations with very interesting speakers. Number of times course is offered: 1

Nature Printmaking Workshop - Actual leaves are used as patterns – both positive and negative images. Participants spend the day going wild with water-soluble printing inks, brayers on stems, and branches from our gardens! Like the methods of making images in pairs – this class is designed for pairs/couples. One will be printing, one preps, then the roles are switched and all have fun. Number of times course is offered: 1

Painting and Printing Plants – Participants use all forms of watercolor -- tubes, pans, crayons, pencils, liquids -- for colorful fun! Afternoon work shifts to printing with watercolor using eye droppers and spray bottles. Number of times course is offered: 1

Do the figures reported above cover one, two, or three academic years?:

Three

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

Yes

A brief description of the certificate program(s), including the year the program was created:

The sustainability certificate program includes 25 class sessions over three separate courses and a final capstone project. Sustainability presents both opportunities and challenges to us as individuals and as leaders within local and national institutions. This certificate explores the difficult dilemmas presented by the profound paradigm shift of sustainability and provides case studies of how Atlanta area pioneers are responding. With attention to concrete strategies for change as well as leadership skills, the certificate offers the student a firm foundation for leading change toward a more sustainable future. Alternating among specific topics such as water, energy, and food, the course strengthens understandings of the interconnected challenges on national, regional, and local levels. Personal dimensions of
change are also important, and we develop our resilience and capacities to lead over the long term.

The website URL where information about the programs or initiatives is available:
http://cll.emory.edu/classes.cfm?cx=017121136450989422361%3Aoct7u_efxnm&cof=FORID%3A11%3BNB%3A1&ie=UTF-8&pt=2&q=sustainability&sa=Go#0

Additional documentation to support the submission:
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Data source(s) and notes about the submission:

Total number of courses includes each time a course is offered, therefore number of sustainability-related course count includes each time a course is offered.
Community Service

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<td>3.48 / 5.00</td>
<td>Kelly Weisinger</td>
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<td>Assistant Director OSI</td>
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Criteria

Part 1

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

Part 2

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

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):
15,421

Number of students engaged in community service (headcount):
10,874

Percentage of students engaged in community service:
70.51

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):
Yes

Total number of student community service hours contributed during the most recent one-year period:
210,821

Number of annual community service hours contributed per student:
13.67
The website URL where information about the programs or initiatives is available:

https://www.volunteeremory.org/

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

No

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):

No

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

Emory Community Giving offers employees the opportunity to help over 400 nonprofit community groups which address an array of health, human-service, community, and environmental needs. The program yearly solicits employee contributions from October through December. Employees can donate through payroll deduction or write a check.

Volunteer Emory is a program of the Office of Student Leadership & Service that facilitates service opportunities and social justice work for Emory students, faculty, staff and alumni.

The Emory University Hardship Fund is designed to assist staff and faculty members who are experiencing a temporary financial hardship due to a catastrophic event. The Fund is funded by voluntary charitable donations from faculty and staff as well as any other entity wanting to assist Emory community members facing unexpected financial challenges.

Additional documentation to support the submission:

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Participation in Public Policy

Provisional Score

2.00 / 2.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution’s top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

Yes

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

In 2012, Emory supported the proposed Transportation Investment Act by educating the Emory community on the legislation details and providing voter registration information and assistance. Since the TIA failed to pass in 2012, Emory continues to provide leadership in advancing the Clifton Corridor Transit Initiative (CCTI), a light rail line that will connect major Atlanta business and residential hubs to each other, and will also serve the Emory campus. With over 30,000 employees in the Clifton Corridor, the largest activity center in the metro Atlanta region having no direct access to a MARTA station or the interstate system, the CCTI is critical to the future of this...
thriving economic area. Emory and MARTA, along with its partners in the Clifton Corridor Transportation Management Association and other community stakeholders, participated in extensive community outreach and input that concluded in the recommendation of the Locally Preferred Alternative, which was officially adopted by the MARTA board in 2012. Currently, MARTA, in conjunction with other regional partners including the CCTMA, is conducting the Environmental Review & Impact Statement, which is expected to be completed by the end of 2017.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

Yes

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

In early 2017, Former Emory President, Jim Wagner; Claire Sterk, Emory's current President; and Jonathan Lewin, Executive Vice President for Health Affairs as well as President, CEO, and Chairman for Emory Healthcare, met with Emory’s state Senator Elena Parent and Emory’s state Representative Mary Margaret Oliver. Topics of discussion bringing transit to the Clifton Corridor. Betty Willis in Emory’s Office of Government & Community Affairs has actively engaged in advocacy and provided testimony to advance transit in the State Legislature.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

Yes

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

Emory is actively engaging with members of Congress to oppose the significant decrease in support for the NIH by the US President's FY2018 proposed budget. NIH grant programs fund research at Emory related to a large number of issues related to sustainability and public health, including a 2016 joint $30 million to Emory, Johns Hopkins, and Colorado State universities for a multi-country assessment of the impact of cleaner burning cooking stoves on household air pollution and health. A 2013 NIH grant funded the HERCULES Center at Emory (Health and Exposome Research Center: Understanding Lifetime Exposures), the first exposome-based center grant awarded in the U.S. These are just two examples of many NIH-funded research related to sustainability that Emory is advocating to preserve nationwide.


http://www.emory.edu/home/about/points-pride/breakthrough-research.html
In August 2016, Emory hosted a sustainability tour for Members of Congress and the Executive Branch. They were able to see, first-hand, Emory’s sustainability initiatives.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?**

Yes

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

Emory University is an official observer at the UN climate talks. Emory sent a faculty and student delegation to the Conference of the Parties for the UN Framework Convention on Climate Change and the 2015 Paris Agreement. Faculty, staff and student teams have attended multiple UN conferences (including COP-21 and COP-22). At those conferences, the faculty and student teams have presented posters and other information about Emory’s sustainability activities and efforts for climate action locally, nationally and internationally.

Additionally, above advocacy for maintaining NIH’s budget supports the advancement of sustainability at the international level through research.

**A brief description of other political positions the institution has taken during the previous three years (if applicable):**

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

The question is not applicable because Emory is a non-profit organization and does not make political contributions.

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

http://www.gca.emory.edu/

**Additional documentation to support the submission:**

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Trademark Licensing

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Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the Sustainable Procurement credit in Purchasing.

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

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

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

A brief description of the institution’s WRC or FLA membership, including the year membership was last established or renewed:

Emory University is affiliated with both the Fair Labor Association (FLA) and the Worker Rights Consortium (WRC) to help ensure that products bearing Emory University marks are not manufactured by companies utilizing abusive labor practices. Emory University is committed to conducting its business affairs in a socially responsible and ethical manner consistent with its educational, research, and/or service missions, and to protect and preserve the global environment.

Emory University Policy 4.40 Fair Labor Standards Act (FLSA) was effective on May 7, 2007 and was last revised on July 15, 2014.

Emory’s Code of conduct for licensees, which outlines standards for licensing, was renewed on April 2011.

Emory’s Supplier Code of Ethical Conduct was established in May 2010 and updated in 2014.

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


Additional documentation to support the submission:

Worker Rights Consortium List to upload.pdf
stars.aashe.org
### Data source(s) and notes about the submission:

Emory University Policy 4.40 Fair Labor Standards Act (FLSA):
http://policies.emory.edu/4.40

Each licensee of Emory University must comply with the Code of Conduct for Emory University Licensees:

Emory University Supplier Code of Ethical Conduct:
Air & Climate

Points Claimed  4.47
Points Available  11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions</td>
<td>3.47 / 10.00</td>
</tr>
<tr>
<td>Outdoor Air Quality</td>
<td>1.00 / 1.00</td>
</tr>
</tbody>
</table>
### Greenhouse Gas Emissions

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.47 / 10.00</td>
<td>Joan Kowal</td>
</tr>
<tr>
<td></td>
<td>Senior Director for Energy Strategy and Utilities</td>
</tr>
<tr>
<td></td>
<td>Campus Services</td>
</tr>
</tbody>
</table>

#### Criteria

**Part 1**

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

**Part 2**

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

**Part 3**

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.215 MtCO2e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see D. Scoring).

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

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? : Yes

Does the institution’s GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

<table>
<thead>
<tr>
<th>Category</th>
<th>All, Some, or None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
<td>All</td>
</tr>
<tr>
<td>Commuting</td>
<td>All</td>
</tr>
<tr>
<td>Purchased goods and services</td>
<td>None</td>
</tr>
<tr>
<td>Capital goods</td>
<td>None</td>
</tr>
<tr>
<td>Waste generated in operations</td>
<td>Some</td>
</tr>
<tr>
<td>Fuel- and energy-related activities not included in Scope 1 or Scope 2</td>
<td>None</td>
</tr>
<tr>
<td>Other categories</td>
<td>None</td>
</tr>
</tbody>
</table>

A copy of the most recent GHG emissions inventory:
Emory GHG Inventory Analysis_FINAL_7.25.17.pdf

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the
institution accounted for each category of Scope 3 emissions reported above:

The Campus Carbon Calculator was used.

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

A brief description of the internal and/or external verification process:
The final greenhouse gas inventory was reviewed and approved by Emory's Senior Director of Energy Strategy and Utilities, who was not responsible for any component of the inventory as it was calculated.

Documentation to support the internal and/or external verification process:
---

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):
Yes

Gross Scope 1 and Scope 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Scope 1 GHG emissions from stationary combustion</td>
<td>55,685 Metric Tons of CO2 Equivalent</td>
<td>60,064 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Gross Scope 1 GHG emissions from other sources</td>
<td>6,064 Metric Tons of CO2 Equivalent</td>
<td>15,111 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Gross Scope 2 GHG emissions from purchased electricity</td>
<td>176,128 Metric Tons of CO2 Equivalent</td>
<td>191,250 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Gross Scope 2 GHG emissions from other sources</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Total</td>
<td>237,877 Metric Tons of CO2 Equivalent</td>
<td>266,425 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Year | Sept. 1, 2013 | Aug. 31, 2014
Baseline Year | Sept. 1, 2004 | Aug. 31, 2005

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The baseline year of 2005 was selected to be the same as the baseline year established previously for measuring other on-campus sustainability initiatives. 2005 aligns with the year the University's Strategic Plan was initiated. The plan identified sustainability as an institutional priority and called for the development of Emory's 2005-2015 Sustainability Vision.

Figures needed to determine total carbon offsets:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third-party verified carbon offsets purchased (exclude purchased REC/GOs)</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Institution-catalyzed carbon offsets generated</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon sequestration due to land that the institution manages specifically for sequestration</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon storage from on-site composting</td>
<td>180 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution</td>
<td>0 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>Net carbon offsets</td>
<td>180 Metric Tons of CO2 Equivalent</td>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

Emory University does not currently utilize offsets as part of its GHG emissions reductions strategy.
Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emissions reductions attributable to</td>
<td>0 Metric Tons of</td>
<td>0 Metric Tons</td>
</tr>
<tr>
<td>REC/GO purchases</td>
<td>CO2 Equivalent</td>
<td>of CO2 Equivalent</td>
</tr>
</tbody>
</table>

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Emory University does not currently purchase RECs as part of its GHG emissions reductions strategy.

Adjusted net Scope 1 and 2 GHG emissions:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted net Scope 1 and 2 GHG emissions</td>
<td>237,697 Metric Tons of CO2 Equivalent</td>
<td>266,425 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

Figures needed to determine “Weighted Campus Users”:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students resident on-site</td>
<td>4,352</td>
<td>4,424</td>
</tr>
<tr>
<td>Number of employees resident on-site</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Number of other individuals resident on-site and/or staffed hospital beds</td>
<td>702</td>
<td>579</td>
</tr>
<tr>
<td>Total full-time equivalent student enrollment</td>
<td>14,521</td>
<td>13,507</td>
</tr>
<tr>
<td>Full-time equivalent of employees (staff + faculty)</td>
<td>14,676</td>
<td>16,665</td>
</tr>
<tr>
<td>Full-time equivalent of students enrolled exclusively in distance education</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Weighted campus users</td>
<td>23,687</td>
<td>24,320.75</td>
</tr>
</tbody>
</table>
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted net Scope 1 and 2 GHG emissions per weighted campus user</td>
<td>10.03 Metric Tons of CO2 Equivalent</td>
<td>10.95 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline (0-100):
8.40

Gross floor area of building space, performance year:
10,641,529 Gross Square Feet

Floor area of energy intensive building space, performance year:

<table>
<thead>
<tr>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
</tr>
<tr>
<td>Healthcare space</td>
</tr>
<tr>
<td>Other energy intensive space</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,720,176 Square Feet</td>
</tr>
<tr>
<td>1,893,473 Square Feet</td>
</tr>
<tr>
<td>318,015 Square Feet</td>
</tr>
</tbody>
</table>

EUI-adjusted floor area, performance year:
18,186,842 Gross Square Feet

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0.01 MtCO2e / GSF

Scope 3 GHG emissions, performance year:

<table>
<thead>
<tr>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business travel</td>
</tr>
<tr>
<td>Commuting</td>
</tr>
<tr>
<td>Purchased goods and services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>22,657 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>40,365 Metric Tons of CO2 Equivalent</td>
</tr>
<tr>
<td>0 Metric Tons of CO2 Equivalent</td>
</tr>
</tbody>
</table>

A brief description of the institution’s GHG emissions reduction initiatives, including efforts made during the previous three years:

Emory University and Emory Healthcare continue to grow, however Emory proudly recorded a 26.5% per square foot decrease in energy consumption from FY2005 to FY2015. This achievement was made possible through careful monitoring, strategic operations, innovative technology in constructed buildings, and behavior change.

A temperature control policy and weekend, evening, and holiday building shutdowns have decreased the steam and chilled water (stationary sources) loads required to heat and cool university buildings. A general decrease in energy consumption of around 20% is attributed to occupant behavior modifications. A LEED (Leadership in Energy and Environmental Design) Silver minimum requirement for all new construction and the complimentary Emory Sustainable Performance Program ensure that buildings, the largest energy consumers, are built and operate efficiently. A steam turbine generator was installed on Emory’s existing steam plant on campus, producing one megawatt of clean power for the campus.

In addition to an enterprise-wide Climate Action Plan outlining GHG emission reductions strategies, the 2011 Climate Action Plan asked academic departments and operations to develop emission reduction plans. These individual Plans lay out various strategic paths toward reducing the carbon emissions of each academic unit in the areas of sustainable building and construction, energy, transportation, waste management, food, procurement, academic programs, and individual action.

The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1014/Climate-Action

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

The data provided in this credit is based off of GHG Emissions Inventory conducted for FY 2005 and FY 2014.

Emory's GHG Emissions Inventory includes the adjacent Emory Healthcare System and scientific research facilities, with the goal in mind to promote sustainability efforts across the whole Emory institution. The decision to include these energy intensive facilities significantly contributes to the carbon emissions levels inventoried.
Outdoor Air Quality

Provisional Score

1.00 / 1.00

Responsible Party

Eric Weber
Energy Manager
Utilities and Energy Strategy

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

Emory offers several cleaner-commuting options to keep cars and dirty-fueled vehicles off our roads. Emory Cliff shuttle buses are all powered by B20 biodiesel, made with cooking oil from Emory’s food service areas and other local sources of used cooking oil.

Emory has an anti-idling policy that states that no drivers on Emory’s campus shall idle unnecessarily, should turn off vehicles when parked or making deliveries, and should not be turned back on until drivers are finished loading or unloading.

Emory’s clean construction policy guides university and healthcare construction projects to ensure the highest level of emissions filter technologies available on construction equipment.
Emory's campus is designed as a walking campus, with all parking facilities located on the outskirts to discourage driving between locations and to eliminate driving through campus. There are parking permit limits to encourage sustainable and healthy commuting, and Emory University charges a fee for annual parking permits. The University also provides free regional transit passes to staff and faculty who register as sustainable commuters and gives a limited amount of free parking days to those commuters who do not purchase a parking pass. Emory supports and encourages bicycling through its Bike Emory program.

Emory utilizes electric vehicles for much of its university fleet, and provides electric vehicle charging stations for both fleet vehicles and faculty, staff, student, and visitor vehicles.

**Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:**

Yes

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight of Emissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nitrogen oxides (NOx)</td>
<td>27.53 Tons</td>
</tr>
<tr>
<td>Sulfur oxides (SOx)</td>
<td>---</td>
</tr>
<tr>
<td>Carbon monoxide (CO)</td>
<td>---</td>
</tr>
<tr>
<td>Particulate matter (PM)</td>
<td>---</td>
</tr>
<tr>
<td>Ozone (O3)</td>
<td>---</td>
</tr>
<tr>
<td>Lead (Pb)</td>
<td>---</td>
</tr>
<tr>
<td>Hazardous air pollutants (HAPs)</td>
<td>---</td>
</tr>
<tr>
<td>Ozone-depleting compounds (ODCs)</td>
<td>---</td>
</tr>
<tr>
<td>Other standard categories of air emissions identified in permits and/or regulations</td>
<td>2.10 Tons</td>
</tr>
</tbody>
</table>

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

Emory has a federal Title V air permit (issued by the state of Georgia) that requires Emory to have a complete inventory of and monitor all sources of hazardous air pollutants (HAPs), primarily NOx and VOCs. Emory uses primarily natural gas to power its boilers but occasionally must switch over to diesel. Emory uses only the lowest sulfur-containing diesel that is available.
The website URL where information about the programs or initiatives is available:

---

Additional documentation to support the submission:

---

**Data source(s) and notes about the submission:**

Air emissions stated above are as reported to the state of Georgia for calendar year 2015.
Buildings

Points Claimed 3.74
Points Available 8.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
<td>2.02 / 5.00</td>
</tr>
<tr>
<td>Building Design and Construction</td>
<td>1.72 / 3.00</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.02 / 5.00</td>
<td>Joan Kowal</td>
</tr>
<tr>
<td></td>
<td>Senior Director for Energy Strategy and Utilities</td>
</tr>
<tr>
<td></td>
<td>Campus Services</td>
</tr>
</tbody>
</table>

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®:
   Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:
   - Indoor air quality (IAQ) management policy or protocol
   - Green cleaning policy, program or contract
   - Energy management or benchmarking program
   - Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example ENERGY STAR Guidelines for Energy Management and U.S. EPA Portfolio Manager.

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

Total floor area of building space:
10,641,529 Square Feet

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:
<table>
<thead>
<tr>
<th>Certification Level</th>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED O+M Platinum or the highest achievable level under another GBC rating system</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system</td>
<td>122,000 Square Feet</td>
</tr>
<tr>
<td>Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>LEED O+M Silver or at a step above minimum level under another 4- or 5-tier GBC rating system</td>
<td>0 Square Feet</td>
</tr>
<tr>
<td>LEED O+M Certified or certified at minimum level under another GBC rating system</td>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

**Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BEST, Green Globes CIEB:**
0 Square Feet

**Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:**
1.15

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

Emory University uses LEED O+M as the primary green building certification system for operations and maintenance. Goizueta Business School is LEED O+M Gold certified.

However, Emory developed its own internal operations and maintenance program. The Sustainable Performance Program (SPP) is an ongoing commissioning program that was implemented to protect Emory’s investment of new construction commissioning and existing building retro-commissioning. The SPP utilizes processes intended to sustain and continuously improve the system performance and energy usage of a facility over time. 21 buildings are currently a part of the SPP, which encompass 3 million sq. ft.

**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):**
100

**A copy of the IAQ management policy or protocol:**
The website URL where the IAQ policy/protocol may be found:
http://www.ehso.emory.edu/content-guidelines/GuidelinesForReportingIAQConcerns.pdf

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract? (0-100):
100

A copy or the green cleaning policy:

---

A brief description of how green cleaning is incorporated into cleaning contracts:

Emory's cleaning is conducted by its in-house custodial staff, which adheres to a university-wide green cleaning policy. All cleaning products purchases are GreenSeal or EcoLogo certified. The green cleaning policy can be found at


Emory's Design and Construction Standards state that all buildings must "[u]se cleaning products and procedures as outlined in Emory University’s Green Cleaning Manual, current edition, as developed by Emory’s Building and Residential Services Department. Generally, cleaning and housekeeping products should meet or exceed Green Seal Standard GS-7."


Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):
100

A brief description of the energy management or benchmarking program:

All of Emory's buildings are monitored by an internal energy and water management or benchmarking program. All of Emory's major buildings, including clinics and hospitals, are monitored by Energy Star Portfolio Manager.

17% of uncertified building space is maintained using Emory's Sustainability Performance Program, which is an innovative ongoing commissioning program that finds and maintains the facility’s optimal energy performance level through monitoring, testing, and automated alarming.

Emory has enrolled 6.5 million square feet of space in the DOE's Better Building Challenge, and is committed to reducing energy and water consumption 20% by 2020. This energy management and benchmarking program uses Energy Star Portfolio Manager as the tracking and reporting platform.
Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):

100

A brief description of the water management or benchmarking program:

All of Emory's buildings are monitored by an internal energy and water management or benchmarking program. Almost all of Emory's buildings are monitored by Energy Star Portfolio Manager.

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

http://sustainability.emory.edu/page/1010/Energy-Awareness

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.
Building Design and Construction

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.72 / 3.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

   • Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
   • Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
   • Building-level energy metering
   • Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
   • Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
   • Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
   • Building-level water metering

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

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

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :

1,611,225 Square Feet

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:

0 Square Feet

Floor area of newly constructed or renovated building space certified at each level under a rating system for design and construction used by an Established Green Building Council (GBC) :
<table>
<thead>
<tr>
<th>Certified Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEED BD+C Platinum or at the highest achievable level</td>
</tr>
<tr>
<td>under another rating system</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
<tr>
<td>LEED BD+C Gold or at the 2nd highest level under another</td>
</tr>
<tr>
<td>4- or 5-tier GBC rating system</td>
</tr>
<tr>
<td>431,295 Square Feet</td>
</tr>
<tr>
<td>Certified at mid-level under a 3- or 5-tier GBC rating</td>
</tr>
<tr>
<td>system for design and construction (e.g. BREEAM, CASBEE,</td>
</tr>
<tr>
<td>DGNB, Green Star)</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
<tr>
<td>LEED BD+C Silver or at a step above minimum level under</td>
</tr>
<tr>
<td>another 4- or 5-tier GBC rating system</td>
</tr>
<tr>
<td>494,190 Square Feet</td>
</tr>
<tr>
<td>LEED BD+C Certified or certified at minimum level under</td>
</tr>
<tr>
<td>another GBC rating system</td>
</tr>
<tr>
<td>0 Square Feet</td>
</tr>
</tbody>
</table>

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):

0 Square Feet

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

57.44

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Building Name</th>
<th>Gross Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>2005 Goizueta Business School (EB)</td>
<td>122,000</td>
</tr>
<tr>
<td></td>
<td>2009 Oxford College Residence Hall</td>
<td>114,381</td>
</tr>
<tr>
<td></td>
<td>2009 Yerkes Field Station</td>
<td>17,500</td>
</tr>
<tr>
<td></td>
<td>2009 Psychology</td>
<td>121,178</td>
</tr>
<tr>
<td></td>
<td>2009 Goizueta Foundation Center</td>
<td>101,920</td>
</tr>
<tr>
<td></td>
<td>2009 Yerkes Field Station</td>
<td>121,178</td>
</tr>
<tr>
<td></td>
<td>2010 Few Residence Hall (includes Evans below)</td>
<td>110,048</td>
</tr>
<tr>
<td></td>
<td>2010 Evans Residence Hall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012 Longstreet-Means Residence Hall</td>
<td>114,000</td>
</tr>
<tr>
<td></td>
<td>2013 Oxford Road Building</td>
<td>58,000</td>
</tr>
<tr>
<td></td>
<td>2013 Hamilton Holmes Residence Hall</td>
<td>37,868</td>
</tr>
<tr>
<td></td>
<td>2013 Yerkes Dual Function Facility</td>
<td>19,417</td>
</tr>
<tr>
<td></td>
<td>2015 Elenore Raoul Hall</td>
<td>107,922</td>
</tr>
<tr>
<td></td>
<td>2015 Alabama Hall Renovation</td>
<td>24,000</td>
</tr>
<tr>
<td></td>
<td>2015 Atwood Chemistry Addition</td>
<td>71,300</td>
</tr>
</tbody>
</table>
2015 Oxford College Elizer and Murdy Halls 114,381
2016 Oxford College Science Building 55,000

Silver
2002 Whitehead Biomedical Research 325,000
2005 Candler Library 53,540
2008 Turman Residential Hall 44,000
2009 Yerkes Neuroscience 98,232
2010 Emory Conference Center Hotel Addition 87,000
2010 Candler School of Theology 75,057
2011 James B. Williams Medical Education Building 176,367
2012 Claudia Nance Rollins Building 195,000
2013 Yerkes Integrated Research Addition 19,266
2013 Oxford College Language Hall Addition 7,440
2014 Oxford College Library and Academic Commons 29,501
2015 Health Sciences Research Building 211,961
2016 Candler School of Theology Phase II 67,963

Certified
2005 Math & Science 136,000
2005 Winship Cancer Institute 244,195
2009 Emory Children's Center 152,000
2015 Oxford College Fleming Hall 51,364
2006 Sorority Village (EarthCraft certified) 92,920

Totals
16 LEED Gold 1,188,915
13 LEED Silver 1,390,327
4 LEED Certified 583,559
1 EarthCraft 92,920

Total LEED Certified 3,162,801 gross square feet

Pending Certification
Campus Life Center 115,000
Old Theology Building 71,000
Emory University Hospital J-Wing 450,000

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

606,740 Square Feet

A copy of the green building guidelines or policies:
EmoryCampusPlan.pdf

The green building guidelines or policies:
Emory uses a combination of the Campus Master Plan and USGBC polices and guidelines for all types of construction. Emory's Buildings Design and Construction Standards contain specific sustainability requirements related to all of the below topics.


Do the green building guidelines or policies cover the following?:

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)</td>
<td>Yes</td>
</tr>
<tr>
<td>Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)</td>
<td>Yes</td>
</tr>
<tr>
<td>Building-level energy metering</td>
<td>Yes</td>
</tr>
<tr>
<td>Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)</td>
<td>Yes</td>
</tr>
<tr>
<td>Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)</td>
<td>Yes</td>
</tr>
<tr>
<td>Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)</td>
<td>Yes</td>
</tr>
<tr>
<td>Building-level water metering</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Effective 2002, Emory adopted the LEED Silver minimum certification level as its standard for all new construction. In 2016, the LEED Silver minimum standard was also adopted for major renovations.

Emory Healthcare renovations include infection control and safety of individuals in and around the projects, efficiency upgrades to HVAC units, motion-sensor lighting where possible, low flow water fixtures, and some carpets/flooring/furniture/paints/fabrics that comply with LEED standards.
A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

All university capital projects are handled through the Campus Services department, which follows LEED certification criteria guidelines during the design and implementation process. Each capital project is also reviewed by the Committee on the Environment, which may make additional suggestions about improving the sustainability aspects of the project.

All new healthcare buildings are certified LEED Silver at a minimum, and all projects are monitored by leadership that is working to help Emory meet its Sustainability Vision goals.

The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1007/green-buildings/green-space

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data reported for projects completed within the last five years (Fiscal Years 2012, 2013, 2014, 2015, and 2016).

Emory holds the distinction of having one of the largest inventories by square footage of LEED-certified building space among campuses in America and has been a pioneer in the green building movement in higher education. In 2000, Emory’s Whitehead Biomedical Research Building became the first LEED-certified building in the Southeast, and the Goizueta Business School became the first Gold-certified LEED-EB (LEED for Existing Buildings) in the entire country in 2005. Since 2005 Emory has certified 33 buildings under the LEED program.

The Yerkes Field Station and Oxford College buildings are not included in this report because they fall outside of Emory’s STARS reporting boundary.
Energy

Points Claimed  3.64
Points Available  10.00

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

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

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
<td>3.64 / 6.00</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
<td>0.00 / 4.00</td>
</tr>
</tbody>
</table>
Building Energy Consumption

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.64 / 6.00</td>
<td>Joan Kowal</td>
</tr>
<tr>
<td></td>
<td>Senior Director for Energy Strategy and Utilities</td>
</tr>
<tr>
<td></td>
<td>Campus Services</td>
</tr>
</tbody>
</table>

Criteria

Part 1

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

Part 2

Institution’s annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

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

Figures needed to determine total building energy consumption:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grid-purchased electricity</td>
<td>939,707 MMBtu</td>
<td>988,632 MMBtu</td>
</tr>
<tr>
<td>Electricity from on-site renewables</td>
<td>2,525 MMBtu</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>District steam/hot water (sourced from offsite)</td>
<td>929,389 MMBtu</td>
<td>1,042,703 MMBtu</td>
</tr>
<tr>
<td>Energy from all other sources (excluding transportation fuels)</td>
<td>0 MMBtu</td>
<td>0 MMBtu</td>
</tr>
<tr>
<td>Total</td>
<td>1,871,621 MMBtu</td>
<td>2,031,335 MMBtu</td>
</tr>
</tbody>
</table>

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

Start and end dates of the performance year and baseline year (or 3-year periods):
### Start Date | End Date
--- | ---
Baseline Year | Sept. 1, 2004 | Aug. 31, 2005

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Emory's fiscal year 2005 was the selected baseline for many sustainability metrics. It was the first year that was considered to have all required data for the measured utility/initiative.

### Gross floor area of building space:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area of building space</td>
<td>10,641,529 Gross Square Feet</td>
<td>8,639,562 Gross Square Feet</td>
</tr>
</tbody>
</table>

### Source-site ratio for grid-purchased electricity:

3.14

### Total building energy consumption per unit of floor area:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site energy</td>
<td>0.18 MMBtu / GSF</td>
<td>0.24 MMBtu / GSF</td>
</tr>
<tr>
<td>Source energy</td>
<td>0.38 MMBtu / GSF</td>
<td>0.50 MMBtu / GSF</td>
</tr>
</tbody>
</table>

### Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):

24.16

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

<table>
<thead>
<tr>
<th></th>
<th>Degree days (see help icon above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heating degree days</td>
<td>2,300 Degree-Days (°F)</td>
</tr>
<tr>
<td>Cooling degree days</td>
<td>2,300 Degree-Days (°F)</td>
</tr>
</tbody>
</table>
Floor area of energy intensive space, performance year:

<table>
<thead>
<tr>
<th>Space</th>
<th>Floor Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory space</td>
<td>1,720,176 Square Feet</td>
</tr>
<tr>
<td>Healthcare space</td>
<td>1,893,473 Square Feet</td>
</tr>
<tr>
<td>Other energy intensive space</td>
<td></td>
</tr>
</tbody>
</table>

EUI-adjusted floor area, performance year:
18,186,842 Gross Square Feet

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:
22.37 Btu / GSF / Degree-Day (°F)

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:
---

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):
---

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

Emory's temperature policy requires that all building thermostats fall within a range between 68-76 degrees Fahrenheit, and students are encouraged to follow the same guidelines in their dorm rooms. Emory uses the building automation system (BAS) to schedule automatic setbacks on a daily time schedule for weekend and evening periods when the building is not occupied. During long holidays, buildings and floors of buildings must request to opt out of a building temperature setback lasting the duration of the time the University is closed for the holiday. These programs have dramatically reduced energy consumption and saved the University millions of dollars in utility costs.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

Emory University has deployed LED lighting retrofits throughout the Oxford Road Building and parking deck, including inside the campus book store and in the bookcases, throughout the School of Medicine, in the Woodruff Health Sciences Administration Building, and in various parking decks across campus. As buildings and parking decks are renovated, LED fixtures are deployed where possible.
A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

Located in a southern, hot, humid climate, Emory's passive solar strategies focus around reducing solar heating rather than harnessing passive solar for heating.

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

A new steam-turbine generator began operation in 2016. The generator is part of a cogeneration/CHP system utilizing the existing mechanical heat from the natural gas steamer. The new system is expected to provide an additional 1MW of electricity from the same level of natural gas usage.

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

Emory uses the process of Re-Commissioning (Re-Cx) to bring a facility up to optimal performance to meet its current functional requirements. To date Emory has completed 19 Re-Cx projects.

Emory's Sustainable Performance Program (SPP) utilizes the Building Automation System to monitor the buildings HVAC performance and send an alarm when operating conditions exist that lead to unnecessary energy consumption. To date Emory has 23 facilities in the SPP.

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

http://www.campserv.emory.edu/pdc/engineering/Energy_Conservation.html

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.

http://sustainability.emory.edu/page/1010/energy-awareness
Clean and Renewable Energy

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 4.00</td>
<td>Joan Kowal</td>
</tr>
<tr>
<td></td>
<td>Senior Director for Energy Strategy and Utilities</td>
</tr>
<tr>
<td></td>
<td>Campus Services</td>
</tr>
</tbody>
</table>

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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements (or local equivalents) and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option. |

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility’s standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal

stars.aashe.org
• Geothermal systems that generate electricity
• Low-impact hydroelectric power
• Solar photovoltaic
• Wave and tidal power
• Wind

Biofuels from the following sources are eligible:

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

---

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

Total energy consumption (all sources, excluding transportation fuels), performance year:
1,869,096 MMBtu

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:
1,221 MMBtu

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

Emory has six 70-watt solar panels outside of the Few and Evans Residence Halls, which are used to power a pump, which pumps water from an underground cistern into the waste water system for toilet flushing. The power generated is not measured, however.

Emory has been involved in Georgia Power's Advanced Solar Initiative to build two solar installations on building rooftops. A 183kW solar system and a 72kW solar system are operating on rooftops. A smaller installation is located at our WaterHub.

Non-electric renewable energy generated on-site, performance year:
0 MMBtu

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

0 MMBtu

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

---

Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:

0 MMBtu

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

---

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

---

Additional documentation to support the submission:

---

Electricity use, by source (percentage of total, 0-100):

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total electricity use (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
<tr>
<td>Coal</td>
<td>31</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Hydro</td>
<td>5</td>
</tr>
<tr>
<td>Natural gas</td>
<td>55</td>
</tr>
<tr>
<td>Nuclear</td>
<td>9</td>
</tr>
<tr>
<td>Solar photovoltaic</td>
<td>0</td>
</tr>
</tbody>
</table>
A brief description of other sources of electricity not specified above:

---

Energy used for heating buildings, by source:

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage of total energy used to heat buildings (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomass</td>
<td>0</td>
</tr>
<tr>
<td>Coal</td>
<td>0</td>
</tr>
<tr>
<td>Electricity</td>
<td>0</td>
</tr>
<tr>
<td>Fuel oil</td>
<td>0.30</td>
</tr>
<tr>
<td>Geothermal</td>
<td>0</td>
</tr>
<tr>
<td>Natural gas</td>
<td>99.70</td>
</tr>
<tr>
<td>Other (please specify and explain below)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

---

Percentage of total energy consumption from clean and renewable sources:

0.07

Data source(s) and notes about the submission:

The power consumption reported includes electricity and natural gas and is for fiscal year 2016 (Sept 1 2015 - Aug 31 2016).

Georgia Power's Advanced Solar Initiative (ASI) Distributed Generation (DG) program solicits applications to approve DG projects of varying sizes, together totaling a maximum of 100 megawatts (MW). These solar resources are acquired using a combination of competitive bidding and fixed pricing.
With the enactment of HB 57, The Solar Power Free-Market Financing Act of 2015, Georgia became the first state in the Southeastern U.S. to legislatively approve private, third party sales of electricity from onsite solar systems as a means of financing solar energy for Georgia businesses, institutions, schools and homes. With third party financing now legal in Georgia, Emory hopes to install more cost effective solar energy systems in the future.
Food & Dining

Points Claimed  2.93
Points Available  8.00

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

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

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Purchasing</td>
<td>0.93 / 6.00</td>
</tr>
<tr>
<td>Sustainable Dining</td>
<td>2.00 / 2.00</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.93 / 6.00</td>
<td>Taylor Spicer</td>
</tr>
<tr>
<td></td>
<td>Programs Coordinator</td>
</tr>
<tr>
<td></td>
<td>Office of Sustainability Initiatives</td>
</tr>
</tbody>
</table>

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

**Third Party Verified.** The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

**Local & Community Based.** The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the Real Food Standards, a product must meet the following criteria to qualify as Local & Community Based:

<table>
<thead>
<tr>
<th>Single-Ingredient Products</th>
<th>A single-ingredient product must meet ALL of the following criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.</td>
</tr>
<tr>
<td></td>
<td>Size. Produce: Gross annual sales for individual farms must not exceed $5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company’s gross annual sales must not exceed $50 million (US/Canadian).</td>
</tr>
<tr>
<td></td>
<td>Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).</td>
</tr>
</tbody>
</table>

| Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk) | At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above. |
### Multi-Ingredient Products (e.g., baked goods)

Producing company must meet ALL of the following criteria:

- **Ownership.** Company must be a privately or cooperatively owned enterprise.
- **Size.** Company’s gross annual sales must be less than or equal to $50 million (US/Canadian).
- **Distance.** All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution.

AND

At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution’s sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- **Product description/type.**
- **Label, brand or producer.**
- **The category in which the product is being counted (e.g., Third PartyVerified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., “Certified Organic”, “local farm-to-institution program”**).
Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as “third party verified… or Local & Community-Based” (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the STARS Food and Beverage Purchasing Inventory template to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution’s primary dining services contractor (e.g., Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing Part 1.

Institution’s dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Institution’s dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the “other sustainability attributes” category are considered to be conventionally produced.

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

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based (0-100):

17.60

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond “No”):

Yes

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):

30.70

A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):
Emory's Sustainable Food Committee guides the institution's transition to more local and sustainable purchases. In 2007 this committee developed a set of guidelines to help meet Emory's institutional goal of ensuring 75% of all food served will be locally or sustainably grown by 2015. Emory’s Sustainability Vision and Strategic Plan for 2015-2025 revises this goal as follows: 50% by 2016, 60% by 2019, and 75% by 2025.

Emory defines "local" food as from Georgia and the surrounding seven southern states (AL, KY, FL, MS, NC, SC, TN).

Sustainably grown food adheres to one or more of the following criteria:

- Certified USDA Organic
- Sourced from Certified Grass-Fed Animals (American Grass-Fed Association)
- Certified Humanely Raised (Certified Humane by Humane Animal Farm Care, Animal Welfare Approved)
- Certified Sustainable (Food Alliance Certified or LEO-4000 American National Sustainable Agriculture Standard)
- Seafood Watch Southeast “Best Choice” or “Good Alternative” Approved List
- Marine Stewardship Council
- Fair Trade USA, Fair Trade International, Fair Trade Federation

Minimum standards include:

- CHICKEN - Springer Mountain Farms or university-approved equivalent*
- PORK - raised without gestation crates
- GROUND BEEF - 100% Grass-Fed as certified by American Grassfed Association or Animal Welfare Approved
- HOT DOGS - all beef, nitrite/nitrate free
- FLUID DAIRY & YOGURT - artificial growth hormones rBST/rBGH prohibited, and routine administration of antibiotic in feed, water, or otherwise is prohibited
- EGGS - Shell and liquid eggs are cage-free and Certified Humane® by Humane Farm Animal Care
- SEAFOOD - Monterey Bay Aquarium Seafood Watch Program Best Choice (Green) or Good Alternative (Yellow) rated species, or Marine Stewardship Council
- PRODUCE - As much local produce as possible (8 state Southeast region), Coalition of Immokalee Workers tomatoes, Seek Fair Food Certification items, honor Atlanta Lettuce Project commitments**
- COFFEE AND TEA - Fair trade (Fair Trade USA, Fair Trade International, or Fair Trade Federation)

*local (8 state southeast region) and no antibiotics ever

**Emory University has forged a partnership with the Atlanta Lettuce Project, a community based wealth building initiative for underserved parts of the community

Bon Appétit Management Company is Emory’s contracted dining services provider as of May 2015. The contract stipulates that certain food standards are met in residential dining, catering, and retail operations operated by Bon Appétit.

For the Emory University Hospital system, sustainable food purchases are determined based on what food items met the criteria established by Emory University and the dollars spent in total on those items. Produce is usually product raised in the 8 state region because it’s preferred over third party verified product raised in California or outside the USA, for example.

Examples of purchases made by the hospital system include, but are not limited to, produce grown in the designated 8 state region with preference for produce grown in GA (purchased through the GA Common Market); chicken from Springer Mountain Farms in GA; grass-fed beef from White Oak Pastures located in southern GA; pork raised in Alabama; seafood from the Good/Best list for Monterey Bay Aquarium; Atlanta’s Fresh Yogurt; locally roasted coffee beans; and grits ground from corn raised in the Carolinas. The food items are not tracked by food category, but as total sustainable food dollars/total dollars in spend – totally excluding categories such as bottled beverages. Emory University Hospitals operate their own dining operations and catering services and do not use Bon Appetit as a contractor. The hospitals' food purchases are not included in the figures above or in the inventory. For FY 16, the hospital system, which included six hospitals in the Atlanta metro region, sourced 10.73% of local and sustainable food, according to Emory's definitions.
An inventory of the institution’s sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):

OP-7_inventory_Emory University_STARS 2.1.3_Update_1.xlsx

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

At Emory University, Bon Appétit Management Company uses an in-house purchase tracking program to track all food purchases made in residential dining, catering, and retail operations (excluding bottled beverage purchases, branded concepts, and subcontracted vendors; including the convenience store) during all weeks of operation during the 2015-2016 fiscal year. The submitted inventory is a snapshot of this much larger purchase tracking system.

Percentage of total dining services expenditures on Real Food A (0-100):

0

Percentage of total dining services expenditures on Real Food B (0-100):

0

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

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Present?</th>
<th>Included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining operations and catering services operated by the institution</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dining operations and catering services operated by a contractor</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Student-run food/catering services</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Franchises (e.g. national or global brands)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Convenience stores</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vending services</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Concessions</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
A brief description of purchased food and beverage products that have other sustainability attributes not recognized above:

- Emory exclusively features Springer Mountain Farms chicken, which is raised in Georgia and is never administered antibiotics.
- Fluid dairy is sourced from the eight-state Southeast region.
- 33% of produce purchases are sourced from within the eight-state southeast region.
- Emory Dining purchases select produce through Bon Appétit’s Imperfectly Delicious Produce program (IDP). IDP produce is product that would normally go to waste due to cosmetic imperfections in size, shape, or color (e.g. scarred zucchini, yellow-bellied cucumbers) or parts of the vegetable that are deemed undesirable or unsellable (e.g. broccoli fines). During FY2016, Emory Dining purchased 10,900 pounds of IDP produce. IDP is not included in the percentage below.

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100):

20

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

http://sustainability.emory.edu/page/1008/sustainable-food

Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.

Emory's Sustainable Food Purchasing Guidelines can be found here:


Emory does not use the STARS and Real Food Challenge definition of local (“within a 250 mile (400 kilometre) radius of the institution” and as of the July 6 Administrative Update Three “extended to 500 miles for meat”), but Emory has tried to comply with the definition and requested changes, despite utilizing a regional definition for "local" food. Emory maintains its definition for many reasons, including: 1) Emory has not been able to locate scholarship to support the Real Food Challenge's distanced-based definition; 2) Emory’s current regional definition is based on the seasonal, ecological, topographical, and economic realities of our regional food system; and 3) Emory’s current food sourcing is built from strong relationships with regional partners that extend beyond 250 miles from the institution and that are a core tenet of our local and sustainable food initiatives. The mile-radius definition makes it difficult to align the purchasing needs of an institution with the growing seasons in various regions and varying access to sea, freshwater and land animals, while balancing lasting, mutually beneficial relationships with farmers and producers whose practices support a healthy food system. The definition only accounts for proximity to institutions, which may reduce the motivation for an institution to look outside of the 250 miles for suppliers operating more sustainably. Thus, Emory has adopted a definition of local food as deriving from Georgia and the seven surrounding southern states.

When the origin of food is known to be within 250 miles of the institution, the products are included in the STARS percentage of "All Food and Beverages." After the July 6 release of Administrative Update Three, when the credit was changed to further align with the
Real Food Challenge standards, our team had three business days to adjust our reporting for this credit to meet an internal review date before our STARS submission deadline. Our Dining team was able to add two additional meat suppliers who meet the adjusted ownership, size, and distance requirements to be considered local and community-based. These products are now included in our local and community-based count and no longer included in our “conventional animal products” percentage.

The July 6 update, additionally, changed the certified sustainable seafood standards. For all prior versions of STARS 2.1, Seafood Watch “Good” and “Best” purchases were included as Third-Party Verified. Update Three only counts “Best” purchases as Third-Party Verified. Emory’s contractor, Bon Appetit, was unable to review every seafood invoice from the reporting year to distinguish which were “Good” and which were “Best” to then determine a new percentage for the Third-Party Verified section. The Emory team had a limited timeframe between Update Three and Emory's STARS submission deadline to adjust to this change; therefore, Seafood Watch “Good” purchases remain in the Third-Party Verified numerator for Part 1.

On January 24, 2017, AASHE administered STARS 2.1 administrative update two outlining that "Other beverages (non-dairy): soft drinks, sport drinks, and milk alternatives” should be included in the percentage of "All Food and Beverages." Emory does not include these beverages in its sustainable and local food tracking for practical and sustainability-related reasons. Bottled beverages and syrups are purchased through a different ledger than other food and beverage purchases and have never been included in Emory’s internal tracking of local and sustainable food purchases. Emory, therefore, did not alter its numbers to include bottled beverages, pending resolution of the issues raised by this change. Dairy products and alternatives, coffees, and teas are all included and are areas in which Emory makes progress to source more environmentally- and socially-conscious products that are better for human and animal health, progress which is limited in the arena of bottled beverage purchases.

Emory does not include vending services in its local and sustainable food purchases, but data for on-site franchises and the only campus convenience store is included in this section.

Additionally, Emory’s Sustainable Food Committee decided on April 4, 2017, to exclude all meat and dairy products from cows treated with ionophores from our list of "sustainable" foods. This Committee reviewed the limited available research on the effect of ionophores on human and animal welfare. The Johns Hopkins Center for a Livable Future was consulted and advised the Committee to maintain its prohibition of products with ionophores from our "sustainable" products because they may be used in human medicine in the future. All anti-microbials can foster the development of resistance, so we are actively looking for sources that do not use ionophores in routine treatment.
Sustainable Dining

Provisional Score

2.00 / 2.00

Responsible Party

Taylor Spicer
Programs Coordinator
Office of Sustainability Initiatives

Criteria

Institution’s dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

Institution’s dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for “dine in” meals;
- Provides reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program);
• Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
• Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

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

Does the institution or its primary dining services contractor have a published sustainable dining policy?:
Yes

A brief description of the sustainable dining policy:

Emory University’s Sustainable Food Committee drafted and adopted the Sustainability Guidelines for Food Purchasing in fall 2007, and provide clear goals and implementation steps for 10 categories of food. They have been revised and updated multiple times as new research is produced. The guidelines are attached below.

Does the institution or its primary dining services contractor source food from a campus garden or farm?:
Yes

A brief description of the program to source food from a campus garden or farm:

The Oxford College Organic Farm is located at Oxford College of Emory University in Oxford, GA. While the majority of the produce is purchased for use at Oxford College, Emory’s Atlanta campus purchases surplus produce when available (typically on a biweekly basis during harvest seasons). Commonly purchased crops include kale, mustard greens, carrots, turnips, and radishes in the spring and late fall and tomatoes, peppers, eggplant, garlic and herbs during the summer months. During FY 2016, Emory Dining purchased 2,835 pounds of produce for use at the Atlanta campus.

The Emory University Hospital maintains a small ¼ acre garden that supplies cherry tomatoes and some greens during the growing season. These are used to support patient meals. Muscadine grapes are also grown on the hospital campus and provided as an option for patient and staff meals.

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:
Yes

A brief description of the farmers market, CSA or urban agriculture project:

The Emory Farmers Market was started in 2008 by the Sustainable Food Committee and continues to be a weekly tradition on Emory’s campus. Every Tuesday during the school year and monthly over the summer, up to 25 farmers and producers sell seasonal produce, honey, eggs, diverse ready-to-eat options, artisanal breads and other baked goods, and fair trade and locally roasted coffees. Customers of
the market include students, faculty, university and healthcare staff, and hospital visitors. Market programming includes efforts to reduce plastic and other waste, to educate about seasonality, to demonstrate healthier cooking options, and to highlight global slow food traditions.

The Oxford College Organic Farm hosts a three season CSA program for students, staff, and faculty at Oxford College and Emory’s Atlanta campus. Participants can choose to buy a share for the entire season (April-November) or individual seasons: spring (April-June), summer (June-August), and fall (October-November). CSA boxes are available each week for pick up on campus, and CSA boxes are returned and reused from week to week. The CSA has 30-50 participants each season.

The Educational Garden Project offers students, faculty, and the Emory community an opportunity to engage in local, sustainable food production. Through education, awareness, and meaningful work, the educational gardens offer opportunities to grow local, seasonal, diverse, and healthy food. Six food gardens, one medicinal herb garden and one garden that provides plants that enrich primate diets are scattered across campus. All gardens are run by volunteers with the guidance of a part-time Educational Gardens Coordinator and a Gardens Intern. The Coordinator and Intern lead garden workshops, tours, and general campus outreach and education.

**Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:**

Yes

**A brief description of the vegan dining program:**

Every café has menu options that include vegan protein sources at every meal. Guests can also make standard non-vegan menu items vegan on request. In October 2016, Emory University earned an A+ Vegan Report Card rating from Peta2 and is a member of the Peta2 Dean’s list—meaning it has earned enough points to rank at the top of the A-rated schools.

Dobbs Market, the residential dining facility, has a vegan dining station that offers vegan protein sources at every meal. Options include tofu, tempeh, seitan, a variety of beans and legumes, and whole grains including quinoa. Other Emory Dining cafes offer vegan options, including house-made bean burgers, hummus vegetable wraps, scrambled tofu, and build-your-own pasta or stir-fries with vegan sauces and tofu.

In the hospitals, vegan meals are available for patients; vegan entrees and sides are designated with a special symbol on the posted a la carte menu for retail foodservices.

**Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:**

Yes

**A brief description of the low impact dining events:**

Through signage, menu specials, and interactive information tables guests learn how to make low-carbon diet choices, reduce waste, and the importance of eating local. In April 2016, Emory hosted Earth Day celebrations in two of its main cafes to raise awareness about the impacts of our diets on the planet.

In addition during Fall 2016, Emory Dining developed an educational campaign titled, “Eat the Seasons” to help students, staff, and faculty identify produce that is in season according to Georgia’s own growing seasons. Using a series of stickers (winter, spring, summer, fall) that adhere to menus and signage around the café, guests can easily identify items that are in season. The goal is to help educate students why certain items are plentiful at certain times of the year and less so at others (for example, why fresh blueberries are absent in January), and promote the demand and consumption of more seasonal foods.
In the hospitals, Eat the Seasons signage and messaging is rolling out in Summer 2017 to indicate to patients, visitors and hospital staff when seasonal foods are on the menu and why eating seasonally is beneficial. Additionally, one meatless entree is available at lunch and dinner daily in the retail food service operations.

**Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:**

Yes

**A brief description of the sustainability-themed meals:**

Emory hosts an annual Eat Local Challenge event in September to celebrate and raise awareness of our local food system. Guests enjoy a meal prepared entirely of ingredients sourced within Emory’s 8-state southeast region (salt is the only exception!). Through signage and menus specials, guests learn about the story behind their food, and why eating local is a critical part of a sustainable diet.

In addition to the Eat Local Challenge, in fall 2016 Emory Dining hosted Thanksgiving meals featuring local, humanely raised turkeys from White Oak Pastures in Bluffton, GA in multiple cafes across campus—including the main undergraduate dining hall. This event promotes the consumption of local poultry raised on pasture with diets supplemented by non-GMO grain that does not contain soy.

The Emory University Hospital participates in Pastured Poultry Week and offers pasture raised turkey to patients on Thanksgiving. Other local, seasonal produce, such as peaches, apples and lettuce, in addition to grass-fed beef and grits, are promoted as well.

**Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?**

Yes

**A brief description of the sustainability-themed food outlet:**

The Green Bean is committed to nurturing the community and environment while maintaining a practical and profitable business. Student employees are involved in the evolution of business practices and provide a fuel of creativity. The Green Bean aims to be a long-lasting and community-friendly campus resource, both for great tasting coffee and tea and sustainability education. The Green Bean sells coffee from Cafe Campesino, a fair trade and organic coffee roaster in Americus, Georgia, in addition to fair trade and organic tea, hot cocoa, and pastries. The Green Bean is located inside Cox Hall.

Kaldi's Coffee became the main coffee shop on campus in Fall 2015 and now has two locations. According to their mission, "Kaldi’s Coffee is dedicated to creating a memorable coffee experience for our customers and guests, committing to sustainable business practices, providing educational opportunities, and supporting the communities that we serve. It is our mission to exceed competition and continue company growth by executing the above fundamentals. Kaldi’s Coffee will strive to develop team members, build our brand, and promote our products." On Emory’s campus, all of Kaldi's coffees and teas are fair trade certified and roasted locally when possible. Educational signage about fair trade principles is on the wall in their coffee shops to educate customers.

**Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?**

Yes

**A brief description of the sustainability labeling and signage in dining halls:**
Emory has a comprehensive labelling system to help guests find a meal that best suits their dietary needs and provides information regarding sustainability as well. Specific icons are placed next to each menu item to designate items that are vegan, vegetarian, halal, kosher, made without gluten containing ingredients, contain humane animal proteins, contain sustainable seafood, and/or contain ingredients produced locally (within an 8 state region). Farm and source names are included in menus wherever possible. In spring 2017, Emory will also add an icon to designate fruits and vegetables that are in season in the geographical region. Throughout the year, cafes promote specific local farmers and vendors through signage and biographies.

**Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:**

Yes

**A brief description of the outreach efforts to support learning and research about sustainable food systems:**

Through both guest lectures and hands-on demos, Emory Dining participated in a variety of courses related to sustainable food systems including: Textbook to Table, Eating Ethics, and Nutrition Myth Busters. Textbook to Table is an especially unique collaboration between faculty and staff in the Department of Human Health, Emory Dining, and Emory Health Services. In this full-credit course, students have the opportunity to apply their nutrition knowledge in hands-on cooking lessons centered around topics such as healthy fats, phytonutrients, and whole grains. Information about sustainable choices is infused throughout.

In addition to class participation, Emory Dining participates in regular programming that highlights topics important to both wellness and sustainability. Activities include monthly Wellbeing Wellness events focused on topics such as plant-based proteins and including collaborative demonstrations with Emory’s undergraduate Healthy Eating Partners—a group of students which educates peers about healthy choices.

In the Fall, students in a 1-credit anthropology course put on an annual Sustainable Food Fair in collaboration with the Office of Sustainability Initiatives and Emory Dining. Prior to the Fair, all enrolled students learn about the principles of, challenges to realizing and current successes of a healthy food system. Then, through the lively midday event, featuring music and roughly 40 stands of locally-grown, fresh food, chefs offering delectable samples, stores featuring sustainably grown foods and other products, and nonprofits in the sustainable food movement, the students become the educators. They host educational tables and activities that educate the community about local and sustainable food systems.

In the hospitals, one member of the department management team provides a class on sustainable foods to the Atlanta area dietetic internship programs annually. In addition, the hospitals have incorporated a sustainable foods project into the foodservice rotation for each Emory Hospitals dietetic intern. The executive chef for the facility is completing his 4 year degree in food studies with an emphasis on sustainability and nutrition.

**Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:**

Yes

**A brief description of the other sustainability-related dining initiatives:**

Emory Dining is a committed partner in the Healthy Emory initiative, an enterprise-wide program with a vision to “[use] its expertise in research, health care, and higher education to engage, inspire, and support each individual to live healthy and flourish.” Emory Dining collaborated with university stakeholders to devise the Better Choice labelling program, which highlights entrees and sides that adhere to specific dietary guidelines. In the future, Emory Dining plans to expand the program to pre-packaged foods such as salads and...
sandwiches. Emory Dining also partners with fellow Healthy Emory stakeholders from across the enterprise to hold regular cooking demos at the Emory Farmers’ Market.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

As of November 2015, Bon Appetit requires its cafes to conduct an annual 2-month-long program to track both pre-consumer waste produced in the kitchens and post-consumer waste produced by guests in the cafés. Emory University requires that all Emory Dining halls and outlets have pre- and post-consumer waste programs that have bins for co-mingled recycling streams and composting. No landfill bins are used.

In the Emory University Hospital, there is a pre-consumer composting program in place. Leftovers are tracked daily in an effort to better gauge future production needs.

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

Emory’s undergraduate all-you-care-to-eat location, Dobbs Market, has a tiered dining area, which in order to comply with ADA regulations cannot be made trayless. However, it does have a variety of plate and bowl sizes available for use. Two stations feature tapas-style offerings with smaller portions. The salad bar includes a variety of choices including small bowls and full-size plates. At another group of stations, students can request just a portion of the meal (e.g. a side) and receive a smaller plate.

In Cox Hall, which is a dining venue with multiple vendors from which customers can purchase food, trays are not available.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

Emory Dining partners with Campus Kitchens, a student-run organization which collects food that would otherwise go to waste, and donates it to people in need in the community. The program launched Spring 2014. Campus Kitchens of Emory is a branch of the national organization, The Campus Kitchens Project. In FY2016, Emory Dining donated over 1,700 pounds of food to Campus Kitchens that would otherwise have gone to waste. Campus Kitchens picked up this food twice a week from Dobbs Market, Cox Hall, and catering throughout the school year.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:
A brief description of the food materials diversion program:

Used fryer oil is collected from all dining facilities by Southern Green Industries (SGI). SGI filters the oil and sends it to an additional processor for conversion to bio-diesel. Then Emory University purchases this biodiesel for use throughout its campus shuttle system, the Cliff Shuttles.

Does the institution or its primary dining services contractor have a pre-consumer composting program?: Yes

A brief description of the pre-consumer composting program:

Emory partners with Southern Green Industries (SGI) to coordinate a comprehensive composting program for Emory’s campus. Pre-consumer food waste is collected in Emory’s Dining Service facilities and deposited into 32 gallon bins that are serviced by SGI. SGI transports the material to an interim sorting facility in Atlanta, and then delivers it to the Laurens County Composting Facility where the material is processed into compost. The compost produced at the Laurens County facility is then purchased by the Emory Grounds Department and used for semi-annual planting beds, capital projects, and to amend existing landscape beds including the Educational Gardens on campus. Food, fiber, and compostable services residuals that can be composted in either pre-consumer or post-consumer composting streams include:

* meat, poultry, fish
* shellfish and bones
* eggs and dairy products
* table scraps and scrapings
* fruits and vegetables
* bread, dough, pasta and grains
* coffee grounds, filters & tea bags
* paper towels, napkins and plates
* paper take-out containers
* pizza boxes
* paper cups
* waxed cardboard and paper
* products made from bagasse (sugarcane fibers)

Does the institution or its primary dining services contractor have a post-consumer composting program?: Yes

A brief description of the post-consumer composting program:

Emory has partnered with Southern Green Industries (SGI), the leading organic recycling company servicing the Southeast, to establish a comprehensive composting program for Emory's campus. Post-consumer food waste is deposited into dedicated composting bins or scraped off plates and collected by Emory's Dining Services, Building and Residential Services (BRS), and Emory Recycle's staff. The materials are deposited into 95 gallon bins that are collected and sent to Southern Green Industries (SGI) for sorting. SGI transports the material to the Laurens County Facility where the material is processed into compost. The compost produced at the Wilbros facility is then purchased by the Emory Grounds Department and used for semi-annual planting beds, capital projects, and to amend existing
landscape beds including the Educational Gardens on campus. Post-consumer composting is taking place in the DUC Residence Dining Hall, Cox Hall, Fraternity Row dining facilities, Cox Computing Lab, Rollins School of Public Health, Health Sciences Research Building (HSRB), Administration Building, 1599 Clifton Rd, 1762 Clifton Road, Claudia Nance Rollins, The Depot, Law School, Goizueta Business School, Miller-Ward Alumni House, Student Athletics and Activities Center (SAAC), School Of Medicine, School of Theology, Woodruff Residential Hall, Woodruff Library, and outside around the main Quad and Cox Hall Bridge, a major thoroughfare. Animal bedding is being collected in the Division of Animal Resources locations at the Emory Clinic B, Whitehead Biomedical Research, and HSRB.

Food, fiber, and compostable services residuals that can be composted in either pre-consumer or post-consumer composting streams include:

- meat, poultry, fish
- shellfish and bones
- eggs and dairy products
- table scraps and scrapings
- fruits and vegetables
- bread, dough, pasta and grains
- coffee grounds, filters & tea bags
- paper towels, napkins and plates
- paper take-out containers
- pizza boxes
- paper cups
- waxed cardboard and paper
- products made from bagasse (sugarcane fibers)
- PLA products (corn-based)
- Animal bedding (corn and cotton based)

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:

Yes

A brief description of the reusable service ware program:

All service ware in the main residential undergraduate dining hall, the Dobbs University Center (DUC), is reusable, with exception of the kosher meal program. Dine-in customers in the food court dining venue, Cox Hall, can request reusable service ware instead of compostable.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

All service ware in the main residential undergraduate dining hall, the Dobbs University Center (DUC), is reusable, with exception of the kosher meal program. To-go items are not available in this location, so there are not compostable containers available.

All to-go materials in the food court dining venue, Cox Hall, are compostable or recyclable. The to-go utensils, bowls, cups and clam shells are all compostable. Sushi is served in recyclable plastic containers. Compost and recycling bins are available to customers inside and immediately outside the facility. There are not any landfill bins inside or outside of this dining venue, only recycling and composting.
bins, which are accompanied by color-coded visuals that show which materials go in each bin.

**Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:**

Yes

**A brief description of the reusable container discount or incentives program:**

At all campus dining coffee locations, customers who bring their own reusable containers are given a $.15 discount.

**Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:**

Yes

**A brief description of other dining services materials management initiatives:**

Emory Dining works with three of its local vendors to deliver product in reusable crates instead of waxed cardboard boxes, and plans to expand this practice in the future.

Additionally, in Fall 2015, the Office of Sustainability Initiatives began working directly with the 25 Farmers Market vendors to reduce the amount of plastic wrapping and shopping materials given out with their products. The vendors underwent an orientation to understand how to compost and recycle on campus, and then met with Market staff to walk through disposal of their production materials. The vendors were provided reusable bags to give to paying customers to reduce the demand for disposable shopping bags. Additionally, messages about waste reduction and diversion were placed at each vendor table and sent out consistently through Market communication channels.

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

http://www.emory.edu/dining/current_initiatives.php

**Additional documentation to support the submission:**

SustFoodPurchGuidelns5-27-16.pdf

**Data source(s) and notes about the submission:**

Data reported for 2015, 2016, and 2017 fiscal years.
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 resources.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Landscape Management</td>
<td>1.73 / 2.00</td>
</tr>
<tr>
<td>Biodiversity</td>
<td>2.00 / 2.00</td>
</tr>
</tbody>
</table>

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.
Landscape Management

Provisional Score

1.73 / 2.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution’s grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in G. Standards and Terms. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):

736.40 Acres

Figures required to calculate the total area of managed grounds:

| Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach | 134.28 Acres |
| Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials | 355 Acres |
| Area managed using conventional landscape management practices (which may include some IPM principles or techniques) | 0 Acres |
Total area of managed grounds | 489.28 Acres

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

46 acres of Roads; 14.3 acres of service drives; 31.68 acres of sidewalks; 34 acres of surface lots; 19.28 acres of parking decks; 71.86 acres of buildings; and 30 acres of water for a total of 247.12 acres of land excluded from area of managed grounds.

Percentage of grounds managed in accordance with an IPM program:

27.44

A copy of the IPM plan or program:

Integrated Pest Management Principles_1.pdf

A brief description of the IPM program:

Integrated Pest Management (IPM) practices are followed for disease and insect control. IPM is a four-tiered series of pest management evaluations, decisions and controls. The four-tiers are as follows:
1. Set an action threshold or a point at which pest populations or environmental conditions indicate action must be taken
2. Monitor and identify pests
3. Prevent pests from becoming a threat using effective and cost-efficient practices. This includes using cultural methods, such as selecting pest-resistant plant varieties and planting plants in proper environment to reduce stress.
4. Control of pest using effective, less risky pest controls which include the use of highly targeted chemicals, such as pheromones to disrupt pest mating, or mechanical control, such as trapping or weeding.

Percentage of grounds managed in accordance with an organic program:

72.56

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

The Emory University community has long recognized that the original, hardwood forest lands of Emory represent irreplaceable value for current and future generations of Emory students, staff and faculty. Recognizing that all of Emory’s forest areas need a comprehensive management plan, the Committee on the Environment and Campus Services partnered to develop an Emory University Forest Management Plan. The goal is to create, restore, enhance and maintain its forested areas.

The following best practices are followed to help eliminate the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides:

- Grass is mowed as needed, generally on a weekly basis. Aeration is performed as required but no less than two times per year.
- Manual weed control is practiced.
- Adequate fertilizer is applied to ensure all plant materials are healthy and growing vigorously and amounts depend on species, length of growing season, soils and rainfall. Only environmentally approved products are used.
- Frequency of irrigation use is determined by rainfall amounts, temperature, season and demands of plant material.
In 2014, Emory University became the first university in the country to ban neonicotinoid pesticides and implement a comprehensive pollinator protection campaign.

http://news.emory.edu/stories/2014/09/er_bee_pledge_commitment/campus.html

**A brief description of the institution's approach to plant stewardship:**

The Emory Sustainability Vision set a goal to "restore forested lands and control harmful invasive species on university campus." In conjunction with this goal, the “use of native plant materials” is included in the Elements of the Emory Vocabulary recorded in the Campus Master Plan Update 2005. All plant material shall comply with the Landscape Master Plan Palette included in the Emory University Campus Design Guidelines. The Landscape Master Plan Palette is a list of plants native to plant hardiness zone 7. Plant material not included in the Landscape Master Plan Palette must be approved by the Emory University Superintendent of Roads and Grounds and the Emory University Landscape Architect.

A 2016 study of higher education institutions published by The Times Higher Education ranked Emory as number 1 in the U.S. among 103 research universities for "greenness of campus," referring to abundance of green space.


**A brief description of the institution's approach to hydrology and water use:**

Emory practices continual streambank restoration and management, including hosting groups of students to plant pollinator-attractive plants in 25-foot streambank buffers across campus to enhance pollinator habitat while employing green infrastructure to slow and clean stormwater and runoff.

Cisterns are located around campus that allow for harvested rainwater to be used wherever the water is needed for irrigation, and in some buildings, for toilet flushing.

Bioretention swales have been constructed in several areas, which are designed to filter stormwater runoff from pavement, and slow the flow of water before it returns to the watershed.

Emory is committed to restoring and maintaining the connectivity of Emory's forests, particularly the natural corridor along South Peachtree Creek from Wesley Woods, through Harwood Forest and the Lullwater Preserve, within the context of its Piedmont origins.

Emory's Design and Construction Standards state that "Emory supports the reduced use of potable water for landscape irrigation purposes. The design team should evaluate strategies such as specifying indigenous plant species requiring little or no irrigation, the use of high efficiency micro-irrigation, storm-water and/or HVAC condensate harvesting. Following this guidance may enable the project to achieve the Water Efficiency Credit 1 – Water Efficient Landscaping under the current LEED rating system." The Standards also state that "[a]ll Emory projects shall attempt to meet and exceed the requirements of Sustainable Sites Credits 6.1 and 6.2 – Stormwater Management: Quantity and Quality Control under the current LEED rating system. . . . [E]mphasis shall be placed on reducing impervious cover, increasing on-site infiltration, reducing or eliminating contaminants from runoff, and stormwater harvesting."
A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

Green waste from landscape maintenance activities is included in Emory's composting program, which also handles food waste, paper towels, and animal bedding from campus facilities. Emory partners with Southern Green Industries for collection and transport of compostable waste to a local commercial composting facility.

A brief description of the institution's approach to energy-efficient landscape design:

Emory’s Design Guidelines state that "all projects shall attempt to meet and exceed the requirements of Sustainable Sites Credit 7.1 – Heat Island Effect: Non-Roof under the current LEED rating system. Generally, emphasis shall be placed on reducing heat islands to minimize impacts on microclimates and human and wildlife habitats by providing shade and/or light-colored/high-albedo materials in an acceptable combination to provide coverage for at least 50% of the sites non-roof impervious surface. . . . Beyond the requirements of the credit, any projects utilizing materials which are allowed by the design standard, but which have a low reflectance (i.e. red brick, asphalt, etc.) shall be offset by other materials in the project to reduce the heat island effect. For example, if 100 square foot of asphalt is required on the project, 100 square foot of area, beyond the 50% to meet credit requirements should be included for another design element such as shade or high-albedo concrete."

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

The Emory Grounds Department uses an environmentally friendly product for de-icing.

In 2014, Emory University became the first university in the country to ban neonicotinoid pesticides and implement a comprehensive pollinator protection campaign. Emory’s Design & Construction Standards state that the use of neonicotinoids and plant material (trees, shrubs, groundcovers, plants, turf and seed) treated with neonicotinoids are not acceptable. All plant material must be certified to have been produced or grown without the use of neonicotinoids, and all contractors must provide certification that all plant materials are neonicotinoid free.

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

http://sustainability.emory.edu/page/1007/Green-Building/Green-Space

Additional documentation to support the submission:

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Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.

Emory's Pollinator Protection Plan
http://news.emory.edu/stories/2014/09/er_bee_pledge_commitment/campus.html
Times Higher Education ranking for campus environment

Lullwater Comprehensive Management Plan:
http://emoryforest.emory.edu/lullwater/lcmpfinala.pdf

Emory's Forest Management Plan:

Emory's No Net Loss of Tree Canopy Policy:
http://www.campserv.emory.edu/fm/documents/forest_canopy.pdf
Biodiversity

Provisional Score

2.00 / 2.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution conducts one or both of the following:

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

  And/or

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

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

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

"---" indicates that no data was submitted for this field
Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:
Right in the middle of Emory's campus, Lullwater Preserve offers acres of green space with trees, lawns and a lake for community members to enjoy. The estate is home to an English Tudor mansion where the University president lives. Lullwater Preserve has been identified as preserved land on Emory’s campus which is prohibited from being developed due to its unique ecological value and essential contribution to the campus identity and quality of life.

Emory University has set aside a total of 355 acres of preserved land, including Lullwater Preserve, which are priority sites for biodiversity and important for conservation because of the forested habitat connectivity purpose they serve, in addition to the protection of stream habitats and the preservation of native Piedmont forest ecosystem biodiversity.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:
Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:
Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:
The Committee on the Environment Lullwater Task Force Subcommittee, comprised of staff, faculty and student representatives, began working in May 2001 to:
• Inventory the current ecological health of Lullwater Preserve, i.e., the state of vegetation, wildlife and streams.
• Review all available data on the numbers of people regularly visiting Lullwater Preserve to determine the type of use and where activities are concentrated within the preserve.
• Examine current guidelines for accessing Lullwater Preserve’s resources, including the campus forest use policy, and document problems that may have occurred regarding enforcement of these guidelines.
• Propose a plan for restoring the ecological health of Lullwater Preserve and managing sustainable human use of the preserve.

Emory's biology course conducted an assessment of species of amphibians, reptiles, and birds residing in Lullwater Preserve during class research survey, individual surveys, and the Atlanta Audubon Society's list of birds' arrival/departure dates.

From these two efforts, identification of endangered and vulnerable species and an understanding of environmentally sensitive areas laid the groundwork for continuous monitoring and assessment by Emory's grounds experts. Invasive species are removed regularly by both grounds crews and volunteers, and new endangered or vulnerable species are monitored as they are identified.
A brief description of identified species, habitats and/or environmentally sensitive areas:

All of Emory's protected land falls in Georgia’s Piedmont region and is home to a variety of habitats and vegetation. Lullwater Preserve contains areas of hardwood forest dominated by Oak and Oak Beech species, a section of mature Hardwood Forest, mixed forest, floodplain forest, wetlands, and turf.

Areas that are the most environmentally sensitive are the small streams which have been impaired by storm water runoff and the after-effects of dredging Candler Lake in the 1980s. Since then, most sensitive areas have been vegetated to prevent erosion. Emory's Pollinator Protection Plan identified an opportunity to restore campus stream banks and buffers by planting pollinator-friendly plant species, which began in 2016. Forest edges caused by past clearings are another sensitive area because this area is open to cultivation by invasive species.

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

Emory University's Forest Management Plan was developed to create, restore, enhance and maintain Emory's forested areas with an emphasis on ecological connectivity, ecosystem function, and native biodiversity. In support of Emory’s Sustainability Vision, and in coordination with other forest-related University polices, the Forest Management Plan serves as a comprehensive plan that enables Emory to follow “best practices” in caring for its forest areas.


In order to protect wildlife habitat on institution-owned land, Emory University's Campus Master Plan (2005) has committed to leave 48% of its land undeveloped. Beginning in 2003, a University policy has required that campus land suffer “no net loss of forest canopy”, ensuring every time a tree is removed, trees are replanted to maintain the same forest canopy. Emory's 2015-2025 vision calls for net positive forest canopy by 2025.

The University’s 2005 Campus Master Plan categorized 26% of Emory's total campus area as Restricted Land. These areas, i.e., stream buffers and floodplains, are precluded from development by law, ordinance, or covenant. 22% of Emory's total campus area has been identified as Preserved Land. These areas, including the forests of Lullwater Preserve, Emory has classified as not appropriate for development due to their unique ecological value and essential contribution to the campus identity and quality of life.

Emory's Pollinator Protection Plan identified an opportunity to restore campus stream banks and buffers by planting pollinator-friendly plant species, which began in 2016

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

http://sustainability.emory.edu/page/1007/green-buildings/green-space

Additional documentation to support the submission:

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Data source(s) and notes about the submission:

stars.aashe.org
Emory Forest Management Plan -

Lullwater Comprehensive Management Plan -

No Net Loss of Forest Canopy Policy -
http://www.campserv.emory.edu/fm/documents/forest_canopy.pdf

Emory Campus Master Plan -
http://www.fm.emory.edu/campusplan/

Emory Pollinator Protection Commitment -

Data are reported for academic year 2015-2016.
Purchasing

Points Claimed  5.79
Points Available  6.00

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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<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Sustainable Procurement</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Electronics Purchasing</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Cleaning and Janitorial Purchasing</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
<td>0.79 / 1.00</td>
</tr>
</tbody>
</table>
Sustainable Procurement

**Provisional Score**

3.00 / 3.00

**Responsible Party**

Kelly Weisinger  
Assistant Director  
OSI

Criteria

**Part 1**

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution’s business partners (i.e. product and service providers).

**Part 2**

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

Please note that LCCA is a method for assessing the **total cost of ownership** over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the **environmental impacts** of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

**Part 3**

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance) | • Published measures to minimize the use of chemicals.  
• A stated preference for green cleaning services and third party certified products. |
| 2) Construction and renovation (e.g. furnishings and building materials) | • A stated preference for materials that meet LEED requirements. |

stars.aashe.org

Emory University | STARS Report | 191
3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)
   - Published measures to reduce the demand for equipment.
   - A stated preference for ENERGY STAR or EPEAT registered products.

4) Food services (i.e. franchises, vending services, concessions, convenience stores)
   - Including sustainability objectives in contracts with on-site franchises.
   - Requiring that franchises pay a living wage to employees.

5) Garments and linens
   - Published labor and human rights standards that suppliers must meet.

6) Professional services (e.g. architectural, engineering, public relations, financial)
   - A stated preference for disadvantaged or community-based service providers.
   - A stated preference for B Corporations.

7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)
   - Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
   - A stated preference for clean and renewable technologies.

8) Wood and paper
   - A stated preference for post-consumer recycled, agricultural residue or third party certified content.
   - A stated preference for FSC certified printing services.

9) Other commodity categories that the institution has determined to have significant sustainability impacts
   - Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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

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

**Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?**

Yes

**A copy of the policies, guidelines or directives:**

Supplier Code Of Ethical Conduct.pdf

**The policies, guidelines or directives:**

Supplier Code of Ethical Conduct - includes sustainability language and applies to all business partners at Emory University, more than 15,000.
General Services Contract: in addition to minimum standards governing employee wages, benefits, and working conditions, it includes language on Emory's Supplier Diversity Initiative Program to increased access to minority, disadvantaged, and women-owned vendors; requirements related to Emory's Idling Reduction Policy; reporting requirements for use of conflict materials; and a prohibition on the purchase and use of neonicotinoid pesticides and herbicides.

Contracts with more than 50 employees at Emory must adhere to Emory's minimum rates of pay, and have minimum requirements for fringe benefits and nondiscrimination policies.

Contracts where labor is provided on Emory's campus include minimum requirements for workers compensation, insurance, and nondiscrimination.

Conflict Materials policy - applies to all Purchase Orders and Supply Contracts.

Coffee and Tea supplier contracts and all external campus catering contracts state Emory's preferences for certified organic, certified fair trade, and locally grown products, requirements for familiarity with Emory's Local and Sustainable Food Guidelines, and a ban on providing Styrofoam products as part of the service.

Purchase Order Terms and Conditions - includes a ban on supplier use of tobacco products on Emory's campus, reporting requirements for use of conflict materials, and a no idling policy on deliveries to Emory's campus.

The Finance and Procurement division has a directive to move more decision processes in procurement to a total costing model.

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:
Yes

Which of the following best describes the institution’s use of LCCA?:
Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:
Emory utilizes LCCA when estimating the Total Cost of Ownership of major equipment and products that use energy and water. This process incorporates future costs such as maintenance, replacement of parts, energy use and disposal, and evaluates them on the basis of Net Present Value. These decisions are made by experts in the Campus Services department, which is responsible for purchasing decisions for major energy and water using equipment for the entire University.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:
Yes

A brief description of the published sustainability criteria for chemically intensive products and services:
Emory has banned the purchase and use of neonicotinoids as well as plants pre-treated with neonicotinoids, in accordance with its Pollinator Protection Policy.

All of Emory University's cleaning products are Green Seal or EcoLogo certified.

**Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:**
Yes

**A brief description of the published sustainability criteria for construction and renovation products:**
All new construction is LEED certified and complies with LEED materials guidelines.

Green Offices at Emory provides recommendations for purchasing certified sustainable furnishings.

All contracts include Emory's Conflict Materials Policy.

**Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:**
Yes

**A brief description of the published sustainability criteria for IT products and services:**
All IT equipment must be EPEAT or Energy Star certified.

**Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:**
Yes

**A brief description of the published sustainability criteria for food services:**
All onsite food services must abide by Emory's Sustainable Food Guidelines.

**Does the institution have published sustainability criteria to be applied when evaluating garments and linens?**
Yes

**A brief description of the published sustainability criteria for garments and linens:**
All suppliers of garments and promotional materials must be Fair Labor Association certification.

**Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:**
Yes

A brief description of the published sustainability criteria for professional services:

All professional services are subject to the sustainability language in Emory's General Services Contract.

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?: Yes

A brief description of the published sustainability criteria for transportation and fuels:

All Emory shuttles are required to purchase and use minimum B20 biofuel.

Enterprise Carshare is required to provide fuel efficient vehicles in the fleet available to Emory customers.

Staples is required to make deliveries in hybrid vehicles and consolidate delivery trips.

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?: Yes

A brief description of the published sustainability criteria for wood and paper products:

The Staples punchout in Emory Express conducts an automatic hard substitute for all office paper to tree free paper.

Emory's stationary contract requires all Emory stationary and business cards to use paper with 100% recycled content.

Most Emory publications are required to use paper with FSC certified content and/or 100% recycled content.

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?: Yes

A brief description of the published sustainability criteria for other commodity categories:

Catering from offsite vendors must adhere to minimum sustainability requirements published by Emory's catering management contractor.

Emory works with all of its vendors and suppliers to minimize packaging waste and eliminate Styrofoam from the supply chain.

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

https://www.finance.emory.edu/home/Procure%20and%20Pay/Sustainability/index.html

Additional documentation to support the submission:

stars.aashe.org
Data source(s) and notes about the submission:

All information provided is up-to-date as of FY2016.
Electronics Purchasing

Provisional Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Total expenditures on desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment:
6,396,797.50 US/Canadian $

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

<table>
<thead>
<tr>
<th>EPEAT Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPEAT Gold</td>
<td>6,396,797.50 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Silver</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>EPEAT Bronze</td>
<td>0 US/Canadian $</td>
</tr>
</tbody>
</table>

Percentage of expenditures on electronic products that are EPEAT Gold registered:
100

Do the figures reported above include leased equipment?:
No

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):
Figures are reported for FY2015-2016

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

**Additional documentation to support the submission:**

---

**Data source(s) and notes about the submission:**

Data reported for 2015-2016 fiscal year.
Cleaning and Janitorial Purchasing

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director OSI</td>
</tr>
</tbody>
</table>

Criteria

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total expenditures on cleaning products:
208,611 US/Canadian $

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):
208,611 US/Canadian $

Total expenditures on janitorial paper products:
523,247 US/Canadian $

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):
523,247 US/Canadian $
Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

100

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

The figures represent the FY2016 spend.

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


Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.
Office Paper Purchasing

Provisional Score | Responsible Party
---|---
0.79 / 1.00 | Kelly Weisinger
              | Assistant Director
              | OSI

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total expenditures on office paper:
401,946 US/Canadian $

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content:

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditure Per Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-29 percent</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>30-49 percent</td>
<td>28,124 US/Canadian $</td>
</tr>
<tr>
<td>50-69 percent</td>
<td>346 US/Canadian $</td>
</tr>
<tr>
<td>70-89 percent (or FSC Mix label)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>90-100 percent (or FSC Recycled label)</td>
<td>307,947 US/Canadian $</td>
</tr>
</tbody>
</table>

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:
76.61

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):
Emory also encourages sustainable paper use in its publications (magazines, annual reports, etc.), of which only 13% does not contain post-consumer recycled content.

All stationary Emory purchases contains 100% post-consumer recycled content.

The paper purchasing figures are reported from FY2015-2016.

**The website URL where information about the programs or initiatives is available:**
https://www.finance.emory.edu/home/Procure%20and%20Pay/Sustainability/index.html

**Additional documentation to support the submission:**

---

**Data source(s) and notes about the submission:**

Data reported for 2015-2016 fiscal year.
Transportation

Points Claimed  5.02

Points Available  7.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
<td>0.36 / 1.00</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
<td>1.52 / 2.00</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
<td>1.14 / 2.00</td>
</tr>
<tr>
<td>Support for Sustainable Transportation</td>
<td>2.00 / 2.00</td>
</tr>
</tbody>
</table>
Campus Fleet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Gasoline-electric hybrid</td>
<td></td>
</tr>
<tr>
<td>B. Diesel-electric hybrid</td>
<td></td>
</tr>
<tr>
<td>C. Plug-in hybrid</td>
<td></td>
</tr>
<tr>
<td>D. 100 percent electric (including electric assist utility bicycles and tricycles)</td>
<td></td>
</tr>
<tr>
<td>E. Fueled with Compressed Natural Gas (CNG)</td>
<td></td>
</tr>
<tr>
<td>F. Hydrogen fueled</td>
<td></td>
</tr>
<tr>
<td>G. Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td></td>
</tr>
<tr>
<td>And/or</td>
<td></td>
</tr>
<tr>
<td>H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution’s fleet: 494

Number of vehicles in the institution's fleet that are:
<table>
<thead>
<tr>
<th>Fuel Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gasoline-electric, non-plug-in hybrid</td>
<td>2</td>
</tr>
<tr>
<td>Diesel-electric, non-plug-in hybrid</td>
<td>0</td>
</tr>
<tr>
<td>Plug-in hybrid</td>
<td>1</td>
</tr>
<tr>
<td>100 percent electric</td>
<td>135</td>
</tr>
<tr>
<td>Fueled with compressed natural gas (CNG)</td>
<td>1</td>
</tr>
<tr>
<td>Hydrogen fueled</td>
<td>0</td>
</tr>
<tr>
<td>Fueled with B20 or higher biofuel for more than 4 months of the year</td>
<td>40</td>
</tr>
<tr>
<td>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</td>
<td>0</td>
</tr>
</tbody>
</table>

**Do the figures reported above include leased vehicles?:**

Yes

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

Fleet Services emphasizes replacement of older petroleum fueled vehicles with newer vehicles that are more fuel efficient or alternatively fueled.

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

http://transportation.emory.edu/fleet/index.html

**Additional documentation to support the submission:**

---

**Data source(s) and notes about the submission:**

Emory is home to the “Cliff” shuttle system, used by Emory faculty, student, staff, and members of the public. Its shuttle buses are alternatively fueled, with 100 percent of its fleet powered with biodiesel made from recycled cooking oil from Emory’s cafeterias and hospitals and other local used cooking oil.
Student Commute Modal Split

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.52 / 2.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):

76

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Transportation and Parking Services calculates student commute data based on student annual parking permit purchases and an annual all-campus survey.

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>24</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>38</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>6</td>
</tr>
<tr>
<td>Take a campus shuttle or public transportation</td>
<td>32</td>
</tr>
<tr>
<td>Use a motorcycle, scooter or moped</td>
<td>---</td>
</tr>
</tbody>
</table>

**The website URL where information about the programs or initiatives is available:**
http://transportation.emory.edu/commute/index.html

**Additional documentation to support the submission:**
---

**Data source(s) and notes about the submission:**
Data reported for 2015-2016 fiscal year.
Employee Commute Modal Split

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.14 / 2.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

Total percentage of the institution’s employees that use more sustainable commuting options as their primary method of transportation:

57

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Transportation and Parking Services calculates employee commute data based on annual parking permit purchases, commute alternative programs, and an annual all-campus survey.

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus:

<table>
<thead>
<tr>
<th>Mode</th>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commute with only the driver in the vehicle (excluding motorcycles and scooters)</td>
<td>43</td>
</tr>
<tr>
<td>Walk, bicycle, or use other non-motorized means</td>
<td>1</td>
</tr>
<tr>
<td>Vanpool or carpool</td>
<td>5</td>
</tr>
</tbody>
</table>
Take a campus shuttle or public transportation | 51

Use a motorcycle, scooter or moped | ---

Telecommute for 50 percent or more of their regular work hours | ---

The website URL where information about the programs or initiatives is available:
http://transportation.emory.edu/transportation/index.html

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Data reported for 2014-2015 fiscal year.

Because Emory’s Transportation & Parking Office did not have access to exact figures for some of these categories, the following methodology was used in our calculations:
The drive alone category simply includes any employee who purchased a parking permit (46%), while the van/carpool includes all employees registered as such (4%). The non-motorized category includes employees registered as walkers/bikers and the Occasional Use parkers (1%) who, according to the Transportation & Parking office, tend to be employees that drive in inclement weather, but walk/bike as their primary mode of transportation. The public transportation category includes employees registered for Park & Ride or MARTA passes, and we made the assumption that the remaining unaccounted for employees use some form of public transportation. All parking on campus is by permit only, so if an employee does not have a permit, they are using another more sustainable commute mode than SOV.
Support for Sustainable Transportation

Criteria

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

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

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

Yes

A brief description of the facilities for bicycle commuters:
There are fourteen on campus shower facilities for bike commuters, with lockers available at several locations, including the Student Activity and Academic Center and the Woodruff P.E. Center. There has been one bike storage facility in a student residence hall, which will be relocated this summer due to a renovation. There are also two bike Fix-It stations located at Woodruff Library and Rollins School of Public Health, along with a bike pump in the 1599 Clifton administrative building. Bike commuters also benefit from a weekly on-campus repair center staffed by a local bike shop and a student-run space to work with students to repair their own bikes.

**Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:**
Yes

**A brief description of the bicycle parking and storage facilities:**

There are over 183 indoor and outdoor bicycle racks located around the Emory Druid Hills Campus available to commuters. All campus buildings have short-term bicycle parking within 50 ft, with the exception of the Carlos Museum, where the closest bike rack is outside of the adjacent building. Covered storage areas with available lockers are available at numerous locations, including the Student Activity and Academic Center and Dobbs University Center, and indoor bicycle storage is available at the School of Medicine and the 1599 Clifton administrative building. All students are permitted to store their bicycles on bike racks throughout the school year. Students can store their bikes over the summer with Bike Emory in partnership with the neighborhood bike shop, Bike South, who for $45 will service student bikes and store them over the summer term. Long-term storage in one of the residence halls on campus will soon be renovated and replaced this fall.

**Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?**
Yes

**A brief description of the bicycle and pedestrian plan or policy:**

Emory's Planning, Design, and Construction guidelines include requirements for "complete streets" that consciously support bicycle and pedestrian use. This concept is employed on all streets that Emory controls. Additionally, through advocacy by Bike Emory and others, Dekalb County passed a Complete Streets Policy, which includes all County-controlled streets that Emory is not able to maintain, which are main commuter routes to campus.

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

**A brief description of the bicycle sharing program:**

One location on campus has bicycles available free of charge for use by students, faculty, and staff. Emory discontinued its comprehensive traditional bike share program in 2013, as this model was not successful on Emory's unique campus. Currently, Emory offers a semester or academic year bike rental program to our students and staff for a small fee. Bikes can be acquired for the summer as well. There are approximately 30 bikes in the program and the bikes sell out typically before the beginning of the fall semester.

**Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?**
A brief description of the mass transit programs:

Emory provides several mass transit opportunities for students, faculty and staff. The University provides free transit passes on the city’s MARTA transit system to staff members who sign up for the Employee Transit Subsidy Program (Transcard). This program is available to all full and part-time employees of Emory University who work at least 20 hours per week. All participants in the Transcard program give up their parking passes as a stipulation of participation in this free transit card program.

Emory also runs the “Cliff” shuttle system, serving some 46,000 faculty, staff, healthcare and student riders and removing more than 3 million trips from Atlanta area roads per year. The “Cliff” shuttle system is 100% alternatively fueled and is free for all passengers. Most of the shuttles are equipped with bicycle racks (33/40) and all are fully accessible. Service extends through Emory's main campus, hospital and clinics, Emory University Hospital Midtown, Grady Hospital, Emory Executive Park, downtown Decatur, and the Clifton Corridor. The Cliff system includes three Park-n-Ride shuttles for students and employees. Commuters can park for free at these locations and ride to the Emory main campus.

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

Yes

A brief description of the guaranteed return trip program:

Emory University employees who are registered alternative commuters are eligible for the Guaranteed Ride Home Program offered through the Georgia Commute Options program. Qualified registered participants are eligible for 5 guaranteed ride homes for emergencies and required overtime.

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

Yes

A brief description of the carpool/vanpool program:

Emory utilizes the Georgia Commute Options ride matching service to find convenient carpool matches for individuals interested in Carpool and Vanpool matching. Emory offers a vanpool program through Vride. Vanpools and carpools receive reduced fee and reserved parking in Emory parking decks. Emory also offers the Zimride ride share platform to faculty, staff and students.

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

Yes

A brief description of the car sharing program:

Emory University participates in the Enterprise car share program, with numerous Enterprise car share locations on campus. In addition to individual users, including faculty, staff, and students, Emory Departments can register for Enterprise car share through their
departmental accounts. Emory also offers the Zimride ride share platform to faculty, staff and students.

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

Yes

**A brief description of the electric vehicle recharging stations:**

Emory currently offers 2 Electric Vehicle (EV) charging stations installed at Clairmont Tower on Clairmont Campus, thanks to funding from the Georgia Environmental Finance Authority (GEFA) matched Transportation and Parking Services and Residence Life, and an additional 4 EV charging station at Peavine II parking deck. Recently, 2 EV charging stations were install on Oxford’s campus in the Fleming parking lot.

http://transportation.emory.edu/parking/EV_charging.html

The Office of Sustainability Initiatives and Transportation and Parking Services have been working on strategies to address requests for EV charging. Emory’s energy and carbon emissions reduction goals make it important to avoid additional uses of electricity on campus. Reducing electricity use is critically important at Emory because most of the power from our utility, Georgia Power, has been primarily from fossil fuels, the largest sources of greenhouse gas pollution in the U.S. Therefore, Emory is interested in solar-powered charging stations in order to avoid the negative impacts of increased electricity use that would come from EV charging. The costs of these systems is prohibitively expensive at this point. Over the past year, the fuel mix from Georgia Power has changed significantly, and Emory is now installing a limited number of non-renewable EV charging with separate metering that allows us to track and subtract EV charging from our campus electricity use.

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

Yes

**A brief description of the telecommuting program:**

Emory offers telecommuting to eligible employees, as determined in coordination between the management and the employee(s), under Emory’s Alternative Work Arrangement Principles (AWA).

**Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:**

Yes

**A brief description of the condensed work week option:**

Emory offers a compressed workweek to eligible employees, as determined in coordination between the management and the employee(s), under Emory’s Alternative Work Arrangement Principles (AWA).

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

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

The Faculty-in-Residence Program offer the opportunity for four regular, full-time faculty members to live at Clairmont Campus and engage with Emory students through ongoing programs and interactions. Faculty In Residence (FIRs) are selected through an application process and offer a program series based on topics that enrich the residential experience. Field trips, speakers, and open discussions provide opportunities for FIRs to live and learn with students.

Emory University also sponsors an off-campus housing website to assist students, faculty, and staff with finding housing near Emory.

Emory provided a ground lease for a mixed-use retail and residential site adjacent to campus to provide additional local housing. The property provides housing within walking distance to people who work in the Emory area and to Emory students.

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?: Yes

A brief description of other strategies to reduce the impact of commuting:

Carpool: 2 person employee carpools receive a subsidized parking permit. Carpool with 3+ participants receive a free parking permit. TPS provides a limited number of reserved spaces available on a first come, first served basis to 2+ person carpools. Vanpools are provided with a free reserved parking space. All employees registered in a commute alternative program (public transit, carpool, vanpool, bike, walk/drop off) receive an occasional parking permit with 20 free daily parks.

Emory also participates in the state-wide incentive program administered by the Georgia Commute Options. Information can be found at http://gacommuteoptions.com/.

The website URL where information about the programs or initiatives is available:
http://transportation.emory.edu/commute/index.html

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.

Bike Emory Website:
http://bike.emory.edu/
Waste

**Points Claimed** 3.26

**Points Available** 10.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Minimization and Diversion</td>
<td>1.29 / 8.00</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
<td>0.97 / 1.00</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
<td>1.00 / 1.00</td>
</tr>
</tbody>
</table>
Waste Minimization and Diversion

Provisional Score

1.29 / 8.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.
**Part 3**

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency’s Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials recycled</td>
<td>4,510.36 Tons</td>
<td>1,735.58 Tons</td>
</tr>
<tr>
<td>Materials composted</td>
<td>1,698.29 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials donated or re-sold</td>
<td>482 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>Materials disposed through</td>
<td>177.84 Tons</td>
<td>0 Tons</td>
</tr>
<tr>
<td>post-recycling residual conversion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials disposed in a solid</td>
<td>9,060.60 Tons</td>
<td>7,501.15 Tons</td>
</tr>
<tr>
<td>waste landfill or incinerator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total waste generated</td>
<td>15,929.09 Tons</td>
<td>9,236.73 Tons</td>
</tr>
</tbody>
</table>

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

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

The residual conversion numbers include amounts of grease trap materials and fryer oil collected and converted to biofuel by a local, registered and certified small business.

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Sept. 1, 2004</td>
<td>Aug. 31, 2005</td>
</tr>
</tbody>
</table>

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

In 2005, Emory's first Sustainability Vision was developed, using 2005 as a baseline for all quantitative goals because it was the first year that reliable data were available. Composting was not available in 2005, therefore no baseline data are available for that category.

Figures needed to determine "Weighted Campus Users":

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students resident on-site</td>
<td>4,352</td>
<td>4,424</td>
</tr>
<tr>
<td>Number of employees resident on-site</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Number of other individuals resident on-site and/or staffed hospital beds</td>
<td>702</td>
<td>579</td>
</tr>
<tr>
<td>Total full-time equivalent student enrollment</td>
<td>14,521</td>
<td>13,507</td>
</tr>
<tr>
<td>Full-time equivalent of employees (staff + faculty)</td>
<td>14,676</td>
<td>16,665</td>
</tr>
<tr>
<td>Full-time equivalent of students enrolled exclusively in distance education</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Weighted campus users</td>
<td>23,687</td>
<td>24,320.75</td>
</tr>
</tbody>
</table>

Total waste generated per weighted campus user:
## Total waste generated per weighted campus user

<table>
<thead>
<tr>
<th></th>
<th>0.67 Tons</th>
<th>0.38 Tons</th>
</tr>
</thead>
</table>

## Percentage reduction in total waste generated per weighted campus user from baseline (0-100):

0

## Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

42.00

## Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

43.12

## In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

<table>
<thead>
<tr>
<th>Material</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, plastics, glass, metals, and other recyclable containers</td>
<td>Yes</td>
</tr>
<tr>
<td>Food</td>
<td>Yes</td>
</tr>
<tr>
<td>Cooking oil</td>
<td>Yes</td>
</tr>
<tr>
<td>Plant materials</td>
<td>Yes</td>
</tr>
<tr>
<td>Animal bedding</td>
<td>Yes</td>
</tr>
<tr>
<td>White goods (i.e. appliances)</td>
<td>Yes</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>Yes</td>
</tr>
<tr>
<td>Furniture</td>
<td>Yes</td>
</tr>
<tr>
<td>Residence hall move-in/move-out waste</td>
<td>Yes</td>
</tr>
<tr>
<td>Scrap metal</td>
<td>Yes</td>
</tr>
<tr>
<td>Pallets</td>
<td>Yes</td>
</tr>
<tr>
<td>Tires</td>
<td>Yes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Books, textiles, ice packs, medical equipment, construction & demolition waste, inkjet & toner cartridges, and wood waste.

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed):

---

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Average contamination rate for the institution’s recycling program (percentage, 0-100):

---

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

---

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

Each year, Emory Recycles and the Office of Sustainability Initiatives organize a recycling competition between all buildings, and awards a $3,000 prize for the winner to spend on dedicated recycling equipment for the building. The winner is determined as the building with the greatest increase in recyclable and compostable materials by weight between the current and last November.

Additionally, all recycling, composting and landfill bins are labeled and often accompanied by visual signs that depict what should be placed in each bin. Many of the bins, labels and collection bags are color-coded in building interiors - blue bins for recycling, green for composting, and clear bags for landfill. The OSI hands out clings, which provide prompts about printing less, taking fewer paper towels, turning off the lights, and turning off the faucet, and other waste minimization and sustainability practices.
A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

Emory Recycles conducts waste audits as needed in different areas of campus. A waste audit of University parking decks was conducted in 2013 in order to assess the types of waste employees and guests are bringing into the buildings; as a result, recycling collection was implemented in all University parking decks.

The Residence Hall Association Sustainability Chairs conducted a waste audit of two residence halls in 2013 of two dormitories so that students could see what percentage of waste was compostable versus landfill waste. Subsequent audits of seven more residence halls were conducted for the same purpose.

A consultant group was hired in 2015 to conduct a comprehensive campus-wide assessment of all university materials management systems and recently reported its assessment findings. The consultants are completing a Materials Management Master Plan for recommendations on how to move toward Emory's goal of 95% landfill diversion by 2025.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

The Procurement office works closely with the Office of Sustainability Initiatives to reduce waste and work toward achieving all of Emory's sustainability goals. Just-in-time purchasing processes are followed, sustainability language is included throughout the Procurement department website, and purchasers are provided with sustainable alternatives to products in Emory's purchasing program whenever possible. Emory is a founding member of the Sustainable Purchasing Leadership Council, which influences national sustainable purchasing best practices and facilitates procurement sustainability learning from all institutional sectors.

The Procurement Office and Office of Sustainability Initiatives collaborated on a number of waste-reduction initiatives, including: 1) a ban on Styrofoam products from suppliers and the online purchasing marketplace, requiring alternatives to be made available at competitive price points; 2) right-size packaging for shipping to avoid overuse of packaging materials; 3) working with coffee and tea vendors on analyzing the waste impacts of single-use coffee and tea machines, and finding alternatives that produce waste that can be composted in Emory's waste management system; 4) requesting that all caterers offer a zero landfill waste program on Emory's campus.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

Emory’s Surplus Property, a department of the Campus Services Division, provides the resale, liquidation, salvage or disposal of University-owned surplus furniture, equipment and vehicles. When an Emory department is no longer able to use furniture, equipment or vehicles due to the physical condition, lack of technological capability or inefficiency of operation, Surplus Property can sell the item(s) to another Emory department, to Emory faculty, staff or students, liquidate the item(s), or salvage the item(s).

Emory's Green Lab program rewards labs that facilitate the reuse of supplies and chemicals between laboratories, and the Chemistry department utilizes a stock room for chemicals and supplies which incorporates redistribution and reuse of unused or partially used items.

Emory's Green Offices program rewards offices that prioritize the reuse of office equipment and furniture, and use equipment to the full extent of its lifetime.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics,
furnishings, books and other goods):

Emory Surplus supports the prudent disposition of surplus furniture, equipment and vehicles, which are property of Emory University, by facilitating the resale, liquidation, salvage or disposal of such items. Emory students, faculty and staff are able to purchase the resale items at low cost.

http://www.campserv.emory.edu/fm/exterior/surplus.html

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

Admissions offices at Emory have moved to all on-line systems which reduces ink and paper. Emory has an on-line course catalog, and most divisions use on-line course evaluations.

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

Course registration at Emory is online only. There is no paper alternative. All course schedules and directories can be found online, as well as course catalogs in the various schools. In general practice, most schools only provide these items to students in hard copy on request or in the main office. Emory College recently decided that the College Course Catalog would no longer be printed in paper and is only available online.

http://atlas.college.emory.edu/index.html

The School of Medicine, which oversees the M.D. program as well as other Allied Health programs, moved two years ago to making all materials only available online. The School of Nursing only prints course catalogs on request, otherwise students are directed to an online version. Several of Emory's academic units use online course evaluations rather that paper evaluations.

Emory's Green Office program rewards offices for taking voluntary steps to make offices more sustainable, which includes reducing paper consumption by making materials available online and utilizing online subscriptions for publications.

Most of Emory's publications are available in online format, and the Emory mobile app and website includes an online directory, maps, news, calendar, course catalog, and transit maps.

Emory's staff orientation materials are only available online, and new staff must complete these readings and forms and submit online when they are hired.

The doctoral program in Physical Therapy anticipates that this year's incoming students will be a part of the program's first "green class". They have begun by eliminating paper orientation and course materials, encouraging students to use electronic information when possible.
A brief description of the institution's program to reduce residence hall move-in/move-out waste:

In addition to normal ongoing Emory recycling services, during move-in and move-out, cardboard and Styrofoam collection areas are placed outside every residence hall during move-in and move-out. Prior to arrival, first-year students receive move-in directions, which suggest ways to reduce waste before arriving on campus and ways to divert waste once students arrive. During move-out, Emory Recycles, in partnership with Housing, ResLife and the Office of Sustainability Initiatives, holds a "Don't Dump It, Donate It!" drive. This drive gives students an opportunity to donate items such as clothes, bedding, and furniture for which they no longer have use to local Atlanta charities. Move-out occurs in two phases. In early- to mid-April collection bins are placed inside of the residence halls to capture items students are discarding prior to move-out. Then, for about a week, large trucks are stationed in different locations around campus to collect larger items. During the most recent move-out (2016), this program facilitated the donation of 231,000 pounds of clothing and household goods to local charities and raised $1,539.00 for the charity selected by College Council, To Write Love On Her Arms, a non-profit movement dedicated to presenting hope and finding help for people struggling with depression, addiction, self-injury, and suicide.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Emory Recycles has partnered with local companies to minimize landfill waste coming from unique sources, such as cooking oil which is converted into fuel for our shuttles, tires, e-waste, ice packs, ink and toner cartridges, and pallets. Emory Recycles has also partnered with various departments such as the library's preservation department, to find ways to recycle the unique waste that comes from those departments.

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

http://www.fm.emory.edu/recycling/

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.

http://sustainability.emory.edu/page/1011/recycling-and-re-use

Despite insecurity about the validity of the waste data coming from Emory's healthcare facilities, AASHE recommended that Emory "report the best waste figures you have for the healthcare facilities . . . . [I]f the healthcare facilities are included in the institutional boundary, the rule of thumb is that some data for those facilities is better than no waste data at all. . . ."
Construction and Demolition Waste Diversion

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.97 / 1.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director OSI</td>
</tr>
</tbody>
</table>

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered during the most recent year for which data is available within the previous three years:

5,683.09 Tons

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:

147.53 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

97.47

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

Emory’s Sustainability Vision set goals to reduce Emory’s total waste stream to 95% by 2025, and composting, recycling, or reusing at least 95% of building construction material. In congruence with this vision and Emory’s LEED building policies, Campus Services, in partnership with various recyclers, has set high standards for construction and demolition waste diversion that are followed by Emory’s construction contractors.

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

---

Additional documentation to support the submission:

---
Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.
Hazardous Waste Management

Provisional Score  
1.00 / 1.00

Responsible Party  
Kelly Weisinger  
Assistant Director  
OSI

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

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

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

Yes

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

Emory encourages the use of microscale techniques when plausible and encourages ‘just in time’ purchasing. A voluntary Green Labs at Emory program encourages best management practices for chemicals in use. Sustainable techniques include chemical re-distribution and solvent distillation.

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

All hazardous waste is sent to a licensed commercial facility for destruction or recycling.

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

There have been no significant releases of hazardous materials.
A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

The main source of hazardous waste generated at Emory is the result of laboratory, clinical, and institutional operations. Laboratories are encouraged to reduce scale and use non-hazardous reagents when possible. Facilities Management has almost entirely discontinued the use of paint with hazardous components. Aerosol cans are punctured, the residual waste collected for disposal as hazardous waste, and the metal is recycled. Use of photo chemicals has been reduced by use of alternate technology and reduction in program size.

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

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

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

University-owned electronics are recycled by a third-party vendor. Emory’s Library and Information Technology Services collects obsolete or broken electronics from campus and stores them for pick-up an external vendor. In addition, Emory Surplus Properties holds e-waste drives to collect e-waste owned by students and staff at intervals throughout the year.

Is the institution’s electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:
Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:
54.04 Tons

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

Additional documentation to support the submission:
---

Data source(s) and notes about the submission:
Data reported for 2015-2016 fiscal year.
This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Use</td>
<td>Points Available For Each Part</td>
</tr>
<tr>
<td>Physical Risk QUANTITY</td>
<td></td>
</tr>
<tr>
<td>Low and Low to Medium Risk</td>
<td>1</td>
</tr>
<tr>
<td>Medium to High Risk</td>
<td>1</td>
</tr>
<tr>
<td>High and Extremely High Risk</td>
<td>2</td>
</tr>
<tr>
<td>Close</td>
<td></td>
</tr>
</tbody>
</table>

Rainwater Management 1.00 / 2.00
Water Use

Provisional Score

0.55 / 5.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution’s main campus, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

<table>
<thead>
<tr>
<th>Physical Risk QUANTITY</th>
<th>Points Available For Each Part</th>
<th>Total Available Points For This Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low and Low to Medium Risk</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Medium to High Risk</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>High and Extremely High Risk</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

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

Criteria

Part 1

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

Part 2

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

Part 3

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

Level of "Physical Risk QUANTITY” for the institution’s main campus as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas:

Joan Kowal
Senior Director for Energy Strategy and Utilities
Campus Services
Medium to High

**Total water use (potable and non-potable combined):**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use</td>
<td>368,320,000 Gallons</td>
<td>284,426,000 Gallons</td>
</tr>
</tbody>
</table>

**Potable water use:**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use</td>
<td>304,735,000 Gallons</td>
<td>274,574,000 Gallons</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Year</td>
<td>Sept. 1, 2004</td>
<td>Aug. 31, 2005</td>
</tr>
</tbody>
</table>

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

Emory's fiscal year 2005 was the selected baseline for many sustainability metrics. It coincided with the development of Emory's Sustainability Vision, and was the first year that was considered to have all required data for the measured utility/initiative.

**Figures needed to determine "Weighted Campus Users":**

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students resident on-site</td>
<td>4,352</td>
<td>3,750</td>
</tr>
<tr>
<td>Number of employees resident on-site</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Number of other individuals resident on-site and/or staffed hospital beds</td>
<td>702</td>
<td>579</td>
</tr>
<tr>
<td>Total full-time equivalent student enrollment</td>
<td>14,521</td>
<td>11,781</td>
</tr>
<tr>
<td>Category</td>
<td>Performance Year</td>
<td>Baseline Year</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Full-time equivalent of employees (staff + faculty)</td>
<td>14,676</td>
<td>20,456</td>
</tr>
<tr>
<td>Full-time equivalent of students enrolled exclusively in distance education</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Weighted campus users</td>
<td>23,687</td>
<td>25,694.25</td>
</tr>
</tbody>
</table>

**Potable water use per weighted campus user:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use per weighted campus user</td>
<td>12,865.07 Gallons</td>
<td>10,686.20 Gallons</td>
</tr>
</tbody>
</table>

**Percentage reduction in potable water use per weighted campus user from baseline (0-100):**

0

**Gross floor area of building space:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross floor area</td>
<td>10,641,529 Gross Square Feet</td>
<td>8,639,562 Gross Square Feet</td>
</tr>
</tbody>
</table>

**Potable water use per unit of floor area:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potable water use per unit of floor area</td>
<td>28.64 Gallons / GSF</td>
<td>31.78 Gallons / GSF</td>
</tr>
</tbody>
</table>

**Percentage reduction in potable water use per unit of floor area from baseline (0-100):**

9.89

**Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):**

Yes

**Area of vegetated grounds:**
<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetated grounds</td>
<td>489.28 Acres</td>
</tr>
</tbody>
</table>

**Total water use (potable + non-potable) per unit of vegetated grounds:**

<table>
<thead>
<tr>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total water use per unit of vegetated grounds</td>
<td>752,779.59 Gallons / Acre</td>
</tr>
</tbody>
</table>

**Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):**

0

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

---

A brief description of the institution's water recovery and reuse initiatives:

The Water Hub at Emory reclaims and reuses up to 400,000 gallons of water per day for make up water in our chiller plants and steam plant, as well as for toilet flushing at the Hub and in a residence hall.

Emory installed rainwater collection cisterns from which we draw irrigation water, and an underground storage system that collects rainwater for use in flushing toilets in two of our residence halls. A unique graywater system collects shower and sink water and repurposes it for use in flushing toilets in two other residence halls.

Emory's steam plants harvest condensate water for reuse.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

Often during major renovations, plumbing fixtures are replaced with low-flow fittings. Specific hardware is defined in Emory's design and construction standards and have been incorporated due to their conservation benefit as well as performance and ease of maintenance.

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

http://sustainability.emory.edu/page/1009/Water-Conservation

Additional documentation to support the submission:

---
Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.
Rainwater Management

Provisional Score

1.00 / 2.00

Responsible Party

Jimmy Powell
Director
Engineering and Exterior Services

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial 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

Which of the following best describes the institution’s approach to rainwater management?:
Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution’s green infrastructure and LID practices:
As part of the Campus Master Plan 2005 Update, Emory University produced a Stormwater Master Plan that incorporates best management practices needed to address current stormwater system shortcomings and reduce the impact of continuing development on the watershed receiving streams. The plan addresses water quality and quantity design guidelines and references both existing and future stormwater systems. All new, large capital projects have underground "water quality devices" (aka, CrystalStream units) installed to filter rainwater to county and state code requirements.

A copy of the institution’s rainwater management policy, plan, and/or guidelines:
---

A brief description of the institution’s rainwater management policy, plan, guidelines and/or practices that supports the responses above:

Emory has incorporated several green infrastructure strategies regarding storm water. Pervious pavement, several bioswales, irrigation cisterns, the above-mentioned CrystalStream units, and an innovative storm water harvesting system are all examples.

The website URL where information about the programs or initiatives is available:
http://www.campserv.emory.edu/fm/documents/EMORY_SWMP2.pdf

Additional documentation to support the submission:
stars.aashe.org
Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.
Planning & Administration

Coordination & Planning

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Sustainability Planning</td>
<td>4.00 / 4.00</td>
</tr>
<tr>
<td>Participatory Governance</td>
<td>3.00 / 3.00</td>
</tr>
</tbody>
</table>

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.
Sustainability Coordination

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Ciannat Howett</td>
</tr>
<tr>
<td></td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>Sustainability Initiatives</td>
</tr>
</tbody>
</table>

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. “Academic Affairs Sustainability Taskforce”) does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee’s purview and activities:

In 2014, a Sustainability Visioning Committee was formed to develop the strategic plan and goals for the decade of sustainability work at Emory from 2015-2025. Emory's Sustainability Initiative was an outgrowth of the University's 2005 Strategic Plan, which identified sustainability as one of Emory's core principles and charged the committee with developing a vision for the responsible environmental, economic, and social future of Emory. The new Visioning committee acknowledged the work completed under the 2005 Sustainability Vision and defined specific goals and recommendations intended to bring Emory to a higher level of sustainability over the coming decade. The Sustainability Visioning Committee completed its work in May 2016 after over a year of intensive planning and meeting and does not meet regularly now that the strategic vision is in implementation mode. However, members remain available and involved for consultation and participate in various other sustainability committees.

Since Fall 2010, a Sustainability Faculty Advisory Council has advised the Office of Sustainability on issues related to curriculum and research. This group of distinguished faculty from Arts and Sciences, Medicine, Business, Law, Nursing, and Public Health report to the Provost.

In addition to the Sustainability Advisory Council and the Faculty Advisory Council, the following sustainability-related committees also exist:
Sustainable Food Committee:
The Sustainable Food Committee was appointed by President Wagner in early 2007 to develop recommendations for meeting the food-related goals contained in the University's Sustainability Vision. Specifically, the Committee was charged with developing steps to meet Emory's goal of procuring 75 percent of ingredients in our cafeterias and hospitals from local or sustainably-grown sources by 2015. This goal has been extended to 2025 with an interim goal of 50% by the end of this calendar year and 60% by 2019. The Committee is also tasked with working with farmers and distributors to bolster regional food supplies, overseeing a farmers market and organic farm on campus, developing guidelines for sustainable food procurement, overseeing the Educational Garden Project, and expanding awareness of sustainability issues related to food.

Sustainability Task Force for the Health Sciences:
In 2008, the Executive Vice President for Health Sciences appointed a Sustainability Task Force. This group consists of broad representation of faculty, staff, and administrators from the healthcare related parts of Emory. It has undertaken a review of activities in healthcare and has made high-level recommendations for policy and practice.

Climate Action Plan Committee:
The CAP Committee was appointed in 2010 to begin the process of education and outreach to engage the Emory community in greenhouse gas reduction and to develop a formal commitment and Plan. Since that time, not only has a University-wide Climate Action Plan been developed by that committee, but each of Emory's nine academic units has its own CAP committees consisting of faculty, staff, and students that developed and are now implementing specific CAPs for each professional and graduate school and college at Emory.

Energy and Water Task Force:
Originally the Carbon Reduction Task Force, this group researches staffing and infrastructure needs related to reducing greenhouse gas emissions resulting from Emory's operations to support the implementation of Emory's Climate Action Plan and Sustainability Vision. It is composed of faculty, staff, students and facilities' personnel. The Task Force also vets and proposes projects for funding by the Sustainability Revolving Loan Fund.

Waste Think Tank:
The Waste Think Tank met quarterly for a year and a half to brainstorm improvements in staffing, policies, and infrastructure necessary to meet the University’s goal of 65% of waste diverted from the landfill by 2015. The work of the Think Tank resulted in the hiring of a third party consultant to do a comprehensive review of Emory's current waste materials handling. The Think Tank has not met since the external consultants came on board, but all of its members are involved with the consultations informing the recommendations for improvement. Once the improvements are in place, the Think Tank may sunset or shift to a standing committee related to Waste issues.

Sustainability Representatives:
This group consists of at least one representative from each of Emory’s major buildings with the goals of assisting with the development, communication and implementation of Emory’s sustainability programs to the campus community, and providing feedback to the Office of Sustainability Initiatives on these programs. It meets monthly.

Sustainability Revolving Fund Working Group:
Consisting of representatives from the key stakeholder groups and departments across campus, this team has quarterly meetings to develop guidelines and vet projects for funding by the Sustainability Revolving Fund.

Green Lab Team:
This team meets monthly to develop, implement, and monitor Emory’s Green Lab Program.

Green Office Team:
This team meets monthly to develop, implement, and monitor Emory’s Green Office Program.

Committee on the Environment:
Created in 1990, the Committee on the Environment is a standing committee of the Emory University Senate. The Committee is
comprised of faculty, staff, and students. The Committee works closely with Campus Services and the Office of Sustainability Initiatives and meets monthly to review all projects undertaken by Emory that impact the environment, including new buildings, transportation initiatives, and forest management.

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

**Sustainability Visioning Committee**
1. Steve Bowen, Former Dean and CEO, Oxford College; Kenan Professor, Biology
2. Christian Bowers, former College student, Environmental Sciences and Economics (now Ernst & Young)
3. Ioulia Fenton, Laney Graduate School, Anthropology, & President, Graduate Sustainability Group
4. Dave Furhman, Senior Director, Emory Dining
5. Ciannat Howett, Director, Sustainability Initiatives
6. Joan Kowal, Senior Director, Energy Strategy and Utilities, Campus Services
7. Carolyn Livingston, former Senior Associate Vice President for Campus Life (now Carleton College)
8. Justin Remais, Associate Professor, Environmental Health, Rollins School of Public Health
9. Tom Rogers, Associate Professor, History, Emory College
10. Eri Saikawa, Assistant Professor, Environmental Sciences, Emory College
11. Paige Tolbert, Professor and Chair, Environmental Health, Rollins School of Public Health
12. Demetrius Woods, Assistant Professor, Obstetrics and Gynecology, School of Medicine
13. Peggy Barlett, Goodrich C. White Professor of Anthropology and Faculty Liaison, Sustainability
14. Matthew Early, Vice President, Campus Services

**Sustainability Faculty Advisory Council**
1. Ciannat Howett, Director of Sustainability Initiatives, co-chair
2. Peggy Barlett, Goodrich C. White Professor of Anthropology; Faculty Liaison to Office of Sustainability Initiatives, co-chair
3. Berry Brosi, Associate Professor of Environmental Sciences
4. Bill Eley, Executive Associate Dean for Medical Education and Student Affairs, School of Medicine
5. Rick Gilkey, Professor in the Practice, Organization and Management, Goizueta School of Business; Professor of Psychiatry and Behavioral Sciences, School of Medicine
6. Mindy Goldstein, Director of the Turner Environmental Law Clinic and Associate Clinical Professor of Law
7. Karen Hegtvedt, Professor, Sociology
8. Douglas Hicks, Dean, Oxford College
9. Karen Levy, Associate Professor, Environmental Health
10. Wes Longhofer, Assistant Professor, Organization & Management, Goizueta School of Business
11. David G Lynn, Asa Griggs Candler Professor of Chemistry and Biology, Howard Hughes Medical Institute Professor, Department of Chemistry
12. Linda McCauley, Dean, School of Nursing
13. Joanne McGriff, Associate Director, Center for Global Safe Water, Sanitation, and Hygiene (CGSW); Assistant Research Professor, Global Health, Public Health
14. Kristin Phillips, Senior Lecturer, Anthropology, Institute of African Studies, and Masters in Development Practice Program
15. Cassandra Quave, Assistant Professor, Dermatology, School of Medicine; Human Health; and Curator of Emory Herbarium
16. Daniel Rochberg, Chief Strategy Officer, Climate@Emory; Instructor, Environmental Health, Rollins School of Public Health and Department of Environmental Sciences
17. Tom Rogers, Associate Professor, History and Environmental Sciences
18. Caroline Schaumann, Associate Professor, Department of German Studies
19. Sydney Spangler, Assistant Professor, Nell Hodgson Woodruff School of Nursing and Hubert Dept. of Global Health
20. Peter Wakefield, Professor of Pedagogy, Institute for Liberal Arts, Director of Undergraduate Studies for Interdisciplinary Studies
21. Kimberly Wallace-Sanders, Associate Professor, American and African American Studies, Department of African American Studies.
22. Emily Weinert, Assistant Professor, Chemistry
23. Deanna Ferree Womack, Assistant Professor, History of Religions and Multifaith Relations, Theology, and director of Leadership and Multifaith Program (LAMP)
Sustainable Food Committee
1. Peggy Barlett, Goodrich C. White Professor of Anthropology and Faculty Liaison, Sustainability
2. Claire Barnes, Student, Emory College, Slow Food Group
3. Iliana De Santis, Student, Emory College
4. Bill Eley, Executive Associate Dean for Medical Education and Student Affairs, School of Medicine
5. Alyse Festenstein, Bon Appetit
6. Dave Furhman, Senior Director, Emory Dining
7. Nicole Ford, Student, Laney Graduate School
8. Amy Girard, Assistant Professor, Global Health
9. Kip Hardy, Assistant Director, Food & Nutrition, Emory Healthcare
10. Hilary King, Student, Laney Graduate School
11. Karen Levy, Associate Professor, Environmental Health
12. Ajay Nair, Senior VP & Dean, Campus Life
13. Lynne Ometer, Director, Food and Nutrition, Emory Healthcare
14. Suzanne Onorato, Assistant VP, Campus Life Community
15. Daniel Parson, Organic Farmer, Oxford
16. Kellie Piper, Bon Appetit
17. Michael Staufacker, Director, Health Management
18. Chad Sunstein, Assistant Director, Campus Dining
Sustainability in Health Sciences Task Force
1. Sarah Blanton, Associate Professor, School of Medicine
2. Kenneth Brigham, School of Medicine
3. Leah Casher, Executive Assistant, Emory University Hospital Administration
4. Janet Christenbury, Director, Media Relations, Emory Healthcare
5. Melanie De Gennaro, Director, Communications, Emory Healthcare
6. Jane Duggan, Assistant Director, Anesthesiology, School of Medicine
7. Bill Eley, Executive Associate Dean for Medical Education and Student Affairs, School of Medicine
8. Kate Hodgins, Manager, Research Projects, Environmental, School of Public Health
9. John Horan, Adjunct Professor, Epidemiology, Rollins School of Public Health
10. Ciannat Howett, Director, Sustainability Initiatives
11. Catherine Maloney, Associate Administrator, Emory University Hospital
12. Mike Mason, VP of Operations, The Emory Clinic
13. Lisa Newbern, Chief of Public Affairs, Yerkes
14. Patricia Olinger, Executive Director, Environmental Health & Safety Office
15. Lynne Ometer, Director, Food and Nutrition, Emory Healthcare
16. Lee Partridge, Director of Materials Management, Emory Healthcare
17. Majorie Perryman, Executive Assistant, Emory University Hospital
18. David Pugh, VP of Space, Planning & Construction, Emory Healthcare
19. Karon Schindler, Executive Director, Health Sciences Publications, Woodruff Health Sciences Center
20. Jen Schuck, Associate Administrator, Emory University Hospital
21. Pat Scott, Program Coordinator, Hospital Administration, Emory University Hospital Midtown
22. Scott Thomaston, Associate Director, Environmental Health & Safety Office
23. Paige Tolbert, Professor and Chair, Environmental Health, Rollins School of Public Health
24. Steven Tosone, Associate Professor, Anesthesiology, School of Medicine
25. Kelly Weisinger, Assistant Director, Office of Sustainability Initiatives
26. Toni Wimby, Associate Administrator, Emory University Hospital Midtown
27. Demetrius Woods, Assistant Professor, Obstetrics and Gynecology, School of Medicine
Climate Action Plan Committee Reps
1. Bill Eley, Executive Associate Dean for Medical Education and Student Affairs, School of Medicine
2. Arri Eisen, Professor of Pedagogy, Biology, Emory College
3. Steve Ellwood, Associate Director of IT, School of Nursing
4. Mindy Goldstein, Director of the Turner Environmental Law Clinic and Associate Clinical Professor of Law
5. Joanna Green, Associate Dean, Finance, Goizueta Business School
6. Kate Hodgins, Manager, Research Projects, Environmental, School of Public Health
7. James Hughes, Associate Director of Student Development Programs, Laney Graduate School
8. Cathryn Johnson, Senior Associate Dean, Laney Graduate School
9. Raghu Patil, IT Analysis, Office of the Provost
10. Shelby Smith, Senior Program Coordinator, School of Medicine Admissions
11. Dean Surbey, Executive Associate Dean, Finance & administration, Rollins School of Public Health
12. Jenny Vitti, Senior Library Specialist, Candler School of Theology

Energy and Water Task Force
1. Sean Chew
2. Jody DiCarlo, Plant Operations Manager, Facilities Management
3. Christopher Fox, Mechanical Engineer, Facilities Management
4. Trey Headrick, Commissioning Specialist, Facilities Management
5. Ciannat Howett, Director, Sustainability Initiatives
6. Joan Kowal, Senior Director, Energy Strategy and Utilities, Campus Services
7. Tim Lian, Chemistry Professor, Emory College
8. Rob Manchester, Mechanical Engineer, Facilities Management
9. Jason Martinez, Instrumental/Controls Engineer, Facilities Management
10. Jeffrey Pollei, Utilities Director, Facilities Management
11. Mike Robbins, Commissioning Specialist, Facilities Management
12. Eri Saikawa, Assistant Professor, Environmental Sciences, Emory College
13. Cassidy Schwartz, Student, Emory College
14. Tyler Stern, Resident Life Intern, Campus Life
16. Kelly Weisinger, Assistant Director, Office of Sustainability Initiatives

Waste Think Tank
1. Stuart Adler, Program Management Director, Campus Services
2. Terry Bozeman, Construction Program Manager, Campus Services
3. Stephanie Davis Dickerson, Patient Account Rep, The Emory Clinic
4. Jen Fabrick, University Architect, Campus Services
5. Ciannat Howett, Director, Sustainability Initiatives
6. James Johnson, Project Manager, Campus Services
7. Deena Keeler, Assistant Director of Auxiliary Services, Facilities Management
8. Todd Kerzie, AVP, Facilities Management, Campus Services
10. Robin Mitchell, Contracts Supervisor, Campus Services
11. Jimmy Powell, Director of Engineering and Exterior Services, Facilities Management
12. Claire Wall, Administrative Coordinator, Facilities Management
13. Kelly Weisinger, Assistant Director, Office of Sustainability Initiatives

Sustainability Representatives
1. Alison Agnew, Executive Assistant, Alumni Relations
2. Megan Ahrens, Associate Director Athletics, Campus Life
3. AnnMarie Arthur-Nedrick, Senior Facilities Planning Coordinator, Emory College
4. Michelle Boone, Director of Strategic & Policy Communications, Health Affairs
5. Marie Browne, Economics Program Admin Assistant, Emory College
6. Mark Burell, Museum Bookshop Manager, Carlos Museum
7. Todd Cain, Associate Director of College Operations, Oxford College
8. Carrie Christie, Program Administrative Assistant, University Music
9. Monica Cloyd, Facilities Management Coordinator, Winship Cancer Institute
10. Kim Comstock, Business manager, Library & Informational Technology Services
11. Susannah Conroy, Senior Research Admin Coordinator, Winship Cancer Institute
12. Robert Crowder, Senior Operations Manager, Campus Life
13. Steve Ellwood, Associate Director of IT, School of Nursing
14. Paul Ficklin-Alred, Program Coordinator, School of Medicine
15. Dawn Francis- Chewning, Educational Analyst, Student Digital Life
16. Ami Franklin, Director of Projects and Trustee Relations, University Events
17. Danielle Goeckel, Executive Assistant, Development & Alumni Relations
18. Patricia Hamilton, Academic Department Administrator, Emory College
20. Michael Hodgins, Academic Department Admin, Emory College
21. Kate Hodgins, Manager, Research Projects, Environmental, School of Public Health
22. Ben Hopkins, Senior Manager of Operations, Goizueta Business School
23. Lorenza Houser, Academic Degree Program Coordinator, Emory College
24. Ciannat Howett, Director, Sustainability Initiatives
25. Michael Huerkamp, Director of Animal Resources, School of Medicine
26. Larry Ingram, Director, Facilities Management & Safety, The Emory Clinic
27. Deena Keeler, Assistant Director of Auxiliary Services, Facilities Management
28. Gary Longstreet, Associate Academic Program Coordinator, Goizueta Business School
29. Aimee McCarron, Administrative Assistant, Emory College
30. Jan McSherry, Facilities Manager, Emory College
31. Amish Mody, Director of Operations, School of Law
32. Lisa Newbern, Chief of Public Affairs, Yerkes
33. Raghu Patil, IT Analysis, Office of the Provost
34. Laura Pokalsky, Client Services Rep, Emory College
35. Dwight Raby, Facilities Project Administrator, Emory College
36. Amelia Randall, Assistant Clinical Administrator, School of Medicine
37. Jackie Reese, Program Specialist, Disability Services
38. Harriet Ruskin, Director, International and Joint Degree, Goizueta Business School
39. John Sisk, Associate Director of Admissions, Office of Financial Aid
40. Shelby Smith, Senior Program Coordinator, School of Medicine Admissions
41. Garrett Southwell, Lead Applications Developer/Analyst, Library & IT Services
42. Taylor Spicer, Program Coordinator, Office of Sustainability Initiatives
43. Lydia Stewart-Castle, Student Academic Services Specialist, Office of Undergraduate Education
44. Lisa Stone, Online Communication Strategist, Candler School of Theology
45. Eva Stotz, Academic Services Coordinator, School of Technology
46. Kathy Summers, Academic Department Administrator, Emory College
47. Chad Sunstein, Assistant Director, Campus Dining
48. Erica Weaver, Program Coordinator, School of Medicine
49. Kelly Weisinger, Assistant Director, Office of Sustainability Initiatives
50. Terez Whatley-White, Academic Department Administrator, Emory College
Sustainability Revolving Fund Working Group
1. Amy Andrews, Director, Debt Management, Finance
2. Mark DeLorenzo, Treasurer & Associated VP of Finance, Finance
3. Matthew Early, Vice President, Campus Services
4. Lucy Grantham, Director, Foundations & Corporate Relations, Development & Alumni Relations
5. Ciannat Howett, Director, Sustainability Initiatives
6. Carol Kissal, CFO and VP, Finance
7. Todd Kerzie, AVP, Facilities Management, Campus Services
8. Joan Kowal, Senior Director, Energy Strategy and Utilities, Campus Services

Green Lab Team
1. Christopher Fox, Mechanical Engineer, Facilities Management
2. Deena Keeler, Assistant Director of Auxiliary Services, Facilities Management
3. Mark Kyles, Oxford Facilities Manager, Campus Services
4. Debbie Lee, Doctoral Student, Laney Graduate School
5. Joshua Majors, Recycling Supervisor, Facilities Management
6. Samantha Pallas, EHS Professional, Environmental Health & Safety Department Office
7. Paula Pleger, EHS Professional, Environmental Health & Safety Department Office
8. Jimmy Powell, Director of Engineering and Exterior Services, Facilities Management
9. Kalpana Rengarajan, Associate Director of Research Safety, Environmental Health & Safety Office
10. Hilary Rosenthal, Strategic Sourcing Manager, Procurement
11. Wade Sanner, Associate Director of Strategic Sourcing, Procurement
12. Scott Thomaston, Associate Director, Environmental Health & Safety Office

Green Office Team
1. Alison Agnew, Executive Assistant, Alumni Relations
2. Stephen Branch, Building & Residential Services Director, Facilities Management
3. Susannah Conroy, Senior Research Admin Coordinator, Winship Cancer Institute
4. Robert Crowder, Senior Operations Manager, Campus Life
5. Robert Forbes, Senior Strategic Sourcing Manager, Procurement
6. Dawn Francis-Chewning, Educational Analyst, Student Digital Life
7. Janell Goodwin-Farley, Meeting Scheduler, Campus Life
8. Lorenza Houser, Academic Degree Program Coordinator, Emory College
9. Akelia Hypolite, Administrative Assistant, Office of Sustainability Initiatives
10. Deena Keeler, Assistant Director of Auxiliary Services, Facilities Management
11. Luetrell Langston, Building & Residential Services Area Manager, Campus Services
12. John Peterson, Department Computing Support Spec I, Candler School of Theology
13. Wade Sanner, Associate Director Procurement, Strategic Sourcing
14. Lydia Stewart-Castle, Student Academic Services Specialist, Office of Undergraduate Education
15. Shelby Smith, Senior Program Coordinator, School of Medicine Admissions
16. Emily Stills, Administrative Assistant, Emory College
17. Erica Weaver, Program Coordinator, School of Medicine
18. Kelly Weisinger, Assistant Director, Office of Sustainability Initiatives

Committee on the Environment
1. Laura Balotin, Student, Emory College
2. Chris Beck, Biology Professor of Pedagogy, Emory College, Co-Chair
3. Devon Becker, Student, Emory College
4. Zola Berger-Schmitz, Zola Berger-Schmitz
5. Halle Bradshaw, Zola Berger-Schmitz
6. Carolyn Brown, Library Specialist, Library & IT Services
7. Paul Byrnes, Associate Dean, Goizueta Business School
8. Eloise Carter, Professor, Oxford College
9. Elayne Elliott, Student, Emory College
10. Amy Hou, Student, Emory College
11. Jonathan Kaminski, Student, Emory College
12. Carol Kelly, Assistant Director, Nutrition Services, Campus Life
13. Yang Liu, Associate Professor, Environmental Health, Rollins School of Public Health
14. Kiran Maddu, Assistant Professor, School of medicine
15. Hiram Maxim Professor, Emory College, Chair
16. Sahar Merchant, Student, Emory College
17. Will Milligan, Student, Emory College
18. Ryan Myers, Student, Emory College
19. Michele Papotto, Program Coordinator, School of Law
20. Nicole Regan, Assistant Director, Academic Programs, Rollins School of Public Health
21. Jamie Smith, Senior Director of Operations, Finance
22. Carter Smith-Wellman, Student, Business School
23. Jeff Stehouwer, Assistant Professor, Sch

Members of other sustainability-related committees are too numerous to list here.

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

**A brief description of each sustainability office:**

Emory's Office of Sustainability Initiatives was founded in September 2006, with the hiring of Ciannat Howett as Director. Emory's Sustainability Vision calls on the Office of Sustainability to help restore our global ecosystem, foster healthy living, and reduce the University's impact on the local environment. Progress will be assessed using the environmental, economic, and social "triple bottom line" of sustainability. The Office of Sustainability Initiatives coordinates several key sustainability initiatives, including green building and greenspace protection, energy conservation, sustainable waste handling and waste minimization, water conservation, sustainable food, sustainable commute options, climate action, and Emory as Place. The Office also supports numerous sustainability efforts of faculty, staff, and students across the University and Emory’s Healthcare system.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**
4.50

**Does the institution have at least one sustainability officer?:**
Yes

**Name and title of each sustainability officer:**

Ciannat Howett, J.D., Director of Sustainability. Kelly O'Day Weisinger, Assistant Director, Taylor Spicer, Sustainability Program Coordinator, Peggy F. Barlett, PhD, Faculty Liaison (part-time), Sam Boring, Sustainable Gardens Educator (part-time)

**Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a**
A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Emory’s Office of Sustainability Initiatives has been guided by the vision established in the Strategic Plan of creating a community where economic, social and environmental systems support a healthy, productive and meaningful life for all its residents, present and future. To this end, Emory’s initiative has sought to create a model for healthy living, locally and globally and to collaborate beyond our campus gates to provide leadership in our community, the region, and beyond.

Since the launch of our initiative, Emory has made significant progress in achieving the aggressive goals established by the Sustainability Visioning Committee in 2006, including exceeding the goal of 25% energy use reduction per square foot by 2015 and recycling 95% of construction and demolition waste. Significant progress has also been made in the areas of ecosystem restoration, transportation, local and sustainable food procurement, sustainable building practices, awareness of sustainability practices, and integration of sustainability into the curriculum. Systems of measurement have been established to monitor our progress and encourage adaptive management.

In the past three years, significant accomplishments of the initiative include but are not limited to the following: development of a new Strategic Plan and Sustainability Vision 2015-2025; progress towards implementation of Emory’s Climate Action Plan and academic unit plans, continuation of the renowned Piedmont Project, funding of dozens of sustainability-related campus projects through its Sustainability Incentives Fund, expanded student engagement opportunities, roll-out of laboratory recycling and composting program, increased sustainable food education in the cafeterias, improvements to Green Office and Green Lab programs, installation of co-generation and solar energy facilities, waste and energy reduction programs in Emory’s healthcare facilities, enrolled all Emory hospitals in the Atlanta Better Buildings Challenge, implemented comprehensive energy and water reduction strategies, conducted pilots and worked with outside consultants to increase Emory’s waste diversion from campus buildings, developed an organic farm at Emory’s Oxford Campus, acquired a grant to hire post-doctoral Sustainability Visiting Assistant Professor specializing in sustainability-related behavior change, developed and trained Residence Hall Association Sustainability Chairs, added sustainability training components to numerous academic orientations, and more.

Job title of the sustainability officer position:
Director of Sustainability Initiatives

Job description for the sustainability officer position:

JD - Dir Sustainability Initiatives.pdf

Job description for the sustainability officer position:

JOB DESCRIPTION: Oversees all University initiatives related to sustainability.
Functions as a visionary leader and organizational strategist to help Emory University become a national model for sustainability in higher education. Creates the strategy to integrate sustainability into both the operational and academic functions of the University. Networks with and facilitates internal and external resources to accomplish that goal, and evaluates the needs of the University community. Responsible for developing programs and new initiatives to enhance Emory’s stature and create detailed implementation plans for those initiatives. Creates and implements communication strategies to promote broad awareness of initiatives and develops University-wide processes and organizational structures to support sustainability inquiry, change, and assessment. Builds effective partnerships and relationships with surrounding communities and key Atlanta institutions and establishes effective linkages with units across campus that may have sustainability initiatives in process or as part of their overall strategy. Coordinates, supports, and expands opportunities for faculty, staff, students and administrators to learn about sustainability issues throughout the academic and operational environments.
dimensions of University life. Reports jointly to the Offices of the Executive Vice President for Finance and Administration and Executive Vice President for Academic Affairs (Provost).

MINIMUM QUALIFICATIONS: Bachelor's degree in an appropriate field, with an advanced degree (e.g., MA, MS, MD, PhD, JD) preferred. Seven years experience and leadership in the area of sustainability, resource management and/or related initiatives. Specific experience in the areas of sustainability policies, sustainable food systems, healthy living programs, conservation, energy, waste and/or water management is preferred. Experience within a University setting is preferred.

**Job title of the sustainability officer position (2nd position):**
Assistant Director

**Job description for the sustainability officer position (2nd position):**

**JOB DESCRIPTION:** Collaborates with the Director of the Office of Sustainability Initiatives (OSI), university committees and campus groups in fulfilling Emory's enterprise-wide sustainability vision. Develops and executes work plans in various areas of sustainability, including each Academic Unit’s sustainability/climate action plan. Primary point of contact for University and Emory Healthcare Procurement. Develops and leads sustainability strategies for Emory Healthcare. Leads University and Emory Healthcare staff sustainability representative programs, has primary responsibility for completion and submission of annual national sustainability reporting and quarterly updates, staffs events and manages all communications efforts. Assists with hiring, training, and management of student employees on research projects and leads staff in finding ways to reduce environmental impacts from labs, offices and other aspects of staff life. Plans and leads meetings, identifies priorities, delegates action items, manages campaigns and outcomes and communicates with team about campus-wide efforts. Manages the OSI website and other web-based resources. Represents the sustainability initiative at school-wide forums and area sustainability committees, initiates and maintains relationships, and serves as a liaison with various campus, local, and national groups. Responsible for fundraising for Green Labs and Green Office incentives fund program, and assists Director with overall development efforts, special projects, and cross-cutting issues. Performs related responsibilities as required.

MINIMUM QUALIFICATIONS: A master’s degree and at least five years of sustainability-related experience. Excellent communication, outreach and presentation skills. Experience with website and communications management and demonstrated proficiency in social media. Proficiency with MS Word, Excel, Powerpoint and a desire to learn additional software as needed.

**Job title of the sustainability officer position (3rd position):**
Sustainability Program Coordinator

**Job description for the sustainability officer position (3rd position):**

**JOB DESCRIPTION:** Collaborates with the Director of the Office of Sustainability Initiatives (OSI), university committees and campus groups in fulfilling Emory's sustainability vision. Develops and executes work plans in various areas of sustainability. Leads student and staff sustainability representative programs, assists with annual sustainability report cards and quarterly updates, staffs events and manages web-based communications efforts. Hires, trains and manages student employees on research projects and leads students in
finding ways to reduce environmental impacts from student life. Plans and leads meetings, identifies priorities, delegates action items, manages campaigns and outcomes and communicates with team about campus-wide efforts. Manages the OSI website and other web-based resources. Represents the sustainability initiative at school-wide forums and area sustainability committees, initiates and maintains relationships, and serves as a liaison with various campus groups. Performs related responsibilities as required.

**MINIMUM QUALIFICATIONS:** A bachelor's degree and two years of sustainability-related experience or an equivalent combination of education, training and experience. Excellent communication, outreach and presentation skills. Experience as a webmaster preferred with demonstrated proficiency in social media. Proficiency with MS Word, Excel, Powerpoint and a desire to learn additional software as needed.

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

http://sustainability.emory.edu/

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data reported for fiscal year 2015-2016.
Sustainability Planning

Provisional Score

4.00 / 4.00

Responsible Party

Ciannat Howett
Director
Sustainability Initiatives

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

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

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

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

"---" indicates that no data was submitted for this field
Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :
Yes

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:
Sustainability is included in the "Creating Community - Engaging Society" theme of Emory's 2005 Strategic Plan, and called for the development and implementation of a sustainability plan to help restore the global ecosystem, foster healthy living, and reduce the University's impact on the local environment, which included the establishment of the Office of Sustainability Initiatives in 2006. Because Emory just inaugurated a new president in Feb. 2017, the development of a new Strategic Plan has been delayed, and the 2005 Strategic plan continues to guide the University's strategy.

A copy of the strategic plan:
---

The website URL where the strategic plan is publicly available:
http://provost.emory.edu/documents/strategies/plan/Emory-Strategic-Plan-Summary.pdf

Does the institution have a published sustainability plan (apart from what is reported above)? :
Yes

A copy of the sustainability plan:
---

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :
Yes

A copy of the climate action plan:
---

The website URL where the climate action plan is publicly available:

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :
Yes
A list of other published plans that address sustainability, including public website URLs (if available):


http://www.purchasingcouncil.org/principles/

http://www.campserv.emory.edu/pdc/engineering/Engineering_Documents/EMORY_SWMP2.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?: Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

Please see Emory's Sustainability Vision:


stars.aashe.org
Please see Emory's Climate Action Plan:


**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:**

Yes

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

Please see Emory's Sustainability Vision:

http://sustainability.emory.edu/uploads/articles/2016/05/2016050607512849/VisionReport_5-5-16.p df

Please see Emory's Climate Action Plan:


**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:**

Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

Please see Emory's Sustainability Vision:

http://sustainability.emory.edu/uploads/articles/2016/05/2016050607512849/VisionReport_5-5-16.p df
Please see Emory's Climate Action Plan:

http://sustainability.emory.edu/uploads/articles/2013/07/2013073112062066/Emory_University_Clim
ate_Action_Plan_7.19.13.pdf

Other campus engagement programs:
- Green Office and Green Lab programs
- Sustainable Events Certification program
- Increase participation in all student, staff, and faculty sustainability committees

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?**:
Yes

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

Emory's Strategic Plan calls for "Creating Community" and "Engaging Society" through leadership development, increasing diversity, sustainability, and professional development. Please see the text of the Plan for detailed strategies:

http://www.emory.edu/strategicplan/

Emory's Sustainability Vision calls on community engagement with specific objectives. Please see text of Vision:

http://sustainability.emory.edu/uploads/articles/2016/05/2016050607512849/VisionReport_5-5-16.p

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?**:
Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:
Emory's Climate Action Plan sets ambitious, yet achievable goals for greenhouse gas emissions reduction. All are in comparison to a baseline of fiscal year 2005 and are based on Emory’s greenhouse gas inventory, experience with resource use reduction in the past decade, and international experience with strategies to reduce emissions. By 2020: 20% reduction in total emissions, 35% reduction per square foot. By 2036 (Emory’s 200th anniversary year): 36% reduction in total emissions, 50% reduction per square foot. By 2050: 50% reduction in total emissions, 85% reduction per square foot.

Some universities have established emissions reduction goals only per square foot of building space, but if campus growth is robust, such an approach will not make any reductions in total greenhouse gas emissions. In recognition of the global urgency to reduce total quantities of emissions in the atmosphere, Emory has adopted goals for both or total emissions as well as per square foot. These aggressive goals move us closer to our ultimate goal of operating in a carbon neutral manner.

The full text of the plan can be found at


Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?: Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

Please see Emory's Sustainability Vision:


Please see Emory’s Climate Action Plan:


Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?: Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:
Please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:


A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:


and

Emory's Sustainable Food Purchasing Guidelines here:

http://sustainability.emory.edu/uploads/press/2013/05/2013050714054301/SustFoodPurchGuidelns5-1 stars.aashe.org
Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?: Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

Please see Emory's Sustainability Vision here:


and

Emory's Climate Action Plan here:


and

Emory's Campus Master Plan Update


and

Emory's Lullwater Comprehensive Management Plan


and

Emory's Forest Management Plan
Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:
Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

Please see Emory's Sustainability Vision here:


and

Emory's Climate Action Plan here:


and

Sustainable Purchasing Leadership Council Principles

http://www.purchasingcouncil.org/principles/

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:
Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:
Please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:


Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

For more information, please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:


Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:
objective is included:

Please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:


and

Emory's Stormwater Master Plan

http://www.campserv.emory.edu/pdc/engineering/Engineering_Documents/EMORY_SWMP2.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

Yes

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

Please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:
Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

Yes

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

Emory's Sustainability Vision:


df

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

Yes

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

Please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:


df
Emory's Strategic Plan here:

http://www.emory.edu/strategicplan/the-plan/The%20Plan%20Read%20the%20Plan%20Read%20the%20Detailed%20Plan.pdf

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:
Yes

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

Please see Emory's Sustainability Vision here:


df

and

Emory's Climate Action Plan here:


and

Emory's Strategic Plan here:

http://www.emory.edu/strategicplan/the-plan/The%20Plan%20Read%20the%20Plan%20Read%20the%20Detailed%20Plan.pdf

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)?:
Yes
The formal statement in support of sustainability:

Emory's Strategic Plan here:

http://www.emory.edu/strategicplan/the-plan/EmorysStrategicPlanDetail.pdf

The institution’s definition of sustainability (e.g. as included in a published statement or plan):

Emory's Strategic Plan: "Sustainability is related to the quality of life in a community--whether the economic, social, and environmental systems are providing a healthy, productive, and meaningful life for community residents, present and future."

Is the institution an endorser or signatory of the following? :

<table>
<thead>
<tr>
<th>Institution</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Earth Charter</td>
<td>No</td>
</tr>
<tr>
<td>The Higher Education Sustainability Initiative (HESI)</td>
<td>No</td>
</tr>
<tr>
<td>ISCN-GULF Sustainable Campus Charter</td>
<td>No</td>
</tr>
<tr>
<td>Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment</td>
<td>No</td>
</tr>
<tr>
<td>The Talloires Declaration (TD)</td>
<td>No</td>
</tr>
<tr>
<td>UN Global Compact</td>
<td>No</td>
</tr>
<tr>
<td>Other multi-dimensional sustainability commitments (please specify below)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:

Emory's sustainability commitments are included in the enterprise-wide Strategic Plan for the university and Emory Healthcare. The University has passed a Climate Action Plan and Sustainability Vision, cited above.
The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1037/Our-Vision

Additional documentation to support the submission:

---

**Data source(s) and notes about the submission:**

Data reported for fiscal year 2015-2016.

Descriptions and measurable goals for each of the above categories are outlined specifically and incorporated throughout several plans that are currently being implemented. Rather than pull each sentence from those plans that relates to the above categories, we have directed you to the plans in full. We believe you will get a better sense of Emory's plans, goals, and accomplishments by reading the full text of the plans.
# Participatory Governance

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00 / 3.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

**Criteria**
Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

• Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

    And/or

• Elected student, staff and/or faculty representatives on the institution’s highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.
Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution’s governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

  And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution’s governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

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

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

Do the institution’s students have a representative body through which they can participate in governance (e.g. a student council)?

Yes

Do the institution’s students have an elected representative on the institution’s highest governing body?

Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

The Student Government Association (SGA) is the preeminent university-wide student advocacy and policy setting organization that represents undergraduate students on all of Emory’s campuses. The SGA advocates for students, supports new ideas, improves current practices and infrastructure, and facilitates change on campus. SGA representatives are elected each spring and serve throughout the following academic year.

The Graduate Student Government Association (GSGA) is the governing and supporting body of all 8 graduate divisions. The GSGA supports the academic, social, and co-curricular development of all graduate students and provides a unified graduate voice to the larger Emory community. The GSGA President and Executive Vice President are elected in Graduate-wide elections every year. Other Executive Board positions are appointed by the President and Executive Vice President and confirmed by the legislature.
Do the institution’s staff members have a representative body through which they can participate in governance (e.g. a staff council)?:
Yes

Do the institution’s non-supervisory staff members have an elected representative on the institution’s highest governing body?:
Yes

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

Established in 1970 by the president of Emory University, the Employee Council facilitates communication between Emory employees and university administration and serves as an advisory body to the president.

The Employee Council represents the perspective of employees to the administration (recommending change when appropriate), facilitates communication between the administration and employees at all organizational levels regarding university policies, practices, and programs and fosters closer working relationships between organizational areas and groups of employees.

Members are charged with taking the information they receive at monthly meetings back to their respective areas, as well as soliciting feedback from their colleagues and reporting back to the Employee Council. Employee Council activities include:
Sponsoring the annual Presidential Town Hall
Representing staff concerns in the proposed benefits changes
Addressing questions about shuttle service and parking
Participating in blood drives, book drive, and community service activities
Exploring the Strategic Plan for staff members

Another goal of the Employee Council is to help promote community-building programs and activities at Emory. These activities include attending performances on campus, tours of new buildings, and athletic events, to mention just a few.

The University Senate is comprised of faculty, staff, and students. The Senate considers and makes recommendations regarding all matters of general University interest, including matters referred to it by the President or Board of Trustees; reviews all new policies and changes to existing policies; submits recommendations to the President on any matter affecting the interests of the University; makes recommendations regarding Honorary Degree recipients.

The University Senate is composed of Ex officio members from the University Administration; Members of the Faculty Council; Executive board members from the Employee Council, Student Government Association, and Graduate Student Government Association; Faculty and Student Representatives from each School; representatives of Alumni, Librarians, Staff, and Academic Deans.

Do the institution’s teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:
Yes

Do the institution’s teaching and research faculty have an elected representative on the institution’s highest governing body?:
Yes
A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

The University Faculty Council includes elected and appointed faculty members representing all of the schools and colleges. It serves as the chief representative body of the faculty. The Faculty Council considers and makes recommendations to the president concerning the academic affairs of the university; reviews all changes in existing policies or the establishment of new policies related to matters of general interest to the University faculty; monitors and reviews the terms and conditions of faculty employment, the state of facilities, policies that affect scholarship and teaching, budgetary commitments, general financial condition of the University, and relationship between faculty and administration; and considers suggestions and addresses problems and concerns raised by any recognized faculty group.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:
Yes

A copy of the written policies and procedures:
---

The policies and procedures:
The Clifton Community Partnership (CCP) is an official community organization, led by Emory, with written goals and objectives for identifying and engaging external stakeholders on issues related to the community in which Emory resides.

CCP's Vision: The CCP will create an environment in which students, faculty staff, patients, residents and visitors will know they are in the Clifton community by the progressive urban design, beautifully landscaped streetscapes, walkable safe sidewalks, range of activities offered in the area and the confluence of people actively engaged in the community. There will be the sense that "this is the place to be."

CCP's Mission: To bring neighbors, businesses, institutions and civic partners to develop a vision for the future and work together on implementation.

Emory also hosts community meetings open to the public every quarter, to share information and request feedback, ideas and concerns regarding proposed projects or any issues that affect the surrounding neighborhoods.

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local government and/or educational organizations</td>
<td>Yes</td>
</tr>
<tr>
<td>Private sector organizations</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Civil society (e.g. NGOs, NPOs) | Yes

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The Clifton Community Partnership is an initiative started by Emory to provide a framework to discuss common quality of life issues within the Clifton community - the area within three miles of Emory’s core campus. Its goal is to engage local audiences, including civic leaders, business leaders, local governments, employers/employees, and local residents, in a productive community dialogue. Advisory board members, representing each stakeholder group, can be found at

http://www.cliftoncommunitypartnership.org/about/advisory-group.html

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

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Additional documentation to support the submission:

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Data source(s) and notes about the submission:

https://orgsync.com/116828/chapter

https://orgsync.com/117034/chapter

http://www.senate.emory.edu/
Diversity & Affordability

Points Claimed 9.52

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Equity Coordination</td>
<td>1.89 / 2.00</td>
</tr>
<tr>
<td>Assessing Diversity and Equity</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Support for Underrepresented Groups</td>
<td>3.00 / 3.00</td>
</tr>
<tr>
<td>Affordability and Access</td>
<td>3.63 / 4.00</td>
</tr>
</tbody>
</table>
Diversity and Equity Coordination

Provisional Score

1.89 / 2.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of Institutional Equity and Inclusion opened on May 1, 2014 at Emory University. Lynell Cadray serves as the Vice Provost. The primary responsibility of this office is to implement systematic processes for all areas related to Equity and Inclusion. The staff of 16 serves the university in various critical functions: Equal Opportunity Programs and Affirmative Action, Faculty and Staff Training, Discrimination and Harassment Investigations, Title IX, implementation of Faculty and Senior Administrator Hiring Practices and Access and Disability Resources. These units work in tandem with other offices on campus. Campus Life oversees various units related to Community Building and is currently building a team which focuses on Diversity and Inclusion which includes: LGBT, The Center for Community Partnerships, The Center for Women, The Office of International Student Life and The Office of Multicultural Programs and Services. In addition, the Advisory Council on Community and Diversity convenes as a University Senate Committee and works across the university on diversity initiatives.
Faculty, staff and students collaborate through a range of programs and practices designed to facilitate access, enhance equity and broaden inclusion.

**Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):**
Most

**Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):**
All

**Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):**
All

**A brief description of the institution’s cultural competence trainings and activities:**
Emory required mandatory training on Title IX to all faculty and staff in spring of 2015. The Office of Equity and Inclusion makes available training related to Title VII – Discrimination and Harassment and information related to these policies are highly visible on the Emory University website and on Emory’s campus. In addition, there are trainings developed related to Good Hiring Practices and Biases in the Academy. All of this information is available on the website at www.equityandinclusion.emory.edu/

In addition there are university wide initiatives and training programs related to Diversity and Inclusion and these are developed in individual units.
A sampling of these may be found on individual websites at: The Center for Women, The Office of Campus Life, The Laney Graduate School, The Nell Hodgson Woodruff School of Nursing, The School of Law, The School of Theology, Emory College, Oxford College, The Goizueta School of Business, Emory University School of Medicine and The Rollins School of Public Health.

In addition, the Office of Equity and Inclusion provides assistance and training to faculty search committees and by collecting and maintaining updated data on these activities university-wide. Staff members works collaboratively with all academic units and faculty members in designing and implementing strategies to assist them in reaching their diversity goals. The university has fifteen university facilitators who train the community on Unconscious Bias.

**The website URL where information about the programs or initiatives is available:**
http://equityandinclusion.emory.edu/index.html

**Additional documentation to support the submission:**
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Data source(s) and notes about the submission:
Assessing Diversity and Equity

Provisional Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

1. Campus climate by engaging stakeholders to assess the attitudes, perceptions, and behaviors of faculty, staff, administrators, and students, including the experiences of underrepresented groups;

2. Student outcomes related to diversity and equity and success (e.g., graduation/success and retention rates for underrepresented groups); and/or

3. Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

Rather than conduct one long assessment of all community members, Emory conducts multiple assessments focusing on specific issues and targeting specific stakeholder groups.

1. Emory University recently conducted a Diversity Engagement Survey. This was the first of its kind to measure engagement across the faculty, staff, and students. The survey, administered in Fall, 2016 will allow Emory to define areas of strength and areas for improvement for the diversity and inclusion efforts at Emory. It assesses the inclusiveness of the university environment and the levels of the engagement in diversity of the university's stakeholders.

2. Emory University conducted a Faculty and Staff Campus Climate Survey in the summer of 2015. It was designed to learn if employees had experiences with sexual harassment and discrimination, Knowledge with Title IX, and training in guiding students and employees through the disclosure procedure.
3. The Committee on Class and Labor Report and Recommendations is the first phase assessment in a multi-phase study about the nature of class and status within Emory University’s non-academic labor force.

4. As a compliment to the Committee on Class and Labor's Report and Recommendations for non-academic employees, the Class and Labor Faculty committee conducted an assessment and wrote a report on how class affects the life and work of faculty members. The committee primarily focused on four main topics: the role of class at the university; recruitment, advancement, promotion, and professional development; Emory as an employer; and the role of non-tenure track faculty.

5. The Commission on Racial and Social Justice was founded in the fall 2015 after 13 demands were presented by the Black Student Alliance to the administration regarding racial injustice at Emory. The group spent the 2015-2016 academic year assessing racial and social justice at Emory University, and continues to meet. The Commission published a progress report detailing the results of the assessment and the Commission's initiatives and accomplishments.

**Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:**

Yes

**Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:**

Yes

**Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:**

Yes

**A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:**

1. The Diversity and Engagement Survey addresses attitudes and perceptions related to campus climate. The university is currently reviewing the findings.

2. The faculty and staff Campus Climate Survey Report recommends “providing faculty and staff with bystander intervention programs, offering ongoing Title IX training, and conducting regular monitoring and evaluation of prevention strategies to measure efforts.”

3. The Committee on Class and Labor's Report and Recommendations made 59 final recommendations, most of these fit into the categories of infrastructure, community and culture, communications, professional development, supervision of staff, policy making and implementation, and contract labor.

4. The Class and Labor Faculty Committee made 43 recommendations, which the University Senate reviewed in the fall of 2016.

5. The Commission on Racial and Social Justice resulted in the establishment of committees and teams to address the 13 demands made by the Black Student Alliance.

**Are the results of the most recent structured diversity and equity assessment shared with the campus community?:**

Yes
A brief description of how the assessment results are shared with the campus community:

1. The results of the Diversity and Engagement Survey have not been shared because the findings are currently under review.

2. The Faculty and Staff Campus Climate Survey was shared with the community in the form of a letter from Ajay Nair and Stuart Zola in the Office of Provost.

http://provost.emory.edu

3. The Committee on Class and Labor’s Report and Recommendations were shared through an article in the Emory Report.

http://news.emory.edu/index.html

4. A review of the Class and Labor Faculty Committee’s project is on the Office of Provost website.

http://provost.emory.edu

5. The Commission on Racial and Social Justice Progress Report can be found on the Emory University Campus Life website.

http://dialogue.emory.edu/index.html

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary:

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The website URL where the report or summary is publicly posted:

http://provost.emory.edu/

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

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Additional documentation to support the submission:

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Data source(s) and notes about the submission:

http://provost.emory.edu/

(Faculty/Staff Campus Climate Survey Report)

http://news.emory.edu/stories/2013/01/er_class_labor_report/campus.html

http://provost.emory.edu/news-events/news/2016/may/class-labor-report.html

http://dialogue.emory.edu/racial_justice/index.html

http://equityandinclusion.emory.edu/documents/compliance/CCS-Faculty-Staff-Report.pdf

Support for Underrepresented Groups

**Provisional Score**

3.00 / 3.00

**Responsible Party**

Kelly Weisinger  
Assistant Director  
OSI

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**Criteria**

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1) A publicly posted non-discrimination statement.

2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.

4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
- Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

**Does the institution have a publicly posted non-discrimination statement?**

Yes

**The non-discrimination statement, including the website URL where the policy is publicly accessible:**

www.equityandinclusion@emory.edu
Emory University is dedicated to providing equal opportunities and equal access to all individuals regardless of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status. Emory University does not discriminate in admissions, educational programs, or employment on the basis of any factor stated above or prohibited under applicable law. Students, faculty, and staff are assured of participation in University programs and in the use of facilities without such discrimination. Emory University complies with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act, and applicable executive orders, federal and state regulations regarding nondiscrimination, equal opportunity and affirmative action. Emory University is committed to achieving a diverse workforce through application of its affirmative action, equal opportunity and nondiscrimination policy in all aspects of employment including recruitment, hiring, promotions, transfers, discipline, terminations, wage and salary administration, benefits, and training. Inquiries regarding this policy should be directed to the Emory University Office of Equity and Inclusion, 201 Dowman Drive, Administration Building, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).

For job postings, please add the following sentences regarding reasonable accommodations:
Emory University is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request this document in an alternate format or to request a reasonable accommodation, please contact the Office of Accessibility Services at 404-727-9877 (V) | 404-712-2049 (TDD). Please note that one week advance notice is preferred.

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution’s discrimination response protocol or team (including examples of actions taken during the previous three years):

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University’s commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment.

Emory encourages anyone who has knowledge of discrimination on campus to report alleged violations of this policy. Because discriminatory harassment interferes with the University’s educational mission and may be unlawful, anyone who becomes aware of discrimination or discriminatory harassment committed by member of the faculty, staff, administration, student body, a vendor, a contractor, guest or patron on campus, is encouraged to report the harassment to the Vice Provost and/or Compliance Director of The Office of Equity and Inclusion. The Vice Provost is also the University Title IX Coordinator.

Emory faculty, administrators and supervisors are required to immediately report any employment complaints they receive or incidents of discrimination or discriminatory harassment they witness, to their immediate supervisor or to the Office of Equity and Inclusion.

If a member of the Emory University community believes that he or she has been the victim of discrimination or discriminatory harassment or has information about discrimination/harassment in the university community, he or she may promptly report, without fear of reprisal, the facts of the incident and the name(s) of the individual(s) involved to the Office of Equity and Inclusion, located in Suite 305 of the Administration Building, or call the Office of Equity and Inclusion at (404) 727-9867. This report initiates a complaint.

The Office of Equity and Inclusion (or an alternate investigator, where appropriate) will promptly, fairly and thoroughly investigate all timely claims of harassment and discrimination, regardless of whether such complaints are reduced to writing. All complaints of discrimination and harassment will be treated in the strictest confidence possible under the particular circumstances.
Emory will not retaliate or take any adverse action against anyone for truthfully reporting conduct that he or she believes to be in violation of this Policy, or for participating in good faith in an investigation of alleged discrimination or harassment, or for participating in any proceeding or hearing relating to such complaints.

If OEI finds that there has been a violation of this policy and if the Dean or division head seeks advice as to the appropriate penalty, OEI may provide a recommendation as to the appropriate sanction. The Dean or division head will then be responsible for deciding upon and imposing disciplinary action as soon as reasonably possible, but within no more than one month after receiving the final determination and advice of OEI. The Dean or deciding official shall notify OEI of the penalty imposed, if any.

Sanctions imposed on those individuals who have been found to be in violation of the University’s Equal Opportunity Policy or its Discriminatory Harassment Policy shall be commensurate with the severity and/or frequency of the conduct, and shall be adequate and sufficient to prevent such conduct in the future. The sanctions may include, but are not limited to, an apology to the victim; a verbal or written reprimand; a requirement to attend remedial training; appropriate workplace restrictions; denial of a merit pay increase or other benefit; denial of promotion; or reassignment, suspension or separation from the University. Staff members who receive disciplinary penalties under this policy may consult Human Resources for information about the Grievance process, which may be used to challenge alleged violations, misinterpretations, or inequitable application of policies or procedures.

The community may contact the Emory Trust Line or Report through Bias Incidence Reporting on-line. In the event of a Title IX (Sexual Misconduct) complaint, all employees are mandated reporters and should report to a Title IX Coordinator, Deputy Coordinator or the University Title IX Coordinator.

**Does the institution have programs specifically designed to recruit students from underrepresented groups?:**
Yes

**Does the institution have programs specifically designed to recruit staff from underrepresented groups?:**
Yes

**Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:**
Yes

**A brief description of the institution’s programs to recruit students, staff and/or faculty from underrepresented groups:**

The Office of Admissions begins in early October recruiting high-achieving, underrepresented students. Emory's Cultural Overnight Recruitment Experience (CORE) Fall visitation program is designed to support talented, high-achieving high school seniors who are from first generation and/or underrepresented cultural and socioeconomic backgrounds. The program is held in October and includes a 2 night, 3 day visit. For more information on the CORE program, visit [http://apply.emory.edu/core/](http://apply.emory.edu/core/).

Emory is one of the few universities in the nation that not only accepts undocumented students, but will pay for 100% of their tuition if they are accepted.


stars.aashe.org Emory University | STARS Report | 279
Each year, members of the Laney Graduate School (LGS) community travel to national conferences (e.g., ABRCMS, McNair and SACNAS), Historically Black Colleges and Universities (e.g., Xavier University of LA, Howard University, and Spelman College), and Hispanic Serving Institutions (e.g., University of Puerto Rico schools, Florida International University), to meet students who might be interested in considering graduate study at Emory. LGS identifies each contact as a step toward a relationship with the student.

http://www.gs.emory.edu/diversity/outreach.html

Emory offers educational programs on Unconscious Bias Training, has incorporated a guide to Best Practices for Hiring and has implemented a monitoring system for hiring. Emory publishes an Affirmative Action plan each year with hiring goals and action plans are implemented in various departments to achieve those goals. In addition, each College or School at Emory University develops individual student recruitment and retention plans for underrepresented groups.

Emory University has developed Best Practices for Hiring a Diverse and Excellent Faculty, which recommends that hiring committees include at least three members who come from an underrepresented group in order to overcome feelings of tokenism, isolation, and burnout. This ensures that recruitment of the faculty is included both within the search and deliberation process. As part of educational training, faculty search committees receive Unconscious Bias Training and follow Best Practices monitored by the Office of Equity and Inclusion.

http://www.equityandinclusion.emory.edu/diversity/faculty/best-practices-one.html

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:
Yes

A brief description of the institution’s programs to support students, staff and/or faculty from underrepresented groups:

People share a fundamental right to work and learn in a safe environment. The Office of Equity and Inclusion strives to provide a safe environment that is conducive to intellectual engagement, learning, and working in positive ways. The Offices focuses its work on systemic issues by addressing policy and procedural concerns. “Equity and Inclusion” is more than a name, it is a spirit. The Office reminds the community not only what our laws call for but also what Emory's strong collective spirit of fairness demands, through respecting the dignity and worth of each human being in our community and supporting the sharing of different values and perspectives.
The Office works to:

- Foster an inclusive community that promotes a positive educational environment, fairness, and access, and
- Support compliance efforts as they relate to equal opportunities and affirmative action laws and regulations

Colleagues on our team work with faculty, staff, students, hospital employees, alumni, and visitors on related aspects that include:

- University Title IX
- Discrimination and harassment management
- Affirmative action plans and implementation
- Educational programming
- Best practices for searches and hires
- Access and disability services

For the past five years, Emory’s Advisory Council on Community and Diversity managed diversity at Emory. In 2016, this committee became a University Senate Committee. In 2014, the Office of Equity and Inclusion was established to monitor compliance issues related to Discrimination and Harassment, Sexual Misconduct and Disability Services. The Office of Campus Life manages the Center for Women, the Office of LGBTQ Life and the Campus Compound which develops programs related to diversity and inclusion.

The Committee on Class and Labor has its roots in conversations that began at Emory University in the spring of 2010, when students began raising awareness of their concerns about contract labor on campus. A number of faculty members also sought to deepen the community’s interest in these matters. These conversations and activities led to the creation of this committee. There are two Class and Labor reports, one on Staff and one on Faculty. A third Class and Labor study is expected on Students in the near future.

Emory University’s Office of Global Strategy and Initiatives (GSI) is dedicated to the support, promotion, and expansion of Emory’s international engagement. Through the strategic internationalization of programs, curricula, and research, GSI supports creative global initiatives, fosters cross-unit collaboration, promotes a culturally vibrant and diverse campus, and coordinates Emory's international resources and partnerships. GSI leads the implementation of Emory’s global strategies, which it helped develop through a multi-year effort involving broad community input. The strategies provide a vision for the future of Emory's global engagement.

Center for the Advancement of Student Advocacy and Agency
CASA2 is a community of many communities whose goal is to collaborate and communicate effectively across organizational boundaries in an effort to help our students realize their full potential.

CASA2 consists of five interdisciplinary teams that will work closely together to assist students on their journey to serve as advocates and agents of change. The five teams are:

- Barkley Forum for Debate, Deliberation and Dialogue
- Belonging and Community Justice
- Civic and Community Engagement
- Student Involvement, Leadership and Transitions
- Social Justice Education

The Senate Diversity Committee has the following objectives: (1) to provide a more comprehensive view of the University’s offices and initiatives responsible for strengthening diversity at Emory and to facilitate discussion and communication between offices and groups around these initiatives; (2) to encourage diversity considerations in the formation of all University Senate committees; and (3) to publicize events on campus that have a strong diversity component.

http://www.senate.emory.edu/home/committees/Senate%20Diversity.html

Does the institution have training and development programs, teaching fellowships and/or other programs that...
specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
Yes

A brief description of the institution’s programs to support and prepare students from underrepresented groups for careers as faculty members:

The Mellon Mays Undergraduate Fellowship Program is a prestigious program offered to rising Juniors who come from underrepresented backgrounds who will “change the face of academia” by pursuing their PhD and eventually applying for a tenure-track position at a university.

http://www.mellonmays.emory.edu/

The Emory Pipeline program is a very popular program for undergraduate students to promote careers in STEM for high school students from underrepresented groups in the metro-Atlanta area. In this student-run program, students from the Emory School of Medicine, Rollins School of Public Health and Laney Graduate School collaborate with Emory College undergraduates to mentor students from underrepresented schools, including South Atlanta, Booker T. Washington, Maynard Holbrook Jackson, The New Schools at Carver, and Frederick Douglass High Schools, to improve their academic skills by engaging the budding young scholars in hands-on exploration of medical sciences. This layering of mentoring, teaching, and service aims to produce socially conscious leaders with an interest in community involvement and a portfolio of educational skills.

http://www.emorypipeline.org/

Emory’s Initiative to Maximize Student Development (IMSD) is NIH-funded pipeline program aimed at connecting undergraduates from underrepresented groups who are pursuing careers in STEM fields with graduate students in order to pursue opportunities related to STEM in higher education.

http://news.emory.edu/stories/2017/05/er_initiative_maximize_student_development/campus.html

Emory’s James Weldon Johnson Institute for the Study of Race and Difference offers fellowship opportunities for pre-doctoral, post-doctoral and advanced scholars in promoting diversity in academia.

http://jamesweldonjohnson.emory.edu/home/

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

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

The website URL where information about the programs or initiatives is available:
http://www.lgbt.emory.edu/

Additional documentation to support the submission:

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**Data source(s) and notes about the submission:**

Publicly accessible inventory of gender neutral bathrooms on campus:
http://www.lgbt.emory.edu/trans/bathrooms_facilities.html
Affordability and Access

Provisional Score
3.63 / 4.00

Responsible Party
Kelly Weisinger
Assistant Director
OSI

Criteria

Part 1

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

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

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
2. The graduation/success rate for low-income students
3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)

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

Does the institution have policies and programs to make it accessible and affordable to low-income students?:
Yes
A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Emory College practices need-blind admissions. The Office of Undergraduate Admission admits the most qualified, most talented, most academically accomplished students to the first-year class without regard to the financial means. Put simply, being need-blind allows Emory College to pursue its mission of admitting and enrolling the very best scholars in America, without considering their ability to pay. Roughly 45 of the nation’s top universities and colleges are, like Emory, able to admit students in a need-blind environment.

Emory College will meet the full demonstrated need of admitted domestic students. Students who apply for need-based financial aid are assessed by the Office of Financial Aid. The process requires a completed financial aid application – including the entire tax return – to determine the financial need of a student/family. Once the student’s need is determined, Emory fills that need with a grant or scholarship, a student job, and student loans.

Emory Advantage is Emory's need-based loan replacement program for families with incomes below $100,000. The student loan portion is replaced or capped for families below that income threshold.

In addition, Emory is a partner of the QuestBridge program, a national school to selective college program which helps Emory to identify exceptional students. These students are often first generation college students or from a lower socioeconomic status and benefit from the Emory Advantage program. Recent classes have contained more than 90 freshmen applying via QuestBridge, making Emory one of the leading university partners with this important organization.

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

The Division of Enrollment Services established a working group (named SOS—Supporting Our Students) to develop best practices for supporting students from low-income backgrounds through the enrollment process.

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

Emory’s Office of Financial Aid hosts Emory’s Financial Literacy Program. The Program’s goal is to help Emory students improve their understanding of financial concepts and services so that they are empowered to make informed choices and take action to improve their present and long-term financial well-being.

Also, as a partner of QuestBridge, prospective low-income Emory students have access to online QuestBridge resources. One such resource is QuestBridge's online information about preparing and paying for college, accessible to prospective students through their online Student Resource web page.

Emory also hosts special events for students of various ethnic and racial backgrounds, many of whom qualify as low-income. There are fall events for prospective students, and spring events for admitted students. By staying overnight on campus, attending classes, and interacting with members of the Emory community, students leave with a better sense of what higher education is like.

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

Since Emory meets the full demonstrated need of each student, a large majority of Emory's grant and scholarship aid takes the role of meeting that student need. As mentioned above, Emory Advantage is Emory's program to help reduce and eliminate student debt by replacing or capping the student loan portion of a student’s financial aid package with a grant.
A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

QuestBridge is an initiative of the non-profit Quest Scholars Program that identifies high-achieving, low-income students nationwide, assists them with their applications and helps them connect with competitive colleges they would like to attend. Emory University is a member of a select coalition, including Princeton, Yale, Stanford, Columbia and Rice universities, as well as liberal arts colleges such as Bowdoin, Oberlin and Wellesley, that partner with QuestBridge. Through the College Match Program, high school seniors chosen as finalists have their names and applications submitted by QuestBridge to college “partners” during the early admissions cycle in lieu of submitting their applications directly to schools. The colleges then rank the students they are interested in, and the students rank their top-choice colleges. If there is a match, the student may attend the school and receive a scholarship package that includes full cost of tuition, books and room and board. Students who do not want to enter the match program, or who do not find a match during the early admission cycle, may apply to their choices as regular decision applicants. Taken together (match and regular applications) Emory has consistently enrolled more than 90 freshmen in the past several cycles. An additional dimension of the QuestBridge partnership has to do with hosting summer college admission planning events for students, their parents and local high school guidance counselors. Conference expenses are being underwritten by Emory. This summer, for the second time, Emory is hosting a QuestBridge summit, and anticipates upwards of 1,000 guests on campus engaging in planning on selective college admission.

Emory also hosts special recruitment and admission events for students of various ethnic backgrounds, many of whom qualify as low-income. By treating these students to several days of living in a dorm setting, eating in the dining hall among enrolled Emory students, and attending top-notch classes, Emory invests heavily in recruiting these students. Events for prospective students take place in the fall; events for admitted students occur in the spring.

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

Low-income students are eligible for a number of merit-based scholarships as well as qualifying for need-based aid. Merit awards are not selected by the Office of Financial Aid, but they can significantly decrease the cost of an Emory education for their recipients. Students who receive a merit award may renew that award for all four years, provided that they remain in high academic standing. Merit awards range from $1000/semester to full-tuition scholarships, and include the Emory Scholars Program, the Emory Opportunity Award, and National Merit Scholarships.

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

Yes

A brief description of the institution’s scholarships provided specifically for part-time students:

Some scholarships may be awarded to part-time students, but Emory does not offer any scholarships specifically for part-time students.

A brief description of the institution’s on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

The Clifton School operates at two locations and provides full-time, year-round childcare to children (ages 6 weeks to 5 years) of full-time Emory students as well as employees of Emory, Centers for Disease Control, and CHOA. Currently, there is no subsidy available to assist students in affording childcare at the Clifton School. However, Emory employees’ may qualify for subsidies based on income.
their family’s specific income.

Emory also offers a program called the Emory Child Care Network, through which the school partners with 22 independent childcare organizations, all of which operate locations within 25 miles of campus (most are much closer). Some of those organizations offer discounts to Emory students, and Emory subsidizes tuition to others. Subsidies and discounts for Emory students range from a $200 waived application fee to a 15% tuition discount. Additionally, some of these childcare organizations offer priority admission to the children of Emory employees and students.

A brief description of the institution’s other policies and programs to support non-traditional students:

---

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

18.70

The graduation/success rate for low-income students (0-100):

88

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

97

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

59

Estimated percentage of students that participate in or directly benefit from the institution’s policies and programs to support low-income and non-traditional students (0-100):

11.20

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

http://studentaid.emory.edu/types/grant-schol/emory-advantage.html

Additional documentation to support the submission:

---
Investment & Finance

Points Claimed  0.41

Points Available  7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
<td>0.00 / 2.00</td>
</tr>
<tr>
<td>Sustainable Investment</td>
<td>0.41 / 4.00</td>
</tr>
<tr>
<td>Investment Disclosure</td>
<td>0.00 / 1.00</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 / 2.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution’s external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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 formally established and active committee on investor responsibility (CIR) that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes?:

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:

---

Does the CIR include staff representation?:

---
Does the CIR include faculty representation?:
---

Does the CIR include student representation?:
---

Members of the CIR, including affiliations and role (e.g. student, faculty, staff, alumni):
---

Examples of CIR actions during the previous three years:
---

The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
---

Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.
Sustainable Investment

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.41 / 4.00</td>
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<td>OSI</td>
<td></td>
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</tbody>
</table>

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company’s social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company’s sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Does the institution wish to pursue Option 1 (positive sustainability investment)?:**

Yes

**Total value of the investment pool:**

5,900,000,000 US/Canadian $

**Value of holdings in each of the following categories:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Value of Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable industries (e.g. renewable energy or sustainable forestry)</td>
<td>70,700,000 US/Canadian $</td>
</tr>
<tr>
<td>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</td>
<td>0 US/Canadian $</td>
</tr>
<tr>
<td>Community development financial institutions (CDFIs) or the equivalent</td>
<td>0 US/Canadian $</td>
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<tr>
<td>Socially responsible mutual funds with positive screens (or the equivalent)</td>
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</tr>
<tr>
<td>Green revolving loan funds that are funded from the endowment</td>
<td>0 US/Canadian $</td>
</tr>
</tbody>
</table>

**A brief description of the companies, funds, and/or institutions referenced above:**

Investments in green tech, conservation, renewable power, energy optimization, energy efficiency, alternative and renewable energy companies as well as sustainable forestry.
Percentage of the institution's investment pool in positive sustainability investments:
1.20

Does the institution wish to pursue Option 2 (investor engagement)?:
Yes

Does the institution have a publicly available sustainable investment policy?:
Yes

A copy of the sustainable investment policy:
---

The sustainable investment policy:
Emory includes a statement about sustainable investment in its 2015-2025 Sustainability Vision. The relevant language is: "Emory University does not currently hold direct stock in public companies producing fossil fuels, based on information compiled and maintained by Fossil Free Indexes. Emory holds many investments in sustainable businesses and businesses with exemplary sustainability performance."

Does the institution use its sustainable investment policy to select and guide investment managers?:
No

A brief description of how the policy is applied, including recent examples:
---

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
No

A copy of the proxy voting guidelines or proxy record:
---

A brief description of how managers are adhering to proxy voting guidelines:
---

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No
Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

N/A

Does the institution have a publicly available investment policy with negative screens?:

No

A brief description of the negative screens and how they have been implemented:

---

Approximate percentage of the endowment that the negative screens apply to:

---

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

---

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

---

Additional documentation to support the submission:

---

Data source(s) and notes about the submission:

Data reported for 2015-2016 fiscal year.
Investment Disclosure

Provisional Score

0.00 / 1.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:
No

A copy of the investment holdings snapshot:
---

The website URL where the holdings snapshot is publicly available:
---

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

<table>
<thead>
<tr>
<th>Percentage (0-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific funds and/or companies</td>
</tr>
<tr>
<td>Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies</td>
</tr>
</tbody>
</table>

Does the institution engage in proxy voting?:
Yes

Are proxy voting records included in the snapshot of investment holdings?:
---
No

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

Additional documentation to support the submission:
---

<table>
<thead>
<tr>
<th>Data source(s) and notes about the submission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emory investment information is available to members of the Emory community, including faculty, staff, and students. It is not available to the general public.</td>
</tr>
</tbody>
</table>
Wellbeing & Work

Points Claimed  2.57
Points Available  7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
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<tbody>
<tr>
<td>Employee Compensation</td>
<td>0.42 / 3.00</td>
</tr>
<tr>
<td>Assessing Employee Satisfaction</td>
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<tr>
<td>Wellness Program</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Workplace Health and Safety</td>
<td>0.15 / 2.00</td>
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</table>
Employee Compensation

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</table>

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage:

- U.S. institutions must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for “2 [working] Adults, 2 Children” for the community in which the main campus is located.
- Canadian institutions must use Living Wage Canada’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see F. Measurement.
The local living wage (based on a family of four and expressed as an hourly wage):
15.45 US/Canadian $

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):
89

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

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter ‘0’ if unknown):
18.50

The total compensation provided to the institution’s lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:
None of the above (i.e. the lowest paid regular employee or pay grade earns less than the basic living wage for one adult)

A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure:
$12.08/hour entry level wage plus a benefits package that includes medical benefits, basic life insurance, a 403(b) retirement contribution, and eligibility for a free sustainable commute transit pass. Part-time employees must regularly work no less than 20 hours per week to be benefits-eligible.

Has the institution made a formal commitment to pay a living wage?:
No

A copy or brief description of the institution’s written policy stating its commitment to a living wage:
Emory Healthcare has been committed to paying a “living wage” since 2005, but no written commitment or policy exists. Emory Healthcare's current living wage is $12.08 and will increase to $12.50 effective 9/1/2017. Emory Healthcare collaborates annually with Emory University to assess its living wage/lowest pay rate and make recommendations for upgrades. Emory Healthcare uses the federal poverty level for a family of four as its benchmark. The current federal poverty level expressed as an hourly rate is $11.87 ($24,600).

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:
No
A brief description of the institution’s commitment to a student living wage:

---

The website URL where information about the programs or initiatives is available:
http://www.hr.emory.edu/eu/pay/comppolicies.html

Additional documentation to support the submission:

---
Assessing Employee Satisfaction

Provisional Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):

100

A brief description of the institution’s methodology for evaluating employee satisfaction and engagement:

Rather than one single employee satisfaction survey, Emory University has utilized a variety of different surveys which target more program-specific engagement and satisfaction information from employees. These include:

- Learning Assessment Survey (May 2017) - A confidential, online survey offered to all faculty and staff which asked a variety of questions about employee learning and professional development needs. The results of the survey assist in the analysis of the various learning needs across campus and in the development of future training programs and services.

- Performance Management Survey (February 2017) – Solicited feedback from all staff about the university’s performance management process. Feedback was collected from both managers and direct reports and is being used to improve the process for next year.

- Benefits Survey (August 2016) – A survey to all benefits-eligible faculty and staff to evaluate the overall satisfaction and understanding of Emory’s employee benefit programs. The results help the HR benefits team to better understand how employees are using their benefits.
• Recognition & Rewards Program Survey (March 2017) – A survey to evaluate employee engagement and satisfaction with the current recognition and rewards programs offered by the university.

• New Hire Survey (ongoing) – All new hire staff employees are surveyed 60 days after their hire date to rate their overall satisfaction with Emory as well as their onboarding experience.

• Wellness Program Surveys (ongoing) – Participants in our wellness initiatives and challenges are always surveyed for their engagement level and program satisfaction. Initiatives such as Know Your Numbers (onsite health screenings), Move More (Fitbit physical activity challenge), and Colorful Choices (nutrition challenge) are just a few examples.

• Workplace Flexibility Survey (2015) - A survey of all university staff to evaluate employee utilization, perceptions, and access to workplace flexibility. The survey conducted in 2015 showed that more Emory staff than ever before are using a wide range of flexible work options from telecommuting and flexible schedules to swapping shifts and working compressed work weeks.

Emory Healthcare surveys 100% of staff with a national benchmarked survey, utilizing a third party nationally recognized vendor. Emory Healthcare designs its process for a new full survey every 18 months to glean satisfaction, engagement and national ranking.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

All University survey data is reported to relevant leadership in the aggregate form only. The survey results are used to better understand employee perceptions, identify trends, and aid in the improvement of program offerings, communication and utilization. Data is shared for evaluation purposes with those decision-makers who have the ability to address any issues raised. Performance Management survey results, for example, are shared with HR leaders and HR Reps from the individual departments and schools. Survey data from Wellness Programs and Workplace Flexibility is reported out to the entire campus. Trends and issues are studied with the main purpose of overall improvement. For example, in the Rewards and Recognition Survey, employees asked that the University bring back a full lunch as part of Staff Fest (our employee appreciation day). It was cut back in 2008 due to the recession. Based on employee responses to the survey, full lunch was re-introduced in 2017. Any serious concerns expressed in the new hire survey are forwarded to Employee Relations where appropriate action is taken to address the concerns.

Feedback received from the Emory Healthcare survey is confidential. Data are reported by key groups and areas, but is never reported with less than 5 responses. Areas that receive reports are to share with staff. Staff and leaders work as a team to define and implement improvement efforts. Efforts are tracked through periodic pulse surveys and updates to leadership from team efforts.

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

http://www.emory.edu/home/life/employment.html

Additional documentation to support the submission:

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An example of the way survey data is reported to the entire Emory University community can be seen here:
http://news.emory.edu/stories/2013/04/er_employee_health_screening_results/campus.html
Wellness Program

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution’s wellness and/or employee assistance program(s), including information to support each affirmative response above:

Emory offers a number of health and wellness programs and services to address the needs of faculty, staff, and students. For students, these services are provided by the Student Health and Counseling Services Department which includes the Student Health Clinic, the Student Counseling Center, and Office of Health Promotion.

http://studenthealth.emory.edu/

For faculty and staff, many services are offered through the Faculty Staff Assistance Program (FSAP), Emory’s internal employee assistance program. FSAP encompasses a holistic model to address the mental, physical, and occupational health of individuals, along with the health of the organization. Services include mental health counseling, career counseling, nutrition coaching, and physical activity programs.

www.fsap.emory.edu
Additionally, Emory has a generous benefits program that supports health and wellness through its benefits design that includes free preventive care, tier zero medications, and free tobacco cessation, disease management, and lifestyle coaching programs. Health and Wellness benefits open to Emory employees can be found at:

http://www.hr.emory.edu/eu/benefits/index.html

A program called Healthy Emory was established in 2013 with a mission to develop an inclusive approach to health promotion, well-being, recreation, fitness and healthy living throughout the Emory community. This initiative has created easy access to programs and services for employees, students, their families, and the community that Emory serves. More information about the program can be found at

http://fsap.emory.edu/emotional-physical-health/healthy-emory.html

as well as the link to further resources for interested Emory affiliates.

The website URL where information about the programs or initiatives is available:
http://www.fsap.emory.edu/

Additional documentation to support the submission:
---
Workplace Health and Safety

Provisional Score

0.15 / 2.00

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See F. Measurement, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Performance Year</th>
<th>Baseline Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of recordable workplace injuries and occupational disease cases</td>
<td>750</td>
<td>1,070</td>
</tr>
<tr>
<td>Full-time equivalent of employees</td>
<td>14,676</td>
<td>21,217</td>
</tr>
<tr>
<td>Number of injuries and cases per FTE employee</td>
<td>0.05</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Start and end dates of the performance year and baseline year (or three-year periods):
A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

The 2008 baseline year was chosen because this is the year that General Occupational Safety and Industrial Hygiene program was created at Emory University. It is also the first full year of trending accidents.

**Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline (0-100):**

0

**Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:**

5.11

A brief description of the institution’s workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

EHSO has university-wide responsibility for developing, implementing and maintaining EHS programs to control occupational exposures and to oversee the implementation of the mandated federal/state laws, regulations, and guidelines promulgated by the Occupational Safety and Health Administration (OSHA), the Environmental Protection Agency (EPA), the Georgia Department of Natural Resources (DNR) as well other relevant agencies.

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

http://www.ehso.emory.edu/

Additional documentation to support the submission:
Exemplary Practice

Points Claimed 4.00
Points Available 4.50

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g., seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is available on the STARS website.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy-Industry Connections</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Green Athletics</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Green Event Certification</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Hospital Network</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Green Laboratories</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Grounds Certification</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Bicycle Friendly University</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Natural Wastewater Systems</td>
<td>0.50 / 0.50</td>
</tr>
<tr>
<td>Campus Pride Index</td>
<td>0.00 / 0.50</td>
</tr>
</tbody>
</table>
Academy-Industry Connections

Provisional Score

0.50 / 0.50

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution has published policies or guidelines governing industry-sponsored research that preserve academic freedom, autonomy and integrity, and manage potential conflicts of interest. The policies or guidelines:

- Require that all significant consulting contracts (e.g. those worth $5,000 or more a year) be reported to a standing committee charged with reviewing and managing individual and institutional conflicts of interest;
- Prohibit faculty, students, postdoctoral fellows, medical residents, and other academic professionals from engaging in industry-led “ghostwriting” or “ghost authorship”;
- Prohibit participation in sponsored research that restricts investigator access to the complete study data or that limits investigators’ ability to verify the accuracy and validity of final reported results; and
- Ban confidential corporate research (i.e. research that cannot be published).

For more information, see Recommended Principles to Guide Academy-Industry Relationships (AAUP).

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

Does the institution have published policies or guidelines governing industry-sponsored research that fully meet all of the credit criteria?:

Yes

A copy of the policies or guidelines governing academy-industry connections:

---

The policies or guidelines governing academy-industry connections:

http://policies.emory.edu/7.7

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

stars.aashe.org
Additional documentation to support the submission:

---
Green Athletics

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50 / 0.50</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>Assistant Director</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

**Criteria**

Institution has an active green athletics program through which it engages the community around issues of sustainability. The program includes at least four of the following:

- Zero waste and/or carbon neutral athletic events
- A stadium certified under a green building rating system
- A sustainable food and beverage purchasing program that includes athletic event vendors and concessions
- A program to minimize the use of potable water and chemicals in turf maintenance and groundskeeping
- A program to support more sustainable transportation options for athletic events
- Community engagement efforts, e.g. to educate students and fans/supporters about the institution’s sustainability initiatives
- An athletic team certification program

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

**Does the institution’s green athletics program include the following?:**

<table>
<thead>
<tr>
<th></th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero waste and/or carbon neutral athletic events</td>
<td>Yes</td>
</tr>
<tr>
<td>A stadium certified under a green building rating system</td>
<td>No</td>
</tr>
<tr>
<td>A sustainable food and beverage purchasing program that includes athletic event vendors and concessions</td>
<td>Yes</td>
</tr>
<tr>
<td>A program to minimize the use of potable water and chemicals in turf maintenance and groundskeeping</td>
<td>Yes</td>
</tr>
<tr>
<td>Initiative</td>
<td>Yes/No</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>A program to support more sustainable transportation options for athletic events</td>
<td>No</td>
</tr>
<tr>
<td>Community engagement efforts, e.g. to educate students and fans/supporters about the institution’s sustainability initiatives</td>
<td>Yes</td>
</tr>
<tr>
<td>An athletic team certification program</td>
<td>No</td>
</tr>
</tbody>
</table>

**A brief description of the institution’s green athletics program, including the specific initiatives selected above:**

Emory University athletics have begun to adopt Emory’s Sustainable Events Certification for team events like the annual team orientation and individual team events. Events certification includes a zero landfill waste minimum threshold, purchasing sustainable food from Emory’s preferred vendors, and educating team members and fans about sustainability.

Emory uses reclaimed rain water when possible to irrigate fields and utilizes IPM in athletics turf maintenance and groundskeeping.

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

---

**Additional documentation to support the submission:**

---
Green Event Certification

Provisional Score: 0.50 / 0.50

Responsible Party:
Kelly Weisinger
Assistant Director
OSI

Criteria

Institution has or participates in a green event certification program and has held one or more certified events in the previous year. The certification program addresses at least four of the following:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets
- Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)
- Paper consumption (e.g. minimization and recycled/FSC certified content)
- Energy efficiency (e.g. equipment and lighting)
- Waste minimization and diversion
- Communications and/or signage about the sustainable practices

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

Does the institution’s green event certification program address the following?:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable transportation options, teleconferencing options, and/or carbon offsets</td>
<td>Yes</td>
</tr>
<tr>
<td>Sustainable catering (e.g. sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)</td>
<td>Yes</td>
</tr>
<tr>
<td>Paper consumption (e.g. minimization and recycled/FSC certified content)</td>
<td>Yes</td>
</tr>
<tr>
<td>Energy efficiency (e.g. equipment and lighting)</td>
<td>Yes</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Waste minimization and diversion</td>
<td>Yes</td>
</tr>
<tr>
<td>Communications and/or signage about the sustainable practices</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the institution’s green event certification program, including the specific components selected above:

Emory's Sustainable Events Certification is a program designed to encourage and empower event planners and organizers to create events that support Emory’s sustainability vision by reducing environmental and social impacts and, in many cases, reducing costs. The Sustainable Event Certification program outlines best practices, but event planners are encouraged to be creative and go beyond these guidelines when possible. There are two levels of Sustainable Event Certification an event may receive:

1) Zero Landfill Waste: Event eliminates all polystyrene (Styrofoam) from the waste stream, provides both recycling and composting bins throughout the event space, and no extra trash cans are ordered for the event. Any pre-existing trash cans are not available for use or are repurposed and clearly labeled as recycling or compost bins.

2) Gold: 75% of all applicable checklist items are achieved including all Zero Landfill Waste credits

The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1070/Sustainable-Events-Certification

Additional documentation to support the submission:
---
Hospital Network

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50 / 0.50</td>
<td>Kelly Weisinger, Assistant Director, OSI</td>
</tr>
</tbody>
</table>

Criteria

Institution has an affiliated healthcare facility within its STARS institutional boundary that is a member of:

- The Global Green and Healthy Hospitals Network, and/or
- The Healthier Hospitals Initiative / Practice Greenhealth

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

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

Is the institution’s affiliated healthcare facility currently a member of the Global Green and Healthy Hospitals Network?:

No

Is the institution’s affiliated healthcare facility currently a member of Healthier Hospitals Initiative / Practice Greenhealth?:

Yes

A brief description of the healthcare facility’s sustainability initiatives:

Emory's Sustainability Vision and goals include both the University and Emory Healthcare, therefore all initiatives and goals are pursued in all of Emory's 6 major hospitals, 3 major clinics, and numerous outlying facilities. Particular efforts in waste reduction, energy use reduction, sustainable and local food procurement, and sustainable purchases are ongoing. Emory Healthcare signed the Healthy Food in Healthcare Pledge in 2011, and joined the HHI Less Waste and Leaner Energy Challenges in 2014. All of Emory's 6 hospitals committed to a 20% reduction in energy and water use by 2020 as part of the Atlanta Better Buildings Challenge.

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

http://sustainability.emory.edu/

Additional documentation to support the submission:
Green Laboratories

Provisional Score

0.50 / 0.50

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution has or participates in a green laboratory benchmarking or certification program that covers at least three of the following:

- Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs
- Water conservation and efficiency
- Chemical use and disposal
- Materials management, e.g. green purchasing guidelines and recycling and reuse programs
- Training for lab users on sustainable practices

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

Does the institution’s green laboratory program address the following?:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy conservation and efficiency, e.g. fume hood (&quot;shut the sash&quot;) and freezer maintenance programs</td>
<td>Yes</td>
</tr>
<tr>
<td>Water conservation and efficiency</td>
<td>Yes</td>
</tr>
<tr>
<td>Chemical use and disposal</td>
<td>Yes</td>
</tr>
<tr>
<td>Materials management, e.g. green purchasing guidelines and recycling and reuse programs</td>
<td>Yes</td>
</tr>
<tr>
<td>Training for lab users on sustainable practices</td>
<td>Yes</td>
</tr>
</tbody>
</table>

A brief description of the green laboratory program, including the specific initiatives selected above:
Green Labs at Emory is a voluntary program designed to assist Emory’s research and teaching laboratories in improving the sustainability of lab operations and practices. Development of the Green Labs at Emory program began in 2013 as a collaborative effort by the University’s Office of Sustainability Initiatives, Environmental Health and Safety Office, Campus Services, and Office of Procurement. A Green Labs at Emory Pilot Program was launched in March 2014 with 14 laboratories, and a university-wide program launched in January 2016.

The website URL where information about the programs or initiatives is available:
http://sustainability.emory.edu/page/1067/Green-Labs

Additional documentation to support the submission:
---
Grounds Certification

Provisional Score

0.50 / 0.50

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution owns and/or manages land that is currently certified under one or more of the following programs:

- Audubon Cooperative Sanctuary Program (ACSP) or ACSP for Golf
- Bee Campus USA
- Forest Stewardship Council (FSC) Forest Management standard
- National Wildlife Federation’s Certified Wildlife Habitat Program
- An IFOAM-endorsed organic standard or Participatory Guarantee System (PGS)
- Salmon-Safe
- Sustainable Sites Initiative (SITES)
- Tree Campus USA (Arbor Day Foundation)
- Local equivalents for institutions outside the U.S. and Canada

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

Does the institution own and/or manage land that is currently certified under the following programs? (at least one positive response required):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audubon Cooperative Sanctuary Program (ACSP) or ACSP for Golf</td>
<td>No</td>
</tr>
<tr>
<td>Forest Stewardship Council (FSC) Forest Management standard</td>
<td>No</td>
</tr>
<tr>
<td>Program</td>
<td>Certification</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>National Wildlife Federation’s Certified Wildlife Habitat Program</td>
<td>No</td>
</tr>
<tr>
<td>An IFOAM-endorsed organic standard or Participatory Guarantee System (PGS)</td>
<td>No</td>
</tr>
<tr>
<td>Salmon-Safe</td>
<td>No</td>
</tr>
<tr>
<td>Sustainable Sites Initiative (SITES)</td>
<td>No</td>
</tr>
<tr>
<td>Tree Campus USA (Arbor Day Foundation)</td>
<td>Yes</td>
</tr>
<tr>
<td>Bee Campus USA</td>
<td>---</td>
</tr>
<tr>
<td>Local equivalent (for institutions outside the U.S. and Canada)</td>
<td>No</td>
</tr>
</tbody>
</table>

A brief description of institution owned and/or managed land that is currently third party certified under one or more of the programs listed above, including the year each certification was achieved and/or renewed:

Emory's campus is certified under the Arbor Day Foundation Tree Campus USA certification.

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

https://www.arborday.org/programs/treecampususa/campuses.cfm

Additional documentation to support the submission:

---
Bicycle Friendly University

Provisional Score

0.50 / 0.50

Responsible Party

Ciannat Howett
Director
Sustainability Initiatives

Criteria

Institution is currently recognized as a Bicycle Friendly University by the League of American Bicyclists at Silver level or higher.

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

What is the institution’s current Bicycle Friendly University award level? (Platinum, Gold, Silver or Bronze):
Silver

A brief description of the institution’s bicycle program, including the year the award was achieved and/or renewed:

In 2011 Emory was named one of first 20 universities to be selected as a national Bicycle Friendly University by the League of American Bicyclists. Emory currently holds a Silver level certification.

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

http://bikeleague.org/sites/default/files/2016_BFU_Awards_List.pdf

Additional documentation to support the submission:
---
Natural Wastewater Systems

Provisional Score

0.50 / 0.50

Responsible Party

Kelly Weisinger
Assistant Director
OSI

Criteria

Institution uses natural wastewater systems to treat and manage at least 10 percent of its wastewater through on-site infiltration and/or re-use.

Appropriate strategies include constructed treatment wetlands, Living Machines, and other technologies that treat wastewater by mimicking the biological, chemical and physical processes occurring in natural wetlands.

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

Estimated percentage of the institution’s wastewater treated and managed on-site using natural wastewater systems (1-9%, 10-24%, 25-49%, 50-74%, 75-99%, 100%): 25-49%

A brief description of the institution’s sustainable wastewater systems and technologies:

The WaterHub is an on-site water recycling system on the Emory University campus which utilizes eco-engineering processes to clean waste water for future non-potable uses. It was inaugurated in April 2015 and is the first system of its kind to be installed in the United States. Emory’s WaterHub is capable of recycling up to 400,000 gallons-per-day –nearly 40% of Emory’s total campus water needs.

Wastewater cleaned by the WaterHub is used as process make-up water in Emory’s steam and chiller plants and for toilet flushing in select residence halls. The system reduces Emory’s draw of water from Atlanta’s municipal water supply by up to 146 million gallons of water annually. The WaterHub includes a 50,000 gallon emergency water reserve which will allow Emory’s heating and cooling systems to function for an average of seven hours, depending on seasonal operating demands, in the event of any disruption in water availability.

The WaterHub was made possible by an innovative water purchase agreement between Emory University and Sustainable Water, a water reclamation technology provider. The WaterHub creates lower cost water at a long-term stable rate and is expected to save millions of dollars in water utility costs to Emory over a 20 year period. The WaterHub aligns with the University’s vision for a sustainable campus and reduces the overall water demand in the largest municipalities reliant on the smallest single watershed in the United States.

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

http://sustainability.emory.edu/page/1009/Water-Conservation

Additional documentation to support the submission:
Campus Pride Index

Criteria

Institution is rated at four stars or higher by the Campus Pride Index.

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

Institution’s current Campus Pride Index rating (3 Stars, 3.5 Stars, 4 Stars, 4.5 Stars, 5 Stars):

3.5 Stars

A brief description of the institution’s LGBTQ-inclusive policies, programs and practices:

The mission of the Office of Lesbian, Gay, Bisexual, and Transgender Life is to engage the university community in the creation of an affirming and just campus environment while supporting the development of students of all gender and sexual identities. Emory University has a history of LGBT activism, involvement, and inclusion. The first student group on campus, the Gay Liberation Committee, was founded in 1972. Since that time, the University opened the Office of Lesbian, Gay, Bisexual, and Transgender Life and continued its work towards full access, inclusion and equity for LGBT students, faculty and staff. The Office of LGBT Life continually seeks to address policies, procedures, and facilities to make sure they fit the needs of our students. In our recent history, this has included making the Emory student health policy more trans-inclusive and increasing training for Student Health staff to better address the needs of LGBT-identified patients. Although there is still work to be done, Emory University is committed to setting a standard for colleges and universities throughout the United States

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

http://lgbt.emory.edu/

Additional documentation to support the submission:

---
Innovation

**Points Claimed**  4.00

**Points Available**  4.00

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.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation A</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation B</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation C</td>
<td>1.00 / 1.00</td>
</tr>
<tr>
<td>Innovation D</td>
<td>1.00 / 1.00</td>
</tr>
</tbody>
</table>
## Innovation A

<table>
<thead>
<tr>
<th>Provisional Score</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 / 1.00</td>
<td>Kelly Weisinger</td>
</tr>
<tr>
<td></td>
<td>OSI</td>
</tr>
</tbody>
</table>

### Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

2. Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.

4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.

5. The innovative practice or program should originate from an area within the defined institutional boundary.

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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

---

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

### Name or title of the innovative policy, practice, program, or outcome:

Atlanta Better Buildings Challenge

stars.aashe.org
A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Emory University and Emory Healthcare, with 6.5 million square feet enrolled, is the largest participant in the Atlanta Better Buildings Challenge (ABBC), part of a national competition by the Department of Energy between cities to reduce energy and water consumption 20% by 2020. In 2015, Emory University enrolled 42 buildings of varying types, including administrative buildings, research centers, residence halls, libraries, hospitals, clinics, parking facilities, medical office buildings, labs, and dining halls. Emory’s strategies to reduce energy and water consumption in these buildings include more efficient lighting, heating, and cooling, and engagement of building occupants and visitors in behavior change. Emory’s Translational Testing and Training Labs in Midtown joined the challenge in 2014 and has decreased energy use by 44 percent since 2011, and the Emory University Hospital Midtown Summit Parking Deck joined the Challenge in 2011 and has reduced energy consumption by 32 percent since 2009.

The Atlanta Better Buildings Challenge recognized 34 Emory University and Healthcare buildings as “Top Performers” in energy and water conservation. Twenty-six Emory University and Healthcare buildings were noted as “Top Performers” in energy savings and 26 were recognized as “Top Performers” in water savings, meaning they reduced energy or water consumption by at least 17 percent since their baseline year. Emory’s WaterHub, recognized as a “Game Changer” for its innovative water conservation technology, collects storm water and sewage water from parts of the Emory and Centers for Disease Control campuses and cleans it through engineered technologies that utilize biomimicry, imitating natural processes.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

- Public Engagement
- Energy
- Water

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation:

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The website URL where information about the innovation is available:


Additional documentation to support the submission:

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### Innovation B

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**Criteria**

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

2) Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.

3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.

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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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**Name or title of the innovative policy, practice, program, or outcome:**

The WaterHub at Emory Student Docent Program

stars.aashe.org
A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In spring of 2016, the Office of Sustainability Initiatives in partnership with the Campus Services department launched the WaterHub at Emory student docent program, which trains two to three Emory undergraduate and graduate students each semester to serve as tour guides for the water reclamation facility. Since the WaterHub opened, an estimated 1,000 students, faculty, staff and community members have toured the facility to learn about the technologies and the facility's impact. The program has a two-week training schedule, which educates the students on the functions and benefits of the facility, as well as gives them the opportunity to practice leading tours. Once the students are trained, they lead at least one regularly scheduled public tour each week in a semester. The program offers the docents the opportunity to meet other interested students and professionals who have similar interests; become the on-campus face of the facility; serve as a resource to their peers and professors; and gain professional skills, especially in the area of verbal communication. More generally, the program makes the one-of-a-kind facility open and available to all Emory, local, national, and even international individuals and groups; explains the WaterHub’s innovative technologies and their environmental, research, and educational purposes; and, trains Emory students to feel comfortable and confident while acting as the public faces of the facility.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Engagement
Public Engagement
Water

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation:

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


Additional documentation to support the submission:

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## Innovation C

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### Name or title of the innovative policy, practice, program, or outcome:

Emory's Pollinator Protection Policy

stars.aashe.org
A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In fall 2014, Emory University adopted a comprehensive Pollinator Protection Policy, which includes the following:
- Eliminate neonicotinoid use on campus grounds
- Purchase plants for campus landscaping that have not been pre-treated with neonicotinoids, to the extent feasible
- Specify in contracts with vendors and campus construction standards not to use neonicotinoid insecticides or plants pre-treated with neonicotinoids
- Ensure substitutes for neonicotinoid pesticides are safe for pollinators
- Plant pollinator-friendly habitats on campus
- Conduct campus outreach and education

The policy is the first-of-its-kind for U.S. universities and colleges because it bans neonicotinoid application, plants pre-treated with neonicotinoids, and contractors who purchase pre-treated plants, in complement with habitat enhancement and campus and community education on the issue.

The policy was informed by research conducted in partnership with the Turner Environmental Law Clinic, Friends of the Earth, and the Pesticide Research Institute, which tested plants from major retailers to determine how prevalent pre-treatment of pollinator-attractive plants is among these stores. The results were published in Gardeners Beware 2014 and updated in Gardeners Beware 2016. This research allowed the Campus Services department at Emory to make informed decisions about the plants brought to campus.

The OSI and Campus Services engage students through planting days in which they help plant pollinator-attractive flowers, shrubs and trees in buffers along Emory's streambanks. These projects have multiple positive benefits because the plants, which are not pre-treated with neonicotinoids, provide safe and enhanced habitats for pollinators, while also serving as a streambank buffer that slows and cleans stormwater runoff from the campus. These events are also opportunities to educate students about why pollinator protection is important at the individual, institutional and global levels.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

- Research
- Campus Engagement
- Grounds

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation:

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

http://news.emory.edu/stories/2014/09/er_bee_pledge_commitment/campus.html

Additional documentation to support the submission:

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Innovation D

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Name or title of the innovative policy, practice, program, or outcome:

Better Life Growers: Local Lettuce Production in Under-served Communities

stars.aashe.org

Emory University | STARS Report | 332
A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Emory University was approached by the Community Foundation for Greater Atlanta about developing a project in a low-income area of Atlanta to create green jobs. Emory identified the need for local, sustainably-grown food to help us achieve our 75% local or sustainable food procurement goal. As a result, Emory and Emory Healthcare signed an MOA to purchase local organic lettuce and herbs from what has become Better Life Growers. Better Life Growers includes a greenhouse, packing facility, and lettuce towers in an area of Atlanta needing low-skill employment opportunities. The project provides stable pay, good working conditions, and green job skills for community residents in need. In turn, it provides Emory and Emory Healthcare with the local and sustainable lettuce and herbs to fulfill our sustainability vision by supporting the health and well-being of the community using our hospital and campus dining facilities.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Food & Dining
Wellbeing & Work
Equity

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation:

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

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Additional documentation to support the submission:

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