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Emory University ***STARS REPORT***

Date Submitted: March 5, 2021

Rating: Gold

Score: 75.69

Online Report: [Emory University](#)

STARS Version: 2.2

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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](#).

Summary of Results

Score 75.69

Rating: Gold

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

Report Preface

Introduction

Points Claimed 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

Executive Letter

Score	Responsible Party
0.00 /	Ciannat Howett Director Sustainability Initiatives
Total adjusted for non-applicable credits	
Close	

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:

[Emory_President_Fenves_STARS_Letter_2021.pdf](#)

Points of Distinction

Score	Responsible Party
0.00 /	Kelly Weisinger Director
Total adjusted for non-applicable credits	Office of Sustainability Initiatives
Close	

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

Name of the institution's featured sustainability program, initiative, or accomplishment:

The United Nations Regional Centre of Expertise (RCE) Greater Atlanta

A brief description of the institution's featured program, initiative, or accomplishment:

The United Nations Regional Centre of Expertise (RCE) Greater Atlanta is a diverse network of local stakeholders committed to advancing and teaching the United Nations Sustainable Development Goals (SDGs) at local and regional scales. In 2017, the RCE Greater Atlanta was officially recognized by the United Nations University as one of 168 RCE networks in the world, and one of only 6 in the country. Emory University co-wrote the RCE application with the Georgia Institute of Technology and Spelman College. Emory staff also participated in the Governance Committee, which guided the initial outreach and fundraising efforts of the network and more recently, the strategic planning of the Greater Atlanta RCE. Today, the network includes most of the Atlanta region's higher education institutions, as well as businesses, non-governmental organizations, community associations, and government at all levels.

The RCE's primary work is to offer broad-based educational and training programs to support regional sustainable development efforts. It endeavors to advance knowledge and action around the SDG's, while modeling inclusive & collaborative community and nurturing strong youth leadership. Its guiding principles include building intergenerational relationships, advancing equity, building on members' skills and assets, fostering a diverse membership, acting as SDG advocates, and more. Emory is a natural leader of the network, as the SDGs are central to its 2025 Sustainability Vision.

In its first year, RCE member organizations collaborated to host nine conference sessions in Atlanta, the U.S., & around the world; send delegations to global RCE conferences; develop a Youth Network which engages university students in meetings, volunteer opportunities & cross-campus sustainability projects; and launch an Environmental Justice Academic & Youth Network SDG training program. Emory students participated in these collaborative efforts, as well as planned and hosted an annual Sustainability Case Competition in which students from 5 area schools pitched solutions for energy, water and transportation challenges the region faces.

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:

Public Engagement
Air & Climate
Coordination & Planning

Website URL where more information about the accomplishment may be found:

<https://sustainability.emory.edu/programs/un-sustainable-development-goals/>

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):

EN-10: Community Partnerships, EN-11: Intercampus Collaboration

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second highlighted sustainability program/initiative/accomplishment:

The UN Conference of the Parties and Climate Policy Course

A brief description of the second program/initiative/accomplishment:

In 2014, Emory applied and was accredited as an official observer to the United Nations Framework Convention on Climate Change (UNFCCC)-- being one of only 50 American universities holding this status at the time. Starting in 2015, Emory has sent delegations to the annual Conference of the Parties (COP). The delegation is typically a group of 1-2 faculty and 10-15 students, mostly undergraduates, who come from a diverse array of majors, research interests, socio-economic statuses, races, and ethnicities. At the COP, some of these student delegations collaborate on one large research project, while others have each student tasked with producing a report on a specific issue. Emory has taken a flexible and creative approach and allows students to propose individual projects based on their interests.

To be invited to join the delegation, students must first take the Climate Change and Society course with Environmental Science professor, Dr. Eri Saikawa. The class draws upon the Conference of the Parties (COP) to the United Nations Framework on Climate Change (UNFCCC) as a way to explain interdisciplinary issues related to the science, policy, and business of climate change through multimedia. Students who are selected for the delegation enroll in the United Nations Climate Change Conference course, which explores interdisciplinary climate change issues from science, policy, and business perspectives to prepare students for the upcoming climate negotiation. Emory's Office of Sustainability Initiatives funds some of the student experiences at each COP. Following Emory's first delegation trip to COP21, where the landmark Paris Agreement was signed, the participating students dove into the work of bringing the COP -- and climate advocacy -- to Emory's campus and beyond. The Emory Climate Organization (ECO) was co-founded in January 2016 by members of the inaugural delegation to educate the community on climate change science, policy, advocacy, and action (

<http://climate.emorydomains.org/>

). Delegations have also brought speakers to campus and planned other campus events, participated in events held at the Carter Center and the Atlanta Science Festival, and held a joint panel with researchers from Nanjing University.

Which impact areas does the second program/initiative/accomplishment most closely relate to?:

Curriculum

Public Engagement

Air & Climate

Website URL where more information about the second program/initiative/accomplishment may be found:

http://climate.emory.edu/education/UN_COP_Delegation.html

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):

AC-5: Immersive Experience, EN-14: Participation in Public Policy

A photograph or document associated with the second program/initiative/accomplishment:

[COP_photo_2.jpg](#)

Name of a third highlighted program/initiative/accomplishment:

2016-2018 Waste Assessment, Plan, & Policy Implementation

A brief description of the third program/initiative/accomplishment:

Emory's 2025 Sustainability Vision set the goal for the University to divert 95% of its waste from landfills. To help chart a course for Emory to achieve this goal, the University hired a team of waste consultants in 2016 and 2017 to develop a Materials Management Master Plan (MMMP) by conducting visual waste audits, holding focus groups and interviews with campus community members, and convening other local entities with zero-landfill waste goals. The MMMP includes recommendations for all units of Emory University, including Oxford College, to cease servicing of desk-side waste bins by custodial staff; to rollout uniform, convenient sets of color-coded bins to collect white paper, mixed paper, plastics and metals, compost and landfill bins in interior spaces; to remove and replace landfill as an option for outdoor spaces with blue single-stream recycling and green composting bins; and to coordinate outreach and education with changes in operations.

To centralize the transition to a new materials management system, Emory first sought approval for a Waste Management Policy from the President's Leadership Council, the University Senate, and unit Deans. Prior to the rollout of the Policy, the Office of Sustainability Initiatives and Campus Services teams met with staff, faculty and student groups throughout the Fall 2017 semester, tabled at campus events and in popular areas, and rotated yard signs, A-frames and posters around campus to give community members a chance to learn about the upcoming changes, provide feedback and concerns, and have their questions answered. The OSI also started a volunteer Zero Waste Ambassador program to train students, faculty and staff to lead peer-to-peer outreach efforts in their spheres of campus. The group has a dedicated listserv, monthly training sessions, and a folder of resources to use when Ambassadors are conducting their own outreach efforts. The OSI also developed a Landfill Diversion Campaign Communications Plan to guide messaging in campus articles, videos, social media posts, and newsletter announcements. Communications kits were sent to all major campus communications contacts for use in their media.

The Waste Management Policy was rolled out in January 2018 and jointly implemented by Campus Services, large departmental customers, e.g. Emory Dining and Housing, and the Office of Sustainability Initiatives. To make the waste overhaul possible, Campus Services funded the rollout of a baseline standard in spaces serviced by the Emory Recycles team. If an academic unit or department preferred a more aesthetically-pleasing stainless steel alternative bin to the standard SlimJim bin, they were given the option to pay the difference for the different, more expensive bin standard.

Prior to the policy rollout at the end of fiscal year 2017, Emory's waste diversion rate was 59%. This is calculated by the Emory Recycles team based on vendor receipts and any reuse programs in place, such as textile upcycling through uniform donations to the local non-profit re:Loom and reusable furniture donations to the Emory Surplus store. At the end of 2018, after the Policy was in place for 1 year, Emory University was diverting over 70% of campus waste from area landfills. The waste policy implementation and accompanying outreach efforts also sparked ongoing conversations about waste management on campus and beyond. Staff, faculty and students are asking more questions about their waste, are more aware of the systemic and market challenges in the sector of waste management, and in many cases, are educating their peers and leading by example.

Which impact areas does the third program/initiative/accomplishment most closely relate to?:

Campus Engagement
Waste
Coordination & Planning

Website URL where more information about the third program/initiative/accomplishment may be found:

<https://sustainability.emory.edu/programs/zero-landfill-waste/>

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

OP-18: Waste Minimization & Diversion, EN-1: Student Educators Program, EN-7: Employee Educators Program

A photograph or document associated with the third program/initiative/accomplishment:

[Interns_waste_outreach.JPG](#)

Data source(s) and notes about the submission:

Data entered for FY 16 to FY 19, unless otherwise noted.

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 academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit	Points
	0.00 /
Institutional Boundary	Total adjusted for non-applicable credits
	Close
	0.00 /
Operational Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Academics and Demographics	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Kelly Weisinger

Director

Office of Sustainability Initiatives

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.

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

Institution type:

Doctoral/Research

Institutional control:

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?:

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Museum	Yes	Yes
Satellite campus	Yes	No
Farm larger than 2 hectares or 5 acres	Yes	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	Yes	Yes

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, Emory Decatur 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.

A note about reporting years: Emory began collecting data and reporting on 2019 in Fall of 2019, with the plan to submit our report in July 2020. Due to the COVID pandemic, we received a series of extensions from AASHE for our report. Because this is an extension of our old deadline, we have maintained the original reporting timeline so that all of our data are consistent with the three-year period 2016-2017, 2017-2018, and 2018-2019. While the pandemic did not affect the information and data reported, it did significantly affect the data collection and delayed that process significantly, while we remained respectful of our colleagues at the University and Healthcare, whose attention was rightfully turned elsewhere.

Operational Characteristics

Score	Responsible Party
0.00 /	Kelly Weisinger Director
Total adjusted for non-applicable credits	Office of Sustainability Initiatives
Close	

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:

8,626,248,037 US/Canadian \$

Total campus area:

736.40 Acres

Locale:

Large city

IECC climate zone:

3 - Warm

Gross floor area of building space:

16,640,636 Gross Square Feet

Floor area of laboratory space:

2,678,208 Square Feet

Floor area of healthcare space:

2,229,724 Square Feet

Floor area of other energy intensive space:

1,121,081 Square Feet

Additional documentation to support the submission :

Data source(s) and notes about the submission:

All data reported in this section for FY or AY 2019.

Academics and Demographics

Score	Responsible Party
0.00 /	Kelly Weisinger
Total adjusted for non-applicable credits	Director
Close	Office of Sustainability Initiatives

Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. 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:

12

Number of academic departments (or the equivalent):

68

Number of students enrolled for credit:

16,024

Total number of employees:

21,037

Full-time equivalent student enrollment:

15,214

Full-time equivalent of students enrolled exclusively in distance education:

85

Full-time equivalent of employees:

16,664

Number of students resident on-site:

4,479

Number of employees resident on-site:

16

Number of other individuals resident on-site:

712

Weighted campus users, performance year:

25,680.50

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for FY2018-2019.

Academics

Curriculum

Points Claimed 34.65

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.

Credit	Points
Academic Courses	8.65 / 14.00
Learning Outcomes	8.00 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	4.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
8.65 / 14.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; 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.

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.

"" 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:

	Undergraduate	Graduate
Total number of courses offered by the institution	1,584	1,920
Number of sustainability-focused courses offered	71	77
Number of sustainability-inclusive courses offered	143	123

Percentage of courses that are sustainability course offerings:

11.82

Total number of academic departments that offer courses:

68

Number of academic departments with sustainability course offerings:

40

Percentage of academic departments with sustainability course offerings:

58.82

A copy of the institution's inventory of its sustainability course offerings and descriptions:

[Emory_STARS_2019_AC_1_Courses_for_upload.pdf](#)

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

Three

A brief description of the methodology used to complete the course inventory :

This year, Emory tested a new methodology because this is the first year we do not have a faculty member paid by our office to develop and analyze a survey of faculty. This year, our methodology was to create a list of keywords made up of AASHE recommended keywords and phrases that include Earth Charter and UN SDG references, and adding some that sustainability staff and faculty partners recommended that were missing from the AASHE list. We used this same keyword list as the first step to inventorying the courses for AC-1, the research for AC-9, and the

continuing education courses for EN-12.

Emory's Office of Institutional Research applied the keywords to an algorithm to flag courses and research that contained at least one keyword or phrase. Once those courses and research were filtered, Emory Sustainability staff reviewed all of the course and research descriptions of those filtered, identified whether or not they were sustainability-focused or sustainability-inclusive, and eliminated those that were neither. We used the long course and research descriptions to conduct this review. Additionally, courses that were identified as sustainability-focused or -inclusive in our 2016 survey that were still offered in 2019 were included in the final list.

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:

Multiple sections of the same course were not counted separately.

Website URL where information about the sustainability course offerings is available:

<https://sustainability.emory.edu/initiatives/academics/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Courses reported for AY2017-2019.

Learning Outcomes

Score	Responsible Party
8.00 / 8.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems),
OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. 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 to the program.

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

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:

Yes

Which of the following best describes the sustainability learning outcomes?:

Sustainability-focused

A list of the institution level sustainability learning outcomes:

The general education component of an Emory undergraduate education from the College of Arts & Sciences is organized to present an array of intellectual approaches and perspectives as ways of learning rather than a prescribed body of content. Its purposes are to develop students' competencies in the skills and methods of writing, quantitative methods, a second language, and physical education; to acquaint students with methodologies that characterize the humanities, the social sciences, and the natural sciences as the three broad divisions of learning in the arts and sciences; to deepen students' perspectives on national, regional, and global history and culture, and to give every student some exposure to an interactive seminar experience. These purposes are met by a student's choosing from a range of individual courses within a clearly defined framework. GERs for the reporting period are below:

- * First-Year Seminar Classes (FSEM) Courses - Area I
- * First-Year Writing Requirement (FWRT) Courses - Area II
- * Continuing Writing (WRT) Courses - Area III
- * Math & Quantitative Reasoning (MQR) Courses - Area IV
- * Science, Nature, Technology (SNT) Courses - Area V
- * History, Society, Cultures (HSC) Courses - Area VI
- * Humanities, Arts, Performance (HAP) Courses - Area VII
- * Humanities, Arts, Language (HAL) Courses - Area VII
- * Personal Health (HTH) Courses - Area VIII
- * Physical Education and Dance (PED) Courses - Area IX

Courses within the Science, Nature, Technology; and History, Society, Cultures GERs are majority "sustainability-focused" with some "sustainability-supportive" courses as well.

<http://catalog.college.emory.edu/academic/ger/snt.php>

<http://catalog.college.emory.edu/academic/ger/hsc.php>

In the Rollins School of Public Health, all professional degree students must demonstrate an understanding of the public health core knowledge. Through the core curriculum, students experience an ecological approach to public health and understand the social, economic, cultural and environmental conditions that influence human health.

<https://www.sph.emory.edu/academics/competencies/index.html>

Total number of graduates from degree programs:

4,416

Number of graduates from degree programs that require an understanding of the concept of sustainability:

1,949

A brief description of how the figure above was determined:

All graduates from Emory College of Arts & Sciences and Rollins School of Public Health were counted. Then, numbers of graduates from the below listed degree programs, concentrations, and certificates were added. All counts were provided by Emory's Office of Institutional Research for AY2019. The list below includes programs from Emory College of Arts & Sciences and Rollins School of Public Health that have program-level learning outcomes in addition to the school-wide learning outcomes, but these were not double-counted.

A list of degree programs that require an understanding of the concept of sustainability:

Candler School of Theology Concentrations:

1. Justice, Peacebuilding, and Conflict Transformation concentration
2. Religion & Race concentration
3. Society and Personality concentration

Candler School of Theology Dual Degrees:

4. Master's of Divinity/Master's of Development Practice MDiv/MDP
5. Master's of Divinity/Master's of Social Work

Goizueta Business School Concentrations:

6. Bachelor of Business Administration degree Business and Society concentration
7. Bachelor of Business Administration degree Environmental Management concentration

Laney Graduate School PhD Programs:

8. Anthropology PhD
9. Health Services Research and Health Policy PhD
10. Nutrition & Health Sciences PhD
11. Population Biology, Ecology and Evolution PhD
12. Sociology PhD
13. Women, Gender, and Sexuality Studies PhD

Laney Graduate School Masters Programs:

14. Master in Development Practice Degree
15. Environmental Sciences MA/MS
16. Environmental Studies/Sciences and Master of Science 4+1 BA/MS

Gambrell School of Law:

17. Environmental and Natural Resources Law Program

College of Arts and Sciences Majors:

18. African Studies BA
19. Anthropology BA/BS
20. Anthropology and Human Health BS

21. Biology BA
22. Biology BS
23. Environmental Sciences/Studies BA
24. Environmental Sciences/Studies BS
25. Human Health BA
26. International Studies BA
27. Latin Amer. & Carib. Stud. BA
28. Middle Eastern and South Asian Studies BA
29. Neuroscience and Behavioral Biology
30. Philosophy, Politics and Law BA
31. Religion BA
32. Sociology BA
33. Women, Gender, and Sexuality Studies BA

College of Arts & Sciences Minors

34. African Studies Minor
35. Anthropology Minor
36. Global Development Studies Minor
37. Community Building and Social Change Minor
38. Earth & Atmospheric Sciences Minor
39. Environmental Studies Minor
40. Sustainability Sciences Minor
41. Global Health, Culture and Society Minor
42. Nutrition Science Minor
43. Predictive Health Minor
44. Science, Culture and Society Minor
45. Sociology Minor
46. Sustainability Minor
47. Sustainability Sciences Minor

College of Arts & Sciences Concentrations:

48. Economics BA concentration in Behavioral Economics
49. Economics BA concentration in International and Development Economics
50. Environmental Studies concentration in Environmental Management
51. History BA concentration in Empires, Nations, and Citizenship
52. History BA concentration in Law, Economics, and Human Rights
53. History BA concentration in Women, Gender, and Sexuality

College of Arts & Sciences Certifications:

54. Center for Mind, Brain, and Culture (CMBC) Graduate Certificate Program

Rollins School of Public Health PhD:

55. Behavioral, Social, and Health Education Sciences PhD
56. Environmental Health Sciences PhD
57. Global Health and Development PhD

Rollins School of Public Health Masters Programs:

58. Master of Public Health
59. Master of Public Health Environmental Health
60. Master of Public Health Global Environmental Health
61. Environmental Studies/Sciences and Master of Public Health in Environmental Health 4+1 BS/MPH

Rollins School of Public Health Certificates:

62. Center for Humanities Emergencies certificate
63. Graduate Certificate in Human Rights
64. Social Determinants of Health (SDOH) certificate
65. The Certificate in Water, Sanitation, and Hygiene (WASH)

Documentation supporting the figure reported above (upload):

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

One

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:

44.13

Website URL where information about the sustainability learning outcomes is available:

Additional documentation to support the submission:

[Emory_Learning_Outcomes_For_STARS_2019.pdf](#)

Data source(s) and notes about the submission:

Information submitted for the 2018-2019 academic year.

Undergraduate Program

Score

3.00 / 3.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) 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, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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, or certificate program for undergraduate students?:

Yes

Name of the sustainability-focused undergraduate degree program:

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

A brief description of the undergraduate degree program:

A brief description of the undergraduate degree program:

The Department of Environmental Sciences at Emory University offers an interdisciplinary curriculum that combines coursework in both natural and social sciences and the humanities. Because environmental issues transcend traditional disciplinary boundaries, the structure and content of the Environmental Sciences (ENVS) curriculum emphasizes systems thinking and integrative learning. Classroom activities and field and individual study courses allow students to engage in real world issues. The curriculum is designed to sharpen critical thinking and problem solving skills by challenging students to translate theory and classroom learning into practice. Students are strongly encouraged to participate in internships and/or research, and to study abroad when possible. 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.

Website URL for the undergraduate degree program:

<http://www.envs.emory.edu/home/>

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.

Website URL for the undergraduate degree program (2nd program):

<http://www.envs.emory.edu/home/graduate/4-1-ba-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. With similar objectives and program goals as the Environmental Health MPH program, students will earn a BS and MPH over the course of five years that will prepare them to tackle the most challenging environmental threats of the future. This accelerated track to earning an MPH adopts a uniquely interdisciplinary approach and allows students to tailor their degree to their specific interest area, such as climate change, air pollution or policy.

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):

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

Yes

Name of the sustainability-focused undergraduate minor or concentration:

Sustainability Sciences Minor

A brief description of the undergraduate minor or concentration:

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.

A brief description of the undergraduate minor or concentration:

The 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 will link the theoretical and practical by understanding how human institutions, organizations, cultures, and technologies link and interact with their biophysical environments. Students will integrate across disciplines by taking courses that include core sciences in sustainability: earth science, ecology, economics and political science. Students will also integrate across scales that range from the global to the local.

Website URL for the undergraduate minor or concentration:

<http://www.envs.emory.edu/home/undergraduate/minors/sustscimin.html>

Name of the sustainability-focused undergraduate minor or concentration (2nd program):

Community Building and Social Change Minor

A brief description of the undergraduate minor or concentration (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.

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

<http://catalog.college.emory.edu/department-program/concentration.php?YToyOntzOjI6ImkljtzOjM6IjUyMCI7czo0OiJ0eXBlljtzOjU6Ik1pbm9yYjI9>

Name of the sustainability-focused undergraduate minor or concentration (3rd program):

Sustainability Minor

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

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.

Website URL for the undergraduate minor or concentration (3rd program):

<http://anthropology.emory.edu/home/undergraduate/sustainability-minor/index.html>

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:**Earth and Atmospheric Sciences Minor**

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. The minor will integrate classroom and field-based instruction with opportunities to conduct research with faculty.

<http://www.envs.emory.edu/home/undergraduate/minors/aesmin.html>

Environmental Management Concentration

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 ENVS BA or BS and BBA students interested in pursuing careers in environmental management. BBA students will build a foundation in the fundamentals of environmental science and environmental policy. BBA students will develop a framework for understanding environmental systems and a foundation in understanding the impacts and intersections of business decisions and environmental systems. Environmental Sciences (ENVS) students who complete the concentration will acquire grounding in business principles and practices in the fields of management, marketing, finance and strategy. ENVS students will acquire methodologies and approaches that are transferrable to business, non-profit and government work environments.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 academic year.

Graduate Program

Score

3.00 / 3.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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?:

Yes

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

Master's in Development Practice

A brief description of the graduate-level degree program:

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.

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.

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):

This program provides a uniquely interdisciplinary approach to examining the chemical, physical and microbial hazards that occur in the home, workplace and general environment. Between engaging elective courses in air pollution, climate change, epidemiology, toxicology and more and required real-world experience, this program will equip you with the skillset to tackle the most pressing environmental challenges of the future. Ciannat Howett, Director of Sustainability at Emory University, is an adjunct faculty member in the Department of Environmental Health.

Website URL for the graduate degree program (3rd program):

<https://www.sph.emory.edu/departments/eh/index.html>

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

Emory's Environmental and Natural Resources Law Program

Emory's Environmental and Natural Resources Law Program offers students extensive classroom, skills-training, and extracurricular opportunities in environmental law. Building on Emory's location in the dynamic business and governmental center of Atlanta, the Program boasts more than a dozen course offerings, three full-time faculty members, outstanding adjunct professors from law firms and federal agencies, nineteen externships, and the Turner Environmental Law Clinic. Through conferences, workshops, scholarship, and the work of the Turner Environmental Law Clinic, the Program engages law school faculty, students, and members of the community to address today's environmental problems and develop effective solutions.

[http://www.law.emory.edu/academics/academic-programs/environmental-and-natural-resources-law.ht](http://www.law.emory.edu/academics/academic-programs/environmental-and-natural-resources-law.html)

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Anthropology (PhD)

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.

<http://anthropology.emory.edu/home/graduate/index.html>

Environmental Health Sciences (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.

<https://sph.emory.edu/departments/eh/degree-programs/phd/index.html>

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.

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.

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

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 Social Determinants of Health

The Social 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:

Data source(s) and notes about the submission:

Data for 2018-2019 academic years.

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

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.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

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:

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) Undergraduate Environmental Sciences Internships:

Emory University offers undergraduate students majoring or minoring in Environmental Sciences (ENVS) the opportunity to receive academic credit for off-campus, paid or 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. The internship itself must consist of at least 160 hours of work. 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.

Website URL:

<http://envs.emory.edu/home/undergraduate/internship-program.html>

2) Community Building & Social Change Fellows Program (CBSC):

Through academic coursework, an intensive, paid 10-week internship summer field experience, site visits, small group meetings, and public presentations, CBSC Fellows have opportunities to see firsthand the critical role that collaboration plays in the resolution of important public issues. They can also hone the skills needed to transform their passion for social justice into meaningful actions that revitalize communities and promote positive and lasting social change. Past experiences include Cross Keys Sustainable Neighborhoods to establish a baseline county for affordable housing around Buford Highway, diversifying DeKalb County Parks and Recreation, and sustainable development with the Coalition for a Diverse DeKalb.

Website URL:

<http://community.emory.edu/programs/cbsc.html>

3) Turner Environmental Law Clinic:

The Turner Environmental Law Clinic provides important pro bono legal representation to individuals, community groups, and nonprofit organizations that seek to protect and restore the natural environment for the benefit of the public. Through its work, the clinic offers students an intense, hands-on introduction to environmental law and trains the next generation of environmental attorneys. The key matters occupying their docket — fighting for clean and sustainable energy, promoting regenerative agriculture and local food systems, and protecting our natural resources — are among the most critical issues for our city, state, region, and nation. Each year, the Clinic enrolls up to 24 Emory Law students.

Website URL:

<http://law.emory.edu/academics/clinics/faculty-led-clinics/turner-environmental-law-clinic.html>

4) International Humanitarian Law Clinic:

The International Humanitarian Law Clinic works directly with international tribunals, militaries, non-government organizations, and other entities to enhance protections during wartime and ensure accountability for war crimes, genocide, and crimes against humanity. The students accepted into the Clinic learn more than the practice of law — they are working in the United States and abroad to minimize the devastating consequences of war for soldiers and civilians.

Website URL:

<https://law.emory.edu/academics/clinics/faculty-led-clinics/international-humanitarian-law-clinic.html>

5) Urban Health Initiative (UHI):

The Urban Health Initiative works to provide health disparities education and advocacy, build collaborative partnerships and develop best practice models with low-resourced communities and those who work with them to advance equity in health and well-being. UHI follows Emory's Place-Based Strategy for Community Engagement within Emory's Strategic Plan 2005-2015. This approach focuses in 5 priority areas (NPU-V/Pittsburgh Mechanicsville, East Lake, Edgewood, Northwest Atlanta, and Clarkston) and additional focal areas in the Atlanta community where Emory seeks to concentrate its impact. Staff and volunteers include members of Emory's undergraduate schools, masters programs, and community members.

Website URL:

<http://urbanhealthinitiative.emory.edu/index.html>

6) Breaking the Cycle of Environmental Health Disparities in Children:

Break the Cycle is a collaborative interdisciplinary research and training program to cultivate leadership in children's environmental health disparities. The target populations are communities where the environmental hazards are related to circumstances of social and economic disadvantage. University students from a variety of disciplines are encouraged to develop projects that will "Break the Cycle of Environmental Health Disparities" among vulnerable children. The students work with their academic mentors and the Break the Cycle Faculty to bring the project to successful completion, present the results of their work at a national conference, and write an article for publication in an international journal.

Website URL:

<https://www.breakthecycleprogram.org/>

7) Freiburg Environmental Studies and Sustainability Study-Abroad Program:

Emory University, in partnership with Albert-Ludwigs-Universität Freiburg, offers students a semester long 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.

Website URL:

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

8)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 lasting 22 weeks) while teaching students about service and community involvement. The Servant Leader Summer internship requires a minimum of 270 hours of service. 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.

Website URL:

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

9)Environmental Sciences Service-Learning Course (ENVS 491):

This program allows students to combine environmental concerns with the planning and implementation of community-based projects over the course of a semester. In the Spring 2020 course, students applied their accumulated knowledge from their undergraduate experience at Emory to simulate a consultant/client model. The consultant model allows students to apply theories and concepts learned in other classes to a practical situation.

10)Emory COP Delegation:

Emory has sent a delegation to the UN Climate Conference of the Parties to the UNFCCC since 2015. The delegations were led by Emory faculty and included undergraduate students, graduate students, and staff members. A course component exists for this program, as ENVS 426 is offered to students selected to participate in a one-week fieldwork trip to the U.N. Climate Change Negotiation as a part of Emory's delegation. The course explores interdisciplinary climate change issues from science, policy, and business perspectives. In 2017, Fourteen students and faculty represented Emory at the United Nations Framework Convention on Climate Change (UNFCCC) 23rd Conference of the Parties (COP23) November 6-17 in Bonn Germany

Website URL:

http://climate.emory.edu/education/UN_COP_Delegation.html

11)Social Enterprise at Goizueta Business School:

A directed study open to all students at Emory University, the 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 El Salvador, Nicaragua, or Guatemala.

Website URL:

<https://goizueta.emory.edu/faculty/social-enterprise/programs>

12)Emory Alternative Breaks:

Emory offers various trips that tackle social justice and sustainability concerns across the Southeast. Trips over fall break are 4 days in length and trips over spring break are 7 to 10 days. One example is Interconnected: Rethinking Place and Community in Charleston, SC. Students on the trip explored 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.

Website URL:

<http://community.emory.edu/programs/alternative-breaks.html>

13)The Farmworker Family Health Program:

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

Website URL:

<http://www.nursing.emory.edu/student-life/service-learning/farmworker-family-health-program.htm>

14) Emory Global Health Institute (EGHI):

The two main objectives 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 (usually a least one semester in length), Global Health Scholars Symposium/Hackathon, Global Health Student Photography Contest, and Student Advisory Committee.

Website URL:

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

15) Masters in Development Practice (MDP):

The Master's in Development Practice (MDP) program at Emory combines experiential learning and field-based practicum with rigorous academic training in a broad range of disciplines to meet the challenge of sustainable development. This integrated approach aims to produce a new generation of development professionals - prepared and committed to serving as catalysts to vulnerable people's own efforts to pursue livelihood security, economic opportunity, and meaningful empowerment. Emory's MDP program is a two year course of study and practice that builds on an organic fusion of core scientific disciplines, development themes, and pragmatic skills. The program capitalizes on its partnership with prestigious development-oriented institutions, 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, will provide 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.

Website URL:

<http://web.gs.emory.edu/mdp/>

Website URL where information about the institution's immersive education programs is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2017 to 2019 academic years.

Sustainability Literacy Assessment

Score

4.00 / 4.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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 exclusively 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 and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., 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?:

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):

[OSI_Sustainability_Knowledge_and_Attitudes_2019_2020_FINAL_for_STARS_upload.pdf](#)

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

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

- knowledge of areas of sustainability behavior change that are relevant to student lives;
- knowledge of Emory's topical sustainability initiatives;
- sustainability identity and students' commitments as persons who care about sustainability (to assess shift over their time at Emory);
- 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 Hegtvold 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, and in 2018 additional faculty convened to revise the survey to be inclusive of employees.

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 faculty, staff, and students of Emory University and Emory Healthcare in January 2020 to assess 2019 sustainability literacy and culture. This was the first assessment of employees, but survey to students has been conducted annually since 2014. The combined literacy and culture survey will continue to be administered each year to the entire campus and healthcare communities to assess change over time. In this way, the entire student, faculty, and staff bodies are 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):

Over the past three years, students, faculty, and staff of Emory University and Emory Healthcare have become more conscious with sustainability regarding all surveyed areas such as energy usage, waste reduction, water usage, transportation, dietary choices, and course enrollment. Overall, 95% of respondents report their knowledge of sustainability issues has grown since joining Emory, and 93% of respondents indicate their sustainability-related behavior and level of awareness towards social justice issues have grown to some extent since joining Emory. With 65% of respondents reporting that engaging in sustainability-related behavior is very important to them, 46% of respondents believes their behavior has changed either “Very Much” or “Completely” since being at Emory. Specifically, during the last calendar year, 79% of respondents have “Always” or “Usually” avoided purchasing bottled water by consuming water from bulk sources, a refillable bottle, or the tap. 86% of respondents have “Always” or “Usually” been careful with sorting waste into appropriate recycle and compost bins, rather than dumping all waste together into one bin. And 87% of respondents have “Always” or “Usually” been conscious to reduce their energy use when necessary. 72% of respondents “Strongly Agree” or “Agree” that sustainability accomplishments are a source of pride for them as a member of the Emory community. And the subsequent knowledge assessment shows that Emory students and employees are mostly familiar with topics regarding Climate Change, Biodiversity, and Inter-generational Equity with 99%, 88% and 60% of respondents indicating that they know something about these concepts respectively, but for topics relating to the Precautionary Principle or United Nations’ Sustainable Development Goals, levels of familiarity dropped slightly. In general, as the number of years since joining Emory increased, respondents demonstrate improvements in their sustainable knowledge, behaviors, and awareness.

Website URL where information about the sustainability literacy assessment is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Survey was conducted in January 2020 for responses related experiences in 2019. Reporting year is 2019.

Incentives for Developing Courses

Score

2.00 / 2.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or 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 that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :

Yes

A brief description of the incentive program(s):

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. Over 250 faculty have now participated in the 20 years of the Piedmont Project.

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

Each program participant receives a \$1,000 summer stipend for the development of a new course or course materials, a two-day interdisciplinary workshop introducing the fundamentals of sustainability and ideas for incorporating sustainability into their classes, and consultations and networking needed to fully develop their new course or new course module related to sustainability. Participants also build community and a sense of place throughout the summer and attend a follow-up local field trip and lunch where they share results of their summer work, and other networking events/dinners thought the year to discuss continuing growth in understandings about sustainability.

Descriptions of all syllabi and courses in the history of the Piedmont Project can be found on the website. For the reporting period, we are proud to list the following:

2016 Courses

* American Environmental Literature (Southern Literature and Ecocriticism)

ENGLISH: In this course, participants explore southern literature through the lens of environmental issues, climate change, and ecocriticism.

* Integrating Sustainability into Beginning French

* Land and Literature in the Congo: Sustainability and Human Rights (Women Writing War: Land and Body Politics), FRENCH: This class will read about violence against women and explore the environmental injustices during times of war.

*History of Hunger, HISTORY: The course will help students grasp the range of ways to understand “hunger” as a technical measure of malnutrition, as a socially constructed status, as a function of historical processes in food systems, as the result of acute environmental and political events, and more.

*Introductory Biology (Concepts in Biology), BIOLOGY: Students will learn the concepts that inform our basic understanding of biology through a sustainable lens, including studying the social, environmental, and economic impacts involved with genetic modification and diversity of place.

* Chemical Biology

CHEMISTRY: The course will explore topics in advanced biology and as a central theme, draw links between chemical biology and all aspects of sustainability, with discussions about the benefits of cutting edge research and technique development to improving sustainability and helping the environment, as well as potential environmental issues.

* Economic Valuation of the Environment (Environmental Economics and Policy, ENVIRONMENTAL SCIENCE: This course will cover a range of topics that will help build general understanding about what economics is, the role of economics in achieving environmental sustainability, how economic thinking can (and needs to) inform environmental management, the assumptions that underlie neoclassical (microeconomic) economic theory, and how alternative schools of economic thought (e.g., ecological economics) may diverge in their assumptions and problem-solving prescriptions for achieving environmental and social sustainability.

* Microbiome in Health and Disease, HUMAN HEALTH: This course explores the role of the human microbiome in physical and mental health, with a concentration on how our built environment and our nutrition contribute to our overall well being.

* Real World Modules for Probability and Statistics II (Probability and Statistics II), MATH: Throughout the semester students will analyze Emory’s Sustainability Literacy Survey and learn how to articulate why the statistical methods they use are applicable, discuss what their results show (and don’t show), and make recommendations for future studies based on their findings.

* Environmental Exposures and Parkinson's Disease, NEUROSCIENCE: In this lesson, students will explore the neurobiology of Parkinson’s disease symptoms along with the striking evidence that environmental toxins, such as pesticides, can contribute to Parkinson’s disease susceptibility.

* Inequality, Sustainability, and the Sociology of Consumption (Class/Status/Power, SOCIOLOGY: This is a class about inequality: how individuals struggle to distribute scarce resources and the implications of this struggle for future societies including pondering the question: “Is inequality sustainable?”

* Sustainability and Strategic Management, BUSINESS.

* Sustainable Development (Law, Sustainability, and Development), LAW: The course will cover a broad (but by no means exhaustive) set of issues in law and development, taking a critical perspective and will include growing awareness of the importance of sustainability and of the role of law in promoting and safeguarding sustainable development.

* Oceans and Human Health, ENVIRONMENTAL HEALTH: This course provides an overview of several of the connections between the oceans and public health, including a deep look into how the fate of the oceans and the fate of humanity are intertwined.

* Health and Human Rights (Interdisciplinary Perspectives on Human Rights), GLOBAL HEALTH: This graduate seminar examines the theory and practice of global human rights while utilizing a sustainability lens to examine the impacts of labor on the environment, population displacement due to climate change, and the natural resource of water as human rights issues.

* Wellness among Emergency Medicine Physicians (Sustainability and Emergency Medicine), EMERGENCY MEDICINE: In order to sustain ones-self, it is imperative to sustain the people and the environment around you, so in this course will discuss how the built environment affects our wellness, and how we can make connections between a sustained environment and our own personal wellness.

2017 Courses

*Introduction to Papermaking Studio, ART HISTORY: This course will explore the historical production of paper as well as a material from which to make art and will include a section on natural and invasive plants as pulps, in which students will be able to create their own local dyes.

* Writing Skills in French: Focus on Sustainability, FRENCH: In this course, students will drastically expand their vocabulary, close reading, analytical, stylistic, and grammatical skills in French as they learn about environmental and sustainability “cases” from around the world.

* Noodle Narratives on the Silk Road: A Cultural Exploration of China and Italy through Noodles, REALC: The course introduces students to a theoretical framework that looks at food cultural practices, forms of cooking, and cultural variations of shared ingredients as important and often undervalued vehicles of cultural memory and communal identification while creating their own recipes based on seasonal and local ingredients.

* Advanced Portuguese Practice, PORTUGUESE: This course aims to further develop communication skills in Portuguese and explore the issue of sustainability in the Portuguese speaking world by studying websites, videos,

fiction, poetry, and other sources and conduct personal conversations to learn how Portuguese speakers have faced challenges such as transportation in major cities, culturally authentic and sustainable food in immigrant communities, and the effects of drought.

* Introduction to Theatre, THEATRE: This class will observe how the elements of theatre exist in the world around you already and by highlighting texts from the world of conflict resolution and medical practice in addition to texts from theatre and performance, the class incorporates the interdisciplinarity that sustainability uplifts.

* Introductory Biology (Concepts in Biology with Lab), BIOLOGY: The course will explore introductory biology topics and how they relate to the world around us through various labs testing hydroponic media, lectures on climate change, and discussions on the nature of biological research.

* Environmental Economics, ECONOMICS: This course will deal with the fundamental question of how the economic system shapes economic incentives in ways that lead to environmental degradation as well as improvement.

* Fostering Sustainable Behavior Change (Fostering Behavior Change), SOCIOLOGY: In this course, we will address strategies to promote sustainability and reduce inequality through individual behaviors as well as larger scale policy changes.

* Perspectives in Professional Nursing: Global Health, NURSING: This course will take a particular focus related to the United Nations Sustainable Development Goals (SDGs) and nursing's ethical mandate to contribute to advancing these goals.

* Concepts and Methods in Infectious Disease Epidemiology, EPIDEMIOLOGY: This course covers a range of methodological approaches and concepts for infectious disease epidemiology including: natural history, environmental determinants, household transmission studies; concepts of dynamic modeling; seroepidemiology; vaccines and vaccine epidemiology; molecular epidemiology and pathogen strain dynamics; and emerging infectious diseases.

* Megacities and Slums: Global Health and Sustainable Development, GLOBAL HEALTH: This course takes a multidisciplinary approach to understanding the challenges that rapid urbanization poses for progress in global health and sustainable development worldwide with a focus on how Megacities and Slums are fundamentally unsustainable urban forms in their current contexts, and seeks to identify more sustainable future pathways.

* Women and Gender in Christian-Muslim Relations, THEOLOGY: In examining women and gender in Christian-Muslim relations, this course concentrates on two types of sustainability: social (liberation, social justice, community empowerment, human diversity, inclusion, and equality) and ecological (environmental restoration, food justice, and protection of water, air, soil, forests, and biodiversity).

* Bio-hacking in Reverse: An Exploration of Human Sustainability, MEDICINE (PSYCHIATRY): This course examines the evolution of the biohacking movement and explores its philosophical, moral and political implications for the sustainability of the human being and the biosphere.

2018 Courses

* Poetry and the Natural Environment: Toward a Sustainable World, ENGLISH: In this course we will explore how poetry has become, from the Romantic period through the contemporary era, the site of a philosophical contemplation about the relationship between man and nature.

* Ancient Greek and Medieval Philosophy, PHILOSOPHY: The main general goal of this course is to acquire familiarity with the ways in which philosophers of the past approached the study of nature, ethics, and political theory as intimately interconnected topics.

* Religion and the Environment, RELIGION

* Freshman Seminar: Theatre + Ecology (Ecotheatre), THEATRE: Through the critical reading of plays from around the world, students will examine how drama is being used to bring awareness to environmental issues including extinction, climate change, environmental justice and sustainability.

* Foundations of Modern Biology, BIOLOGY

* Introduction to Environmental Studies, ENVIRONMENTAL SCIENCE: This course should highlight the necessity of sustainable practices for students and allow them to define their own sustainable priorities and lifestyle through lectures and case studies on Earth's Systems, resource allocation, and individual actions.

* Mathematics of Voting and Elections, MATH: This course looks at mathematical models of voting methods and procedures related to voting, including social justice issues like gerrymandering, in a mathematically rigorous and precise way to allow us to understand problems that can arise in elections and related procedures in real life, and possibly find better procedures.

* Introduction to Statistical Computing II, QTM: This course provides a practicum of skills for data science and an introduction to how to do data science with R through the use of Emory's Sustainability Literacy Survey.

* Queer and Feminist Legal Theory, LAW: This course will explore central aspects of the American legal system from a queer and feminist perspective, and ask how we might approach questions of gender, race, sexuality, sustainability, and ability in relation to justice.

* The Age of the Anthropocene: What Nurses Need to Know about Environmental Sustainability and Climate Change, NURSING: Nursing students will learn about how humans impact ecosystems and how they, in turn, are impacted by disrupted ecosystems while asking themselves "what can nurses do to effect change?"

* Contemporary Topics in Nursing: Contemporary - China, NURSING: Nursing students will explore cultural and health care issues, nursing and nursing education, and the provision of health care to citizens of China while abroad and analyze a variety of topics from historical, economic and social perspectives, thus preparing them to critically examine the projected effects of the topic on clients, the profession of nursing, and the individual nurse.

* A Sustainable Approach to Global Health, MEDICINE: The curriculum for this course is built around the ambitious and laudable SDGs and we will use them to foster a comprehensive way to think about Global Health through topics such as ecological and social determinants of health, role of climate change and inequities in disease and health outcomes, which we hope will spur innovative thinking about how to develop novel and sustainable solutions to disease prevention and management.

* Climate Change and Global Health, MEDICINE: Through modules integrated into quarterly half-day sessions over the three years of residency, pediatric residents will study the impacts of climate change on global child health in 4 key domains (Changing patterns of infectious diseases, increasing natural disasters and disaster preparedness, air pollution and respiratory illness, and scarcity of natural resources such as food and water) and will demonstrate ability to adapt their medical practice to our changing environment.

* Greening the Barkely Forum, CAMPUS LIFE: Over the course of two years, the BF will produce a series of debates and dialogues featuring enhanced awareness of sustainability as a primary learning objective and reform its purchasing, office maintenance, and event hosting procedures to bring them in line with the core principles of the Emory Office of Sustainability Initiatives.

Website URL where information about the incentives for developing sustainability course content is available:

<https://sustainability.emory.edu/programs/the-piedmont-project/>

Additional documentation to support the submission:

Campus as a Living Laboratory

Score

4.00 / 4.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work 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).

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

A Foundations of Sustainability course project created and proposed sustainability coursework for Emory's required PACE program for all Freshman. The coursework included facts, behavior change tips, competitions between residence halls, and gaming on issues solely related to Emory's on-campus sustainability initiatives in the areas of energy, water, waste, climate solutions, food & dining, purchasing, transportation, and built environment.

An Art History student created an on-campus art exhibit focused on climate change and showing its impacts through varied art forms, which was supported by the Henry Luce Grant.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

Annually, an Emory Sustainability intern forms a team of graduate and undergraduate students to plan and execute Emory's Earth Festival. These students invite community organizations and Emory organizations to attend, demonstrate their programs/products, and engage with each other and the Emory community to showcase the collective spirit of sustainability in the Atlanta area. This event is open to the public and many family members and friends of faculty, staff, students, and healthcare practitioners attend, in addition to patients and their families.

While working alongside Emory's Climate Analysis and Solutions Team's Kilowatt Smackdown project, a student surveyed and conducted research on Atlanta's household energy burden.

A student conducted a capstone research on the effects of diesel emissions on childhood cognition in Georgia, USA.

A student researched and conducted a capstone project on whether the Financial Stability Board's Task Force on Climate related Financial Disclosures (TCFD) has been effective in its goals of aligning investor values with firm wide financial decisions through case.

A Sustainability Minor's capstone project examined the disorders that are causing a decrease in bee populations and ways to amend sustainable beekeeping in Ecuador.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

An upper level Emory College environmental studies seminar that encourages students to beware of their surroundings with a focus on climate solutions and resilience thinking.

An Emory College student conducted a Capstone project on the unequal burdens on the perceptions of climate change in Atlanta, which culminated in a presentation on the history of sustainability at Emory.

An Art History student created an on-campus art exhibit focused on climate change and showing its impacts through varied art forms, which was supported by the Henry Luce Grant.

An Emory College student's honors thesis proposed a program for how Emory can offset its GHG emissions from air travel.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

A Masters in Development Practice course on community development 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 to examine similar processes at work within Emory's virtual representations (especially web pages).

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

An Environmental Studies capstone project researched and proposed carbon offset projects for Emory to develop to offset a portion of Emory's GHG emissions, which primarily come from energy consumption.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

Emory's SHINE Semester is a 10-week commitment, and it is required for all first-year students through their Freshman Seminars. Students are paired up with organizations like Emory Food Chain, which runs weekly service trips that distribute excess food from Emory cafeterias to local hospitality houses: mitigating local hunger & food waste.

An Anthropology student conducted a capstone project on the sustainable web presence for the Emory Food Fair.

A Masters in Development Practice project incorporated interviews of sustainable food suppliers to Emory Dining to understand the impacts of COVID 19 on local agriculture and on Emory sourcing.

The Sustainable Food Fair course plans and executes Emory's annual Food Fair, educating the Emory community on the multi-faceted challenges and opportunities of sustainable food production, sourcing, consumption, and disposal.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

The undergraduate course Ecology of Emory University with Lab uses ecological concepts to investigate the forests of the Emory campus. This course may be used to fulfill an Elective and Field Course requirement for ENVS students.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

A Masters in Development Practice project incorporated interviews of sustainable food suppliers to Emory Dining to understand the impacts of COVID 19 on local agriculture and on Emory sourcing.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

A student's honors thesis proposed a program for how Emory can offset its GHG emissions from air travel.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

A Chemistry capstone project explored and conducted research on the breakdown of biodegradable plastics on Emory's campus.

A Masters in Development Practice practicum with Emory's Office of Sustainability Initiatives addressed food waste reduction strategies at the Emory Farmers Market.

A Masters in Development Practice Qualitative Methods class project measured on-campus sustainability choices, like recycling, and how they are impacted by the campus trash and recycling options.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

A graduate Environmental Health course, Research Methods for Studies of Water and Health, uses the WaterHub at Emory to learn critical skills in measuring water quality exposure assessment and waterborne disease health outcomes that enables students to conduct their own field studies and analyze the resulting data. Issues of microbiological contamination in developing countries and chemical contamination and domestic cases are covered.

A Foundations of Sustainability course project created and proposed sustainability coursework for Emory's required PACE program for all Freshman. The coursework included facts, behavior change tips, competitions between residence halls, and gaming on issues solely related to Emory's on-campus sustainability initiatives in the areas of energy, water, waste, climate solutions, food & dining, purchasing, transportation, and built environment.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

A Foundations of Sustainability course project created and proposed sustainability coursework for Emory's required PACE program for all Freshman. The coursework included facts, behavior change tips, competitions between residence halls, and gaming on issues solely related to Emory's on-campus sustainability initiatives in the areas of energy, water, waste, climate solutions, food & dining, purchasing, transportation, and built environment.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

The Law Seminar Equality: Equality at Emory explores the civil rights history of Emory Law School and Emory University.

A Masters in Development Practice course on community development 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 to examine similar processes at work within Emory's virtual representations (especially web pages).

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

In the Applied Investments business school course, students apply a sustainability filter to the stock investments they make for the Emory endowment (> \$3 million of actual endowment assets).

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

The course Social Responsibility and Bioethics in Nursing introduces a social responsibility framework as a model of professional nursing practice. Students develop essential skills to provide compassionate, patient-centered nursing care and interpersonal skills to establish effective professional relationships. Experiential learning component occurs at Emory clinical locations.

Website URL where information about the institution's living laboratory program is available:

Additional documentation to support the submission:

Research

Points Claimed 13.19

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.

Credit	Points
Research and Scholarship	7.19 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	2.00 / 2.00

Research and Scholarship

Score	Responsible Party
7.19 / 12.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Total number of employees that conduct research:

1,884

Number of employees engaged in sustainability research:

142

Percentage of employees that conduct research that are engaged in sustainability research:

7.54

Total number of academic departments that include at least one employee who conducts research:

67

Number of academic departments that include at least one employee who conducts sustainability research:

35

Percentage of departments that conduct research that are engaged in sustainability research:

52.24

A copy of the inventory of the institution's sustainability research (upload):

[Research_List_for_STARS.pdf](#)

Inventory of the institution's sustainability research:

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

For this report, Emory tried out a new methodology because this is the first year the Office of Sustainability Initiatives does not have a faculty member on staff to develop and analyze a faculty/staff survey and conduct necessary follow-up inquiries to faculty/staff about their courses and research. Also, when Emory utilized the self-reporting survey methodology, approximately only 16% of faculty responded. This time, we wanted to compare methodologies for comprehensive identification of sustainability courses and research.

Our methodology for this report was to create a list of keywords consisting of AASHE's recommended keywords that include Earth Charter and UN SDG references, and adding some that Emory faculty partners recommended that were missing from the AASHE list. This same keyword list was used in the first step to inventorying the courses for AC-1, the research for AC-9, and the continuing education courses for EN-12.

Emory's Office of Institutional Research applied the keywords to an algorithm to flag courses and funded research that contained at least two keywords. Once those courses and research were filtered, the Office of Sustainability Initiatives' Quantitative Methods intern reviewed all of the course and research descriptions of those filtered,

identified whether or not they were sustainability-focused or sustainability-inclusive, and eliminated those that were neither. Our intern used the long course and research descriptions to conduct this review.

The number of researchers and departments were calculated by the Office of Institutional Research in collaboration with the Office of Sustainability.

Website URL where information about the institution's sustainability research is available:

<https://sustainability.emory.edu/initiatives/academics/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2017, 2018 and 2019 academic years.

Support for Sustainability Research

Score

4.00 / 4.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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 sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
 - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
 - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
 - 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 sustainability research?:

Yes

A brief description of the student sustainability research program:

1) The Office of Sustainability Initiatives Incentives Fund

The Office of 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 the United Nations Sustainable Development Goals. Research and rituals must be carried out on campus. From 2016-2019, OSI awarded \$144,740 in sustainability and social justice Incentives Fund grants.

Website URL:

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

2) The Sustainability Minor Capstone

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 course. Student research within this department is incentivized by course credit and mentorships. Recent capstones have included the following:

- The Unnatural Disaster of Hurricane Maria Relief for Puerto Rican Women
- Atlanta's Household Energy Burden
- Sustainability, Being, and Reconciliation: Decolonizing Nature and the Australian Imaginary
- Decolonizing Food; Food sovereignty among Native American tribes in the US
- A survey of food insecurity among undergraduate students on Emory University campus

Website URL:

<http://anthropology.emory.edu/home/undergraduate/sustainability-minor/>

In addition, students take advantage of the following research programs to conduct sustainability research:

3) Environmental Science Research for Environmental Science Majors

The Department of Environmental Sciences encourages and supports student research. Undergraduate students may begin exploring research as early as their first year with faculty in the department. Resources to support undergraduate research are available through departmental funding. Our thesis-based master's program in ENVS requires students work directly with their ENVS advisor to produce an original research project. Prospective students in the MS/ENVS program are required to identify faculty who have similar research interests when applying.

Website URL:

<http://envs.emory.edu/home/research/index.html>

4) Sustainability Research for Medical Students

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

Website URL:

<http://www.med.emory.edu/research/index.html>

5) 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.

Website URL:

<https://law.emory.edu/academics/clinics/faculty-led-clinics/turner-environmental-law-clinic-work.html>

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

Website URL:

<https://www.sph.emory.edu/departments/eh/research/index.html>

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

Website URL:

<https://www.sph.emory.edu/departments/epi/research/index.html>

8) 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.

Website URL:

<http://web.gs.emory.edu/mdp/resources/index.html>

9) Population Biology, Ecology, and Evolution

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.

Website URL:

http://www.biomed.emory.edu/PROGRAM_SITES/PBEE/research/index.html

10) Research for Public Health Students

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.

Website URL:

<http://www.sph.emory.edu/research/>

11) Undergraduate Research Program

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.

Recent theses for the URP include:

- Determinants of Sustainability in Community Development: Progress, Challenges, and Opportunities
- Determinants of Sustainability in Community Development: Progress, Challenges, and Opportunities
- Sustainability, Being, and Reconciliation: Decolonizing Nature and the Australian Imaginary
- Cultivating the grassroots: Deep ecology and community networks in Latin America
- From Cotton to Clothing: Unpacking Sustainability in the Fashion Industry
- A Recipe for Sustainability: Serving Plant-Based Food to Decrease Greenhouse Gas Emissions at U.S. Colleges and Universities
- A Carbon Offset Program for Emory University
- Sustainability Mindset: Practical Implications of an Existential Analysis of Freedom, Flourishing, and Ecological Interdependence
- Essays on Sustainability, Marketing Capability, and Firm Performance
- The Breathe Easy Telehealth Program: A Project-Based Grant Proposal Thesis to Improve Asthma Management among Elementary and Middle School Children in Louisiana

Website URL:

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

12) The Scholarly Inquiry and Research Experience (SIRE) Program

The Scholarly Inquiry and Research Experience (SIRE) Program (Formerly Research Partners Program) is a hands-on research experience designed for undergraduate students who are entering research for the first time. Students in the humanities, arts, social sciences, and sciences are connected with faculty mentors who are seeking research assistants.

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.

Website URL:

<http://college.emory.edu/undergraduate-research/opportunity/research-partners.html>

13) Summer Undergraduate Research Experience Program

The Summer Undergraduate Research Experience (SURE) program is a ten-week summer program during which undergraduate research fellows conduct full-time independent research under the direction of a faculty mentor. Summer researchers receive a housing award for residence on the Emory campus and a stipend to support their full-time attention to research training and professional development. Student researchers benefit from hands-on research, mentorship, networking opportunities, and graduate school preparation. SURE provides an opportunity for students to discuss research and start building their professional network with world-renowned researchers and the best and brightest peers from Emory and other institutions. SURE students come from all backgrounds and disciplines including the humanities, arts, social sciences, natural sciences, physical sciences and engineering.

Website URL:

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

14) The Fox Center for Humanistic Inquiry

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.

Website URL:

<http://chi.emory.edu/>

15) The Global Health Institute Individual Field Scholars Program

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.

Website URL:

<http://studyabroad.emory.edu/programs/research/global.html>

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:

Yes

A brief description of the faculty sustainability research program:

1) Emory Office of Sustainability Initiatives

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 the United Nations Sustainable Development Goals. Research and rituals must be carried out on campus. From 2016-2019, OSI awarded \$144,740 in sustainability and social justice Incentives Fund grants.

Website URL:

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

2) Piedmont Project

The Piedmont Project is a curriculum development effort that seeks to foster an invigorated intellectual community to address global and local sustainability issues and 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.

Website URL:

<https://sustainability.emory.edu/programs/the-piedmont-project/>

3) The University Research Committee

The University Research Committee (URC) 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.

Website URL:

<http://www.unc.emory.edu/about/index.html>

4) Center for Faculty Development and Excellence

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.

Website URL:

<http://cfde.emory.edu/index.html>

5) Fox Center for Humanistic Inquiry

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.

Website URL:

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

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 copy of the promotion or tenure guidelines or policies:

The promotion or tenure guidelines or policies:

Interdisciplinary scholarship is specifically listed in the Emory College Tenure and Promotion Principles and Procedures Appendix on digital scholarship. When asked about the recognition of interdisciplinary, transdisciplinary, and multidisciplinary research in tenure and promotion proceedings, Emory's Senior Associate Dean for Faculty verified the accuracy of Emory's previously-approved STARS explanation that 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 multidisciplinary 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.

Dean Freeman adds that "it would be the exceptional case of a faculty tenure or promotion case that does not highlight interdisciplinarity. I can think of very few faculty for whom the methodological, analytical, and/or empirical reach of their scholarship does not extend across disciplinary boundaries. This is something that is not, at this point, necessary to ask about, it is a feature (and a touted one at that) hailed by reviewers, department and College wide committees, and by the Dean and Provost. . . . [O]ur faculty are interdisciplinary scholars more as a rule than exception, and this is one dimension of what makes them such stellar and highly recognized scholars."

<http://college.emory.edu/faculty/documents/tenure-track/tp-principles-and-procedures.pdf>

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:

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.

Specific Library Resource Guides Currently online:

Anthropology Librarian: Lori Jahnke

- ANT 190: Indigenous Lives and Lands
- ANT 385: Energy, Environment and Culture
- Readings in Anthropology
- Concepts and Methods in Biological Anthropology (ANT 201)

Environmental Sciences Librarian: Kristan Chilcoat

- Ecology
- Environmental Honors & Independent Research Guide
- Environmental Sciences Field Studies
- Environmental Sciences Films
- ENVS 225: Institutions & the Environment
- International Environmental Policy
- Math & Computer Science Honors Research Guide
- U.S. Environmental Policy
- WaterHub & Wastewater management

Peggy Barlett Papers, 1976-2015 (

<https://findingaids.library.emory.edu/documents/eua0292barlett/?keywords=sustainability>

)

Sociology and Developmental Studies Librarian: Melissa Hackman

- Developmental Practice Research Guide

Website URL where information about the institution's support for sustainability research is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2017, 2018, and 2019 academic years.

Open Access to Research

Score

2.00 / 2.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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.

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

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Website URL where the open access repository is available:

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

A brief description of the open access repository:

Emory University faculty established an Open Access Policy in 2011 to promote greater reach and impact for articles, assist Emory authors' with retention of distribution rights, and ensure preservation.

OpenEmory: Created in response to the OA Policy, OpenEmory is an open access repository of scholarly works by Emory faculty, including journal articles, books, book chapters, conference papers, posters, presentations, and reports.

Emory Theses and Dissertations (ETDs): An open access repository of Emory student theses and dissertations.

Dataverse: Emory's open data repository, offered through a partnership between Emory and the Odum Institute at the University of North Carolina at Chapel Hill.

Does the institution have a published policy that requires its employees to publish scholarly works

open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

Yes

A copy of the institution's open access policy:

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.

Open Access Policy Text

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 articles¹. Each faculty member² 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/>

)

Does the policy cover the entire institution? :

Yes

Does the institution provide an open access article processing charge (APC) fund for employees?:

Yes

A brief description of the open access APC fund:

Emory University's Open Access Publishing Fund provides funds to make it easier for Emory authors to publish in open access (OA) journals and books when no alternative funding is available. The goal is to foster the exploration of new and innovative publishing models across research communities. For the purposes of this fund, we adhere to SPARC's definition of Open Access, which states that "Open Access is the free, immediate, online availability of high-quality, peer-reviewed research results." Current Emory University faculty, post-docs, researchers, and graduate and undergraduate students are eligible to apply. Excluded from eligibility are adjunct/visiting faculty or alumni without an eligible Emory co-author. Funds are awarded on a first come, first serve basis. The maximum reimbursement is \$1,500 per article or book. Funds may be used for open access publishing and processing fees, including open access page charges.

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:

Yes

A brief description of the open access journal hosting services:

Open access journals are available on the internet for free, and may also have Creative Commons licenses allowing re-use of the content. They often do not require the transfer of authors' copyright to the journal. Emory hosts several open access journals, including Southern Spaces, Practical Matters, and Molecular Vision.

The Emory University Scholarly Communications Office (SCO) offers a variety of services for Emory faculty, staff, and students. We also coordinate and support three open access repositories and offer funding to make Emory authors' research available in eligible open access venues.

Our Services

We're available to answer your questions about author agreements and book contracts, copyright, open access publication, permissions, and more.

Author Agreements & Book Contracts: Assistance reviewing author agreements and book contracts.

Copyright Questions: Assistance with questions on many copyright issues, including fair use, classroom guidelines, how to obtain permissions for scholarly publications, and identifying copyright holders.

Data Publishing: Assistance selecting an appropriate repository to deposit and share research data.

Data Management Plans: Assistance preparing and reviewing data management or data sharing plans accompanying grant proposals to funding agencies such as the NSF, NEH and NIH, including institutional authentication to access the DMPTool for writing data management plans.

Workshops: Specialized workshops tailored to a specific focus or topic available by request. For more information, please contact the Scholarly Communications Office at

scholcomm@listserv.cc.emory.edu

Open Access Repositories

Our office supports three open access repositories which preserve and provide access to the intellectual output of Emory University.

Dataverse at Emory: an open data repository for Emory researchers to publish their data. For more information, please see the Emory Dataverse page.

Electronic Theses and Dissertations (ETDs): An open access repository of Emory student theses and dissertations. We coordinate the ETD system and offer consultations on copyright issues pertaining to theses and dissertations, such as permissions and using previously copyrighted materials. Please contact us for more information.

OpenEmory: An open access repository of Emory faculty works, journal articles, books, book chapters, conference papers, posters, presentations, and reports. Please contact us for assistance submitting your work to OpenEmory.

Funding Opportunities

Emory University Libraries provides funds for Emory authors who publish in eligible open access journals and books or wish to make the data underlying their publications openly available.

Open Access Publishing Fund: Provides funds for Emory authors to publish in eligible open access (OA) journals and books when no alternative funding is available. Faculty and currently enrolled students who meet the eligibility criteria are all eligible to apply for funds.

Research Data Distribution Fund: Provides funds to support Emory University researchers depositing research data in an established repository when no alternative funding is available. Faculty and currently enrolled students who meet the eligibility criteria are all eligible to apply for funds.

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

Website URL where information about the institution's support for open access is available:

<http://sco.library.emory.edu/open-access-publishing/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Emory Faculty's Open Access Policy does not mandate or require that all scholarly publication be made available open access. Rather, it supports a commitment to open access distribution of scholarly publication by allowing the faculty the opportunity to share their publications in our open access institutional repository, Open Emory.

On the other hand, our graduate students and undergraduate honors students are required to submit their theses and dissertations to our open access Electronic Thesis and Dissertation Repository. This is a requirement of graduation for the participating Emory colleges that utilize this service.

Data Sources:

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 20.50

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	3.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.50 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. 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.

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.

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

Number of students enrolled for credit:

16,024

Total number of students served by a peer-to-peer sustainability outreach and education program:

16,024

Percentage of students served by a peer-to-peer sustainability outreach and education program:

100

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

Resident and Sophomore Advisor Program

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

All Resident Advisors (RAs) and Sophomore Advisors (SAs) receive sustainability training during RA/SA Trainings in August and January. The hour-long training sessions include information about waste reduction and waste diversion, as well as facilitated conversations about how to use campus sustainability resources and how to engage other students in sustainability programming. RAs and SAs incorporate this sustainability knowledge into hall programming throughout the year and into weekly hall meetings. Throughout the year, the Programs Manager for the Office of Sustainability Initiatives (OSI) hosts weekly office hours in the Living Green themed residence hall lobby to assist student staff and residents with their programming, research and academic and career goals. For FY 2017, the Living Green residence hall also had a graduate student sustainability fellow who lived in the hall, helped advise student staff, created sustainability literacy evaluation processes for the residence halls, and co-hosted a weekly community-supported agriculture cooking night with residents and faculty. RAs also are enrolled in a mandatory 1-credit course which has a sustainability behavior change class developed by the OSI included.

A brief description of the student educators program's target audience (1st program):

This program focuses on training peer educators who live in all of Emory's undergraduate student residence halls. These educators are the main points of contact for all 4,639 student residents living in these halls, who are ultimately the target of this program.

Number of trained student educators (1st program):

249

Number of weeks the student educators program is active annually (1st program):

37

Average or expected number of hours worked weekly per trained student educator (1st program):

20

Total number of hours worked annually by trained student educators (1st program):

184,260

Website URL where information about the student educators program is available (1st program):

<https://housing.emory.edu/reslife/student-staff.html>

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

Zero Waste Ambassador Program

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

Zero Waste Ambassadors (ZWAs) empower students, faculty, and staff with the knowledge and resources to actualize the Sustainability Vision goals pertaining to reducing and diverting waste. It is critical to foster a community that recognizes the value of materials management and its intersections with environmental justice, resource conservation, and a regenerative economy. ZWAs gain the tools and leadership skills to educate others and the agency to share feedback on how to improve Emory's systems, communication, and culture to achieve these goals. The program is designed so that student interns of the Office of Sustainability Initiatives (OSI) look to OSI staff for content contributions, but the outreach, communications, training and programming aspects of the program are all designed and carried out by the students.

A brief description of the student educators program's target audience (2nd program):

All students, faculty and staff of Emory University and Emory Healthcare are targets for this program. We recruit students from across the University's academic units, so that they can educate their peers in their respective schools and departments. In addition to the 60 students involved in FY 18 and 19, there were also over 80 staff and faculty and 1 alumna in the ZWA program. The ZWA members are embedded in academic units, residence halls, offices, labs, and healthcare spaces across the enterprise and are all trained to activate their networks to reduce and divert waste through presenting in meetings and classes, circulating communications, answering questions individually and pointing people to resources about the Zero Landfill Waste Emory initiative.

Number of trained student educators (2nd program):

60

Number of weeks the student educators program is active annually (2nd program):

30

Average or expected number of hours worked weekly per trained student educator (2nd program):

2

Total number of hours worked annually by trained student educators (2nd program):

3,600

Website URL where information about the student educators program is available (2nd program):

<https://sustainability.emory.edu/programs/zero-landfill-waste/>

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

Residence Hall Association (RHA) Sustainability Chairs

A brief description of the student educators program (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 student residents in an efficient manner and spread sustainability efforts campus-wide.

A brief description of the student educators program's target audience (3rd program):

This program focuses on training the appointed and elected RHA Sustainability Chairs who serve in each residence hall on campus. These educators interact with all 4,639 student residents living in these halls, who are ultimately the target of this program.

Number of trained student educators (3rd program):

16

Number of weeks the student educators program is active annually (3rd program):

30

Average or expected number of hours worked weekly per trained student educator (3rd program):

5

Total number of hours worked annually by trained student educators (3rd program):

2,400

Website URL where information about the student educators program is available (3rd program):

<https://www.emoryrha.com/>

A brief description of all other student peer-to-peer sustainability outreach and education programs:

* Office of Sustainability Initiative's Intern Program: The 8 paid interns hired on average each Fall, Spring and Summer 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 thematic areas of academics and research, biodiversity and landscapes, climate solutions, energy, food and dining, green buildings, purchasing, social justice, transportation, waste, water and wellbeing. These interns then host tables at over 30 different tabling engagement events hosted by the Law School, Business School, School of Public Health, Candler School of Theology, School of Medicine, and Emory College. 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. OSI interns also produce electronic communications and signage that passively reach thousands of Emory and community members who follow OSI's work. Annually, these 24 total interns work 50 weeks of the year. 8 interns in Fall and 8 in Spring work for about 10 hours per week for the 32 weeks of the fall and spring semesters (5,120 hours total). 8 interns work about 20 hours per week during the 18 weeks of the summer and winter periods (2,880 hours total), averaging out to 13 hours per week throughout 50 weeks of the year. Annually, the OSI interns contribute 8,000 hours to sustainability work on campus.

* WaterHub Student Docent Program: 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. They welcome multiple classes of fellow Emory students each semester, as well as many individually-interested students; staff and faculty groups; local, national and international businesses; universities and colleges; government agencies and science education groups like the Girl Scouts. Annually, these 8 total students lead tours in the Fall, Spring and Summer for 45 weeks for 3 hours on average (1,080 hours total).

* Sustainable Food Fair Class: 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. Interested students enroll in this class, until it reaches the maximum of 40 students. They learn in classes three times a week leading up to 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 40 students learn, plan and work for 8 weeks for about 5 hours per week (1600 total hours).

* Orientation Leaders Program: Through the Orientation Leaders program, the Office for New Student Programs trains Emory undergraduate students to help welcome over 1,500 new first-year and transfer students to campus, to assist them with move in, to guide them through facilitated small group discussions during designated Orientation days, and then to be a general resource during their first year at Emory. During their training, Orientation Leaders spend 1.5 hours with the Office of Sustainability Initiatives staff and interns to learn how to advise first-year students on how to reduce and divert waste on campus, how to get engaged with the sustainability ecosystem on campus and how to talk about the award-winning on-site Water Hub water reclamation facility. These 110 students work for about 4 weeks of the year (a Spring retreat and Fall training, Move-In and Orientation weeks) working on average 17 hours during those weeks (7480 total hours). They are led by Student Coordinators who are in the program for closer to 40 weeks (a Spring class and Summer of planning meetings in addition to the Spring retreat and Fall activities), but these hours are not included because these students receive their sustainability training during the Orientation Leaders training referenced above and not separately.

Number of trained student educators (all other programs):

182

Number of weeks, on average, the student educators programs are active annually (all other programs):

26.75

Average or expected number of hours worked weekly per student educator (all other programs) :

13.26

Total number of hours worked annually by trained student educators (all other programs):

64,556.31

Grand total number of hours worked annually by trained student sustainability educators (all programs):

254,816.31

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:

15.90

Website URL where information about the student sustainability educators programs is available:

<https://sustainability.emory.edu/get-involved/volunteer-opportunities/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data entered for AY 2018-2019 unless otherwise noted.

Student Orientation

Score

2.00 / 2.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

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., environmental, social, 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?:

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

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

100

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

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.

- Almost 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 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. Prior to the 2018 Waste Management Policy was adopted, composting and recycling bins were ordered and provided for major events such as the Orientation Fair, so that all materials from these events are diverted from the landfill. Starting with Spring 2019 orientation events, the campus was equipped with uniform recycling and composting bins

to allow for landfill diversion in all academic units of the University. Student volunteers are stationed by waste receptacles to educate students and their parents about how to properly recycle or compost waste. Orientation planners are contacted by the Office of Sustainability Initiatives and are sent reminders to plan their Orientation events as Zero Waste events.

- The Sustainability Showcase has been held for the past twelve years in partnership between OSI, Residence Life and Emory College Orientation. During the in-person, informational event, sustainability student groups, operational departments, and academic departments all gather in the Living Green residence halls to provide first-year students a chance to find sustainability engagement opportunities early in their time at Emory. Generally, between 50 and 100 students stop by and participate in the event.
- 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.
- All student residents moving into the residence halls have clearly marked locations to place their cardboard and Styrofoam to ensure that it can be recycled instead of sent to landfills during the move in process.
- OSI and the Educational Garden Project have tables to provide information to incoming students at the Orientation Expo. Transportation and Parking Services, Emory Recycles and Enterprise CarShare are also present at the Expo, offering sustainable commute and waste management information.
- All Resident Advisors (RA), Sophomore Advisors (SA), and Orientation Leaders (OLs) receive sustainability training by the Office of Sustainability staff prior to first-year students arriving on campus.
- For the Anesthesiology Assistants, Physicians Assistants, Master's in Development Practice, International BBA and the Genetic Counseling programs, the Office of Sustainability Initiatives staff presents Emory's sustainability story during orientation activities.

Website URL where information about sustainability in student orientation is available:

<https://sustainability.emory.edu/current-and-prospective-students/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for the AY 2016-2017, 2017-2018 and 2018-2019.

Student Life

Score

2.00 / 2.00

Responsible Party

Taylor Spicer
Assistant Director
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
- Student-run 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 focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused 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

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 an active student group focused on sustainability?:

Yes

Name and a brief description of the active student groups focused on sustainability:

- Emory Food Chain: Emory Food Chain, previously known as Campus Kitchen Emory, is a student-run organization that repurposes and donates unused food to local kitchens and food pantries. 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. Emory Food Chain 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.
- Climate Reality Campus Corps: Emory Chapter: The mission of Climate Reality Campus Corps: Emory Chapter is to create a culture of student activism and change-making on campus, advocate for institutional policy change within the university, vocalize our concerns to the administration to urge improvements to existing climate commitments based on IPCC reports, collaborate with ECAST and ECO into a united force for climate action, overcome campus apathy, and work with other student organizations in the Social Justice Coalition.
- 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.
- 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. In 2016, after three semesters researching and mapping the university's sustainability network of over 700 staff, faculty and undergraduate and graduate students, the Graduate Sustainability Group (GSG) has launched an interactive Emory Sustainability Ecosystem map.
- 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.
- 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.
- 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. Environmental conservation. Sustainable communities. Social justice.
- 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: The Garden Living Learning Community is a residence association for third and fourth year students in Emory's undergraduate colleges. Approximately 12 students in this theme hall will support the Clairmont Educational Garden and enroll in ENG 221: Food Cultures and Food Communities (Fall 2019). ENG 221 is a 1-credit writing course that will count towards the Sustainability Minor. As part of this class and as part of the Garden Living Learning Community more generally, students will tend to the garden and participate in activities related to gardening and sustainability. A few of these activities include field trips to urban farms and farmers markets, communal dinners, and conversations about food, gardens, and farming. We will consider local and global perspectives on these topics. Fulfilling the mission of Educational Gardens at Emory, we will also endeavor to share our gardening experiences with other members of the Clairmont Campus community. Garden Living Learning Community members will decide together what to plant and collectively, we will enjoy the fruits of our communal efforts. Prior gardening experience is certainly valuable, though not required for applicants.
- Undergraduate Sustainability Group: The Undergrad Sustainability Group aims to promote a more wholesome Emory population by offering environmental service 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.
- Zero Waste Ambassadors: The Zero Waste Ambassadors program consists of students, faculty, and staff and seeks to convene a motivated group of Emory community members who are actively promoting a culture at Emory that prioritizes reducing and diverting waste in all decisions that we make as individuals and as a community and helping to guide Emory to a post-landfill future that is accountable to our surrounding communities and to future generations.
- 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.

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project 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 Organic 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 Farmer-Educator, an Assistant Farmer-Educator, an Apprentice, and 15 federal work-study and work-shop 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.

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:

Yes

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.

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative 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 students have also been constant advocates of the fair trade coffee products, one of which Vega Coffee, is sold on-campus as of Spring 2019.

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.

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on 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. Past events have included awareness regarding pollinators, food waste, farmer workers' right, and climate change and food systems. 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. OSI also co-sponsors student members of the Emory delegation to the COP every year. Additionally, OSI co-sponsored the Turner Environmental Law Clinic 20th anniversary conference showcasing 20 years of environmental law and how law clinics train students while furthering the field.

The Emory Sustainability Case Competition, of which OSI is the main sponsor, is student-led and seeks to engage the community's brightest minds in solving today's sustainability development challenges.

The X Fast Fashion: Clothing Exchange + More is a free clothing exchange, workshop, and thrift fashion competition at Emory. The goal is to raise awareness of the true costs of the fast fashion industry within the Emory community, and inform students on how to transition to a more ethical consumption of clothing through a series of free clothing exchanges.

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.

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:

Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

In March 2017, 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 art exhibit consisted of student-submitted pieces that highlighted the intersections between art, climate and live performance.

In Fall 2019, three Emory clubs joined forces in response to the international School Strikes for Climate. The student-led demonstration and moral call to action on the climate crisis took place on a Friday when youth around the globe were striking for climate action. Art suppliers were available to help create posters.

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 2017, Emory hosted a Climate Change Theatre Action event. The lineup included: Performance: THE BLUE PUZZLE by Clare Duffy; Discussion: Delegates of the Emory University UN COP23 Delegation who have just returned from the COP23 conference in Bonn, Germany; Performance: THE RUBIK'S CUBE SOLUTION by Sarena Parmar; Discussion: Angela Jiang, Emory University '19 speaking on ECAST's Kilowatt Smackdown project; Performance: KLEENEX by David Paquet; Discussion: Kelly Weisinger from Emory's Office of Sustainability Initiatives; Discussion: Student Environmental Groups; and Performance: GAIA by Hiro Kanagawa.

Additionally, in spring 2019, Emory hosted "Monarch + Milkweed" - an art display meant to interpret Emory Associate Professor of Biology Dr. Jaap de Roode's research on how monarch butterflies self-medicate to protect their offspring from an epidemic, deadly parasite.

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:

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.

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:

Yes

A brief description of the sustainability-focused 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". 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.

Third- and fourth-year students, as of fall 2018, have the option to apply to live on the Garden-themed hall on Emory's Clairmont campus. The hall members are in charge of Educational Garden workdays for the Garden on the Clairmont campus, and they take a class together, in which themes of sustainability and food systems are taught.

Does the institution have a program 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 Zero Waste Ambassadors learn how to properly sort and reduce waste to aid in landfill diversion. While educating the public on these practices, members learn more about cradle to grave versus cradle to cradle and become more accountable for their actions regarding waste creation.

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.

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

Yes

A brief description of the graduation pledge(s):

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."

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

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.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for AY 2016-2017, 2017-2018, and 2018-2019.

Additional webpages for cultural arts events, installations or performances related to sustainability:

- <http://www.climatechangetheatreaction.com/event/climate-change-theatre-action-at-emory/>
- <https://scholarblogs.emory.edu/lits/2019/05/03/monarch-milkweed-at-the-schwartz-center-for-the-performing-arts/>
- <https://www.facebook.com/events/578633616003257/>
- <https://www.facebook.com/events/206543729937967/>
- <https://www.facebook.com/events/2483805178608420/>

Additional web page for programs through which students can learn sustainable ○ https://housing.emory.edu/reslife/communities/fye_immersion_themes.html

Additional web pages for sustainability-focused student employment opportunities:

- <https://sustainability.emory.edu/get-involved/internships-and-sustainable-careers/>
- <https://housing.emory.edu/about/jobs/reslife.html>
- <https://sph.emory.edu/rollins-life/community-engaged-learning/real/index.html>
- http://www.ethics.emory.edu/pillars/citizenship/EASL/Summer_Internships.html

Outreach Materials and Publications

Score

2.00 / 2.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

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 Campus Engagement.

"---" 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

Website URL for the central sustainability website:

<http://sustainability.emory.edu/>

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:

Yes

A brief description of the sustainability newsletter or social media platform:

OSI creates and disseminates a weekly electronic 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 and sustainability tips. Currently, the listserv has 2,138 subscribers.

Additionally, a weekly Farmers Market newsletter goes out to the campus 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:

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

Three specific topical areas:

- o Educate about sustainable seafood choices
- o Strengthen understanding of Fair Trade (and role of certifications)
- o 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 periodically to offices and labs that are certified under these programs.

The Office of Sustainability Initiatives also sends a dedicated newsletter to over 150 students, faculty and staff who are Zero Waste Ambassadors. The newsletter highlights engagement opportunities for the groups, provides updates on campus waste management and solicits feedback on the waste policy from across the Emory Enterprise.

The sustainability website also features a "News & Press" section, which serves as an online compilation of News and Articles related to sustainability efforts led at Emory University, Oxford College, and throughout Emory Healthcare. The website also features an "Events" calendar where campus and community events are compiled for easy promotion.

The Office of Sustainability Initiatives is active on Twitter (@EmoryGreen), Facebook (@EmorySustainability) and Instagram (@emorysustainability).

The Office of Sustainability Initiatives publishes an online newsletter twice a year that is distributed to the Emory neighborhood through the Clifton Community Partnership. The newsletter shares important sustainability stories from Emory University and Healthcare. The listserv currently has 2,099 subscribers.

Does the institution have signage that highlights sustainability features on campus?:

Yes

A brief description of the signage that highlights sustainability features on campus:

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 statistics such as total electricity, heating energy, cooling energy, water consumption and per-floor electricity use. Here is an example from a first-year residence hall:

<https://buildingos.com/s/emory/storyboard96139913/>

. In many of our LEED certified buildings, plaques highlight various green features of the building, including natural lighting and recycled material used in construction.

The Office of Sustainability Initiatives has also worked with prominent student, faculty and staff campus leadership to create lamppost banners on which the leaders share a sustainable action they adopt. These are displayed and rotated on lampposts across the campus.

As of January 2018, the Emory campus also has standardized, color-coded signage with clear images and text on all campus recycling, composting and landfill bins that help campus residents and visitors to sort their waste properly.

There is also signage on campus adjacent to stormwater management features like a bioswale or green roof, that explain how the green infrastructure works and how it benefits Emory and our downstream communities.

In Emory Dining locations, electronic and handwritten signage indicates from which local farmer or small business menu items have been procured. There is also signage indicating Emory's commitment to purchasing fair trade coffee and tea, as well as to purchasing local, seasonal food.

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

Yes

A brief description of the sustainability walking map or tour:

In 2018, the Office of Sustainability Initiatives replaced its previous sustainability map with an updated version that can be found here:

<https://sustainability.emory.edu/impact/interactive-map/>

. Using the maps layers, anyone can view the locations of renewable energy installations, meditation and quiet

spaces, LEED and Earthcraft certified buildings, Gardens and the Emory Farmers Market, greenspaces and creeks, green infrastructure, water reuse features, civil rights landmarks and EV charging stations.

Pocket-sized sustainability maps have been produced and are distributed to new students, staff and guests during campus events.

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.

Upon request, campus sustainability tours to discuss the WaterHub, the Recycling Center, the Educational Gardens, LEED buildings and Sustainable Food are led for Emory classes, for elementary school classes, for conferences and for colleagues from other universities.

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/or 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 (in FY 2017 only) all work to create sustainability-related programming and to promote sustainable lifestyles.

From fall 2012 to Spring 2018, Green Action was a Second Year at Emory living-learning community that built upon the theme of Living Green into the second year residence life experience. This community occupied one floor of the Woodruff Residential Center. Residents had active voices in what's included in the residential programming, events, and education of this sustainable community. Residents also had an opportunity to sit on a Green Action leadership council to control programming and events that took place in Woodruff Residential Center, within the Second Year at Emory program, and among the greater Emory and Atlanta communities.

In 2018, Residence Life opened up the opportunity for third- and fourth-year student residents living on Emory's Clairmont campus to join the Garden-themed floor. In 2017, the Faculty-in-Residence worked with OSI and the Grounds department to bring an Educational Garden plot to the Clairmont campus. Once the Garden was established, students who were interested in tending the Garden together and learning about sustainable food in general applied to live on the community immersion floor. They also took a 1-credit course together on sustainable food systems and gardening.

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. Here is an example of one of these guides:

<https://sustainability.emory.edu/wp-content/uploads/2019/08/CollegeSustainabilityGuide20.pdf>

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

OSI has also informally distributed, through tabling and orientation events, removable wall clings to students and staff who place them on light switches, on paper towel dispensers and next to printers to remind community members to use less energy and paper.

Certified Green Offices and Green Labs receive their own tailored wall clings that indicate how office and lab members can make simple behavioral changes to reduce energy, water and other resource usage in these spaces as well.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2016-2017, 2017-2018 and 2018-2019 academic year.

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Part 1. Student outreach campaign

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. Employee outreach campaign

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 a 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 a 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:

October Energy Awareness and Building Energy Reduction

A brief description of the campaign:

Campus-wide energy reduction competitions and 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 2017, 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 in residence halls, offices and labs.

For the 2018 Energy Awareness Campaign, the OSI created a series of infographics that educated about types of fuel sources consumed in Georgia, each building's energy use during the competition month for the past 3 years, renewable energy generation in Georgia, and organizations and legislative bodies that affect energy consumption and generation in Georgia.

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

From the 2017 Building Energy Reduction Competition, the campus saved 819,701 kilowatt hours from the previous October, which is equivalent of 610 metric tons of carbon dioxide avoided. The reduction is equal to taking 130 cars off the road for a year or diverting almost 215 tons of waste from a landfill.

Name of the campaign (2nd campaign):

Waste Policy Rollout Outreach Campaign

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

In January 2018, Emory University implemented a completely redesigned waste policy as a leap toward the goal of zero landfill waste (defined nationally as diverting 95% of waste from municipal landfills) by 2025. This zero landfill waste policy includes several important behavioral and operational changes and marks the first time the University has established a formal policy on its waste management. The policy includes changes to the waste stream bins in both indoor and outdoor spaces, completely removing landfill bins from exterior spaces and making compost and recycle bins uniform and more accessible across campus. The policy also calls for a new team of waste specialists to service bins and assist with education. The policy requires that Emory community members service their own waste, removing desk side bin servicing for all community members. Finally, it sets standards regarding elimination of plastic water bottles and other zero landfill waste measures for events and conference rooms.

To begin the waste management overhaul, relevant departments convened weekly meetings of a University-wide committee, known as the Waste Think Tank (WTT), which includes staff representatives from OSI, EHSO, Campus Services, and Campus Life. At the weekly meetings, WTT members discuss implementation, communications, operational and educational gaps and solutions, requirements regarding regulated waste streams, and tracking and metrics. The WTT's first task was writing and receiving administrative approval for a new waste management policy. The WTT utilized the consultants' findings and benchmarking research to propose a policy with five main parts: 1) stream standardization, 2) education and outreach goals, 3) goals for sustainable event planning, 4) standards for conference room outfitting, and 5) the personnel support for policy implementation. The OSI and Campus Services leadership presented the policy to all campus deans, the Employee Council, student governing bodies, the University Senate, the President's Leadership Council, and other administrative groups for approval, which was finalized in October 2017.

The WTT, meanwhile, met weekly to discuss interior and exterior streams, based upon the capabilities of waste management vendors. Once the streams were set – recycle and compost only for exterior spaces and plastics & metals, mixed paper, white paper, compost, and landfill for the interior spaces – the WTT used the consultants' recommendations, benchmarking research, and community feedback to set bin, label and signage standards for the interior and exterior bins. To collect community feedback, the OSI and Emory Recycles brought bin mockups to popular events, such as the campus Farmers Market and weekly student tabling event, to gather feedback on the prototypes. Suggestions were collected and reviewed by the WTT before setting the final standards. All graphics were developed by the Planning, Design & Construction department to keep with the Emory aesthetic, while maintaining standard images.

The Emory Recycles team took an inventory of existing bins and then worked with building managers, Sustainability Representatives, and other stakeholders across campus to propose bin station locations that accounted for accessibility and space restrictions. Reusing all bins that matched the new standard, the Emory Recycles team ordered the extra bins needed to outfit all proposed stations and then placed them throughout the months of December and January.

The OSI and Campus Services teams met with staff, faculty and student groups throughout the Fall semester, tabled at campus events and in popular areas, and rotated yard signs, A-frames and posters around campus to give community members a chance to learn about the upcoming changes, provide feedback and concerns, and have their questions answered. The OSI also started a volunteer Zero Waste Ambassador program to train students, faculty and staff to lead peer-to-peer outreach efforts in their spheres of campus. The group has a dedicated listserv, monthly training sessions, and a folder of resources to use when conducting their own outreach efforts. The OSI also developed a Landfill Diversion Campaign Communications Plan to guide messaging in campus articles, videos, social media posts, and newsletter announcements. Communications kits were sent to all major campus communications contacts for use in their media.

The waste policy implementation and accompanying outreach efforts have sparked ongoing conversation about waste management on campus and beyond. Staff, faculty and students are asking more questions about their waste, are more aware of the systemic and market challenges in the sector of waste management, and in many cases, are educating their peers and leading by example. Over 150 students, staff, faculty, and alumni are signed up for the Zero Waste Ambassador program, the peer-to-peer education program developed to support the adoption of the waste policy and adjustment to the new expectations for waste reduction and diversion at Emory.

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

Before policy implementation, Emory's landfill diversion rate for fiscal year 2017 was 59%. In the first month of implementation the landfill diversion jumped to 68.1% in January, and has continued to climb to 68.3% in February and 69.9% in March. Much of the success of the new waste policy depends on consistent and clear outreach and education. At the end of one calendar year, Emory's campus diversion rate exceeded 70% for the first time ever.

OSI conducted a preliminary feedback survey, asking respondents if the waste management system is easy to use and understand, whether having blue bins for recycling and green bins for compost make it easier to know where to place waste, and questions about the labels above the bins. 96% of respondents said they "agree" or "strongly agree" to the statement "the waste management system was easy to use and understand, and the same percentage agreed or strongly agreed that "the signs above the bins effectively help me understand where to place my waste." These survey results reveal that in addition to success at diverting waste, a sample of the Emory population feels that the program is clear.

A brief description of other sustainability-related outreach campaigns:

* November Building Recycling Competition: 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 recyclable and compostable materials by weight between the current and last November.

https://news.emory.edu/stories/2019/04/er_waste_policy_update/campus.html

* Zero Landfill Waste Commencement: Every year since 2010, Emory College and professional school Commencement events are organized as zero landfill waste events. Commencement ceremonies are equipped with color-coded bins with clear signage 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. In support of this effort, Commencement planners for the central ceremony have included encouraging waste sorting notices in the official Commencement program and in slides that rotate before the ceremony begins. See page 2:

https://www.emory.edu/commencement/_includes/documents/sections/archive/Emory%20Commencement%20Program%202018%20Final.pdf

* Don't Dump It, Donate It!: This event is coordinated by Emory Recycles in partnership with Housing, Facilities Management, Residence Life and the Office of Sustainability Initiatives. 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 2019 drive, the campus diverted over 86 tons of recycled, composted and donated items from the landfill. Children's Healthcare of Atlanta received the proceeds from selling the donated items that were collected.

https://news.emory.edu/stories/2019/07/er_emory_move_out/campus.html

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:

<https://sustainability.emory.edu/programs/green-offices-at-emory/>

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:

<https://sustainability.emory.edu/programs/green-labs-at-emory/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2016-2017, 2017-2018 and 2018-2019 academic year.

Assessing Sustainability Culture

Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

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

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

Does the institution conduct an assessment of sustainability culture?:

Yes

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

The entire campus community (students and employees) directly or by representative sample

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, and in 2018 additional faculty convened to revise the survey to be inclusive of employees.

A copy or sample of the questions related to sustainability culture:

[OSI_Sustainability_Knowledge_and_Attitudes_2019_2020_FINAL_for_STARS_upload.pdf](#)

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

A faculty 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 faculty, staff, and students of Emory University and Emory Healthcare in January 2020 to assess 2019 sustainability literacy and culture. This was the first assessment of employees, but survey to students has been conducted annually since 2014. The combined literacy and culture survey will continue will be administered each year to the entire campus and healthcare communities to assess change over time. In this way, the entire student, faculty, and staff bodies are 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:

Over the past three years, students, faculty, and staff of Emory University and Emory Healthcare have become more conscious with sustainability regarding all surveyed areas such as energy usage, waste reduction, water usage, transportation, dietary choices, and course enrollment. Overall, 95% of respondents report their knowledge of sustainability issues has grown since joining Emory, and 93% of respondents indicate their sustainability-related behavior and level of awareness towards social justice issues have grown to some extent since joining Emory. With 65% of respondents reporting that engaging in sustainability-related behavior is very important to them, 46% of respondents believes their behavior has changed either "Very Much" or "Completely" since being at Emory. Specifically, during the last calendar year, 79% of respondents have "Always" or "Usually" avoided purchasing bottled water by consuming water from bulk sources, a refillable bottle, or the tap. 86% of respondents have "Always" or "Usually" been careful with sorting waste into appropriate recycle and compost bins, rather than dumping all waste together into one bin. And 87% of respondents have "Always" or "Usually" been conscious to reduce their energy use when necessary. 72% of respondents "Strongly Agree" or "Agree" that sustainability accomplishments are a source of pride for them as a member of the Emory community. And the subsequent knowledge assessment shows that Emory students and employees are mostly familiar with topics regarding Climate Change, Biodiversity, and Inter-generational Equity with 99%, 88% and 60% of respondents indicating that they know something about these concepts respectively, but for topics relating to the Precautionary Principle or United Nations' Sustainable Development Goals, levels of familiarity dropped slightly. In general, as the number of years since joining Emory increased, respondents demonstrate improvements in their sustainable knowledge, behaviors, and awareness.

Website URL where information about the assessment of sustainability culture is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Survey was conducted in January 2020 for responses related experiences in 2019. Reporting year is 2019.

Employee Educators Program

Score	Responsible Party
3.00 / 3.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee 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.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also 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 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 and Training credits.

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

Total number of employees:

21,037

Total number of employees served by a peer-to-peer sustainability outreach and education program:

21,037

Percentage of employees served by a peer-to-peer sustainability outreach and education program:

100

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

Sustainability Representatives

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

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 five hours per month to sustainability awareness-building activities and attend a Sustainability Representatives meeting once a month to learn the latest about campus sustainability and to set goals for enacting sustainability practices within their own buildings.

A brief description of the employee educators program's target audience (1st program):

Sustainability Representatives are Emory staff members, and they are expected to lead outreach to other staff members in their buildings and departments.

Number of trained employee educators (1st program):

47

Number of weeks the employee educators program is active annually (1st program):

51

Average or expected number of hours worked weekly per trained employee educator (1st program):

1

Total number of hours worked annually by trained employee educators (1st program):

2,397

Website URL where information about the employee educators program is available (1st program) :

<https://sustainability.emory.edu/get-involved/volunteer-opportunities/>

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

Zero Waste Ambassador Program

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

Zero Waste Ambassadors (ZWAs) empower students, faculty, and staff with the knowledge and resources to actualize the Sustainability Vision goals pertaining to reducing and diverting waste. It is critical to foster a community that recognizes the value of materials management and its intersections with environmental justice, resource conservation, and a regenerative economy. ZWAs gain the tools and leadership skills to educate others and the agency to share feedback on how to improve Emory's systems, communication, and culture to achieve these goals. The program is designed so that student interns of the Office of Sustainability Initiatives (OSI) look to OSI staff for content contributions, but the outreach, communications, training and programming aspects of the program are all designed and carried out by the students. These student interns train, engage and support student, faculty and staff ZWAs operating across the campus.

A brief description of the employee educators program's target audience (2nd program):

All students, faculty and staff of Emory University and Emory Healthcare are targets for this program. We recruit staff from across the University's academic units and departments, so that they can educate their peers in their respective networks. In addition to the 47 Sustainability Representatives, we trained another 33 staff and faculty and 1 alumna in the ZWA program. The ZWA members are embedded in academic units, offices, labs, and healthcare spaces across the enterprise and are all trained to activate their networks to reduce and divert waste through presenting in meetings and classes, circulating communications, answering questions individually and pointing people to resources about the Zero Landfill Waste Emory initiative.

To avoid double counting the Sustainability Representatives, they have been removed from the data below.

Number of trained employee educators (2nd program):

33

Number of weeks the employee educators program is active annually (2nd program):

Average or expected number of hours worked weekly per trained employee educator (2nd program):
0.50

Total number of hours worked annually by trained employee educators (2nd program):
643.50

Website URL where information about the employee educators program is available (2nd program):
<https://sustainability.emory.edu/wp-content/uploads/2020/07/Zero-Waste-Ambassadors-Charge-Fall-2020-Spring-2021-2.pdf>

A brief description of all other employee peer-to-peer sustainability outreach and education programs:

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. To receive these designations, labs and offices team must complete checklists with encouraged sustainable practices to assess their current practices and then they engage in a planning process with the Office of Sustainability Initiatives to develop goals for furthering these practices within their 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. In total, 42 offices and labs participated in these programs during FY19. Each office and lab had one main peer educator, working all 52 weeks of the year, for 0.5 hours a week on average. Educators in these programs work 1,092 a year.

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. The Committee accomplishes these goals by meeting monthly to discuss programmatic, food procurement, research and education updates provided by the specialists in the room. These specialists include HR health and wellness staff, Hospital and University procurement staff, faculty, students, Dining administrators, and sustainability educators. The Committee members are tasked with taking the information and recommendations back to their department and academic unit staffs and student groups to integrate the practices into their own work and outreach. As a result, chefs become reliable purchasers of sustainable and local food; HR staff promote means of eating seasonally through their communications; student groups become communicators about the benefits of conscientious food sourcing; and sustainability educators stay up-to-date on research about best practices. There are 16 total members, of which 12 are employees, who work 35 weeks of the academic year for about 0.5 hours per week on average. Employee committee members work 210 hours a year educating other employees and students.

Since 2009, the Office of Sustainability Initiatives has convened the Emory Healthcare Sustainability Council (formerly the Sustainability in Health Sciences Task Force) to develop a set of recommendations to guide senior administrators in setting goals and year-to-year strategies that will improve current practices or implement new best practices in sustainability for the Woodruff Health Sciences Center (WHSC). Emory Healthcare Sustainability Council members are representatives of their units, departments, and facilities who take what has been discussed and learned during Council meetings and bring the information back to their respective peers to advocate for and implement behavior and operational changes. Vice versa, Council members bring challenges and opportunities discussed in their units to the Council for brainstorming and problem-solving. The 20 employees represented on the Council in FY19 worked 52 weeks of the year for an average of 0.5 hours per week, gathering support for implementation of sustainability best practices across Emory Healthcare locations. They contributed 520 collective hours of outreach and education in one year.

During the reporting year, the Waste Think Tank (WTT) met every other week to brainstorm improvements in staffing, policies, and infrastructure necessary to adopt and implement the 2018 Waste Management Policy designed to guide the University's progress toward the goal of 95% landfill waste diversion by 2025. The work of the WTT also resulted in the hiring of a third party consultant to do a comprehensive review of Emory's current waste materials handling. 14 employees representing various customer groups and operations teams represented in the WTT worked 52 weeks of the year to roll out the 2018 Waste Policy and accompanying communications plans and operational systems. On average, the 14 members spent 4 hours per week year-round training and educating other staff on the waste policy implementation to lead or co-lead presentations, trainings and tabling outreach. These core WTT 14 employee members 2,912 hours that year to training staff and faculty. The Waste Think Tank members did not have an exact way to track how much outreach and education these trained staff and faculty members did

individually, but we estimate that the following trainings from the Waste Think Tank members and OSI interns reached at least 800 staff and faculty directly:

- * Deans of all 9 academic units
- * President's Leadership Council
- * University Senate
- * Campus Services employee training for 200+ managers and hourly staff
- * Emory central and departmental communications staff
- * Health Sciences administration
- * Sustainable Events Symposium w/ 100 staff, faculty and student attendees
- * LITS administration
- * Sustainability Representatives
- * Procurement & Business Practice Improvement leadership
- * EVP of Business & Administration leadership
- * Campus Life leadership team
- * Emory Alumni Association
- * Committee on the Environment
- * Employee Council
- * Theology & Ethics staff
- * School of Nursing staff & faculty
- * Student Government Association
- * Graduate Student Government Association
- * Business School staff
- * Anthropology, Sociology, Political Science, Modern Languages staff
- * School of Public Health staff
- * African American Studies Department faculty & staff
- * Admissions and Career Center staff
- * School of Law staff & faculty
- * Department of Chemistry, Psychology, and Math & Sciences faculty and staff
- * Music Department staff
- * School of Medicine staff
- * Carlos Museum staff
- * 1599 Building staff from IT, Finance, HR, Payroll, Research Administration, Master's in Development Practice program
- * Oxford Dining staff
- * Emory Dining staff
- * Atlanta campus retail staffs of Highland Bakery and Kaldi's locations
- * Schwartz Center staff
- * Faculty Council
- * Division of Pulmonary, Allergy, Critical Care, and Sleep Medicine staff
- * Student Health Center staff and faculty
- * Transportation & Parking Services staff
- * School of Public Health lab waste trainings with 7 PIs and an average of 7 other members from their labs, reaching about 50 people directly
- * And over 60+ outreach tables at all areas of the campus and at major campus events when OSI staff and interns engaged with students, faculty and staff to answer their questions about waste diversion and reduction

In August of 2019, a multidisciplinary team from Emory Lifestyle Medicine and Wellness, Emory University Hospital Food & Beverage, Healthy Emory, the School of Medicine and Rollins School of Public Health launched the Healthy Kitchen Collaborative to train 40 Emory University and Emory Healthcare staff to employ lifestyle medicine practices in their own lives. Participants join a hands-on, 10-week course with continued support and resources for a duration of a year. Participants will attend five Saturday classes (one every two weeks) which will include a combination of lectures, cooking demos, skill-building activities and group discussions, covering topics of nutrition, exercise and mindfulness. The 10 employees behind this program support participants throughout the 52 weeks of the year, though most intensively during the 10-week course, which averages out to about 1 hour per week contributed to the program and 520 annual hours. The 40 employees participating in this program most likely also become peer educators, but not in a formal way, so they have not been included in the calculations below.

Wellness Champions serve their individual departments and divisions by promoting health and well-being resources and programs to their co-workers and colleagues. These employees of Emory University and Emory Healthcare meet monthly and are the champions of Healthy Emory campaigns, such as the Colorful Choices program that incentivizes eating more produce, the Refresh from Stress campaign, the Move More Challenge, promoting the Better Choices food labeling program on campus and more. These 140 employees work 2.5 hours per week on average when actively campaigning for 30 weeks of the year and .5 hours/week for the other 22 weeks (1.65 hours/week on average), totaling 12,012 hours annually.

Since Fall 2010, a Sustainability Faculty Advisory Council (FAC) has advised the Office of Sustainability on issues related to curriculum and research. This is convened by the OSI faculty liaison and includes distinguished faculty from Arts and Sciences, Medicine, Business, Law, Nursing, and Public Health report to the Provost. The FAC members receive outreach directives pertaining to critical issues regarding sustainability in the curriculum within and across departments. Pursuing these directives requires members to educate and advocate to other faculty and staff within their areas of University. These 27 faculty members contribute about .25 hours per week for the 35 weeks of the academic year, totaling 263.25 hours annually.

The Piedmont Project is an interdisciplinary summer development program which has given scores of faculty members and administrators the tools, connections and inspiration to infuse sustainability and environmental issues into the classroom and beyond. The Project is run by 3 faculty advisors whose role it is to engage with faculty, recruit them to the Project, and to lead them through the faculty development process. These 3 faculty work about .75 hours/week throughout the full year to run this effort, which totals to 117 hours a year.

Number of trained employee educators (all other programs):

268

Number of weeks, on average, the employee educators programs are active annually (all other programs):

47.75

Average or expected number of hours worked weekly per trained employee educator (all other programs):

1.28

Total number of hours worked annually by trained employee educators (all other programs):

18,166.25

Grand total number of hours worked annually by trained employee educators (all programs):

21,206.75

Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:

1.01

Website URL where information about the employee sustainability educators programs is available:

<https://sustainability.emory.edu/get-involved/volunteer-opportunities/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 academic year.

* Green Labs:

<https://sustainability.emory.edu/programs/green-labs-at-emory/>

* Green Offices:

<https://sustainability.emory.edu/programs/green-offices-at-emory/>

* Sustainable Food Committee:

<https://www.youtube.com/watch?v=g03Afr05hE&feature=youtu.be>

* Zero Landfill Waste Emory:

<https://sustainability.emory.edu/programs/zero-landfill-waste/>

* Healthcare Sustainability Council:

<https://sustainability.emory.edu/healthcare-staff/>

* Health Kitchen Collaborative:

<https://www.emoryhealthcare.org/lifestyle-medicine-wellness/healthy-kitchen.html>

* Wellness Champions:

<https://hr.emory.edu/eu/wellness/wellness-champions.html>

* Faculty Advisory Council:

<https://sustainability.emory.edu/get-involved/volunteer-opportunities/>

* Piedmont Project:

<https://sustainability.emory.edu/programs/the-piedmont-project/>

Employee Orientation

Score

1.00 / 1.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

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

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

Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

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

In 2018, HR began hosting optional, monthly New Employee Welcome Sessions to incoming Emory University employees. During the orientation, staff are provided a waste sorting brochure explaining the standardized waste system at Emory, as well as a one page brochure about sustainability engagement and lifestyle options supported by Emory. Additionally, HR offered optional campus tours, which includes discussion about sustainable commute options, the Emory University Hospital Tower's LEED Silver certification, the Emory Farmers Market, waste sorting, and Emory's commitment to procuring local and sustainable food.

HR also sends the Office of Sustainability Initiatives a list of new employees, who are then sent a welcome message from the Office of Sustainability Initiatives with a link to our "Emory as Place" video that orients employees to the ecological, historical, and cultural aspects of the Emory campus and community.

Website URL where information about sustainability in employee orientation is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for fiscal year 2018-2019.

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

<https://hr.emory.edu/eu/career/new-hires/first-year.html>

<https://sustainability.emory.edu/university-faculty-and-staff/>

Staff Professional Development and Training

Score

1.50 / 2.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

Part 1. Availability of professional development and training in sustainability

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

Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic 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 include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- 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 or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., 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 non-academic staff at least once per year?:

Yes

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

Yes

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:

25-49%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic 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.

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. Trainings are provided by Office of Sustainability Initiatives staff and trained interns.

Office of Sustainability Initiatives staff and trained interns provide Emory event planners training in preparation for meeting Emory's Zero Waste Commencement commitment. Event planers are offered online training year round on sustainable event planning, and are invited to the annual Sustainable Events Symposium to learn from each other

and sustainability experts. Additionally, event planners engage with the OSI staff throughout the year through the sustainable events certification process.

Zero Waste Ambassadors (ZWAs) empower students, faculty, and staff with the knowledge and resources to actualize the Sustainability Vision goals pertaining to reducing and diverting waste. It is critical to foster a community that recognizes the value of materials management and its intersections with environmental justice, resource conservation, and a regenerative economy. ZWAs gain the tools and leadership skills to educate others and the agency to share feedback on how to improve Emory's systems, communication, and culture to achieve these goals. The program is designed so that student interns of the Office of Sustainability Initiatives (OSI) look to OSI staff for content contributions, but the outreach, communications, training and programming aspects of the program are all designed and carried out by the students. These student interns train, engage and support student, faculty and staff ZWAs operating across the campus.

Any staff or faculty member of the institution can also sign up to take virtual trainings on the topics of "Managing Bias," "Diversity: Inclusion in the Workplace" and "Safe Space" trainings to foster a culture of understanding, empathy, belonging and support.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

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.

Sustainability staff are offered professional development and training through conferences, symposia, and training of affiliate and trade organizations every year.

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:

A brief description of how sustainability is included in staff performance reviews :

Website URL where information about staff professional development and training in sustainability is available:

<https://sustainability.emory.edu/get-involved/volunteer-opportunities/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<https://sustainability.emory.edu/get-involved/volunteer-opportunities/>

<https://sustainability.emory.edu/programs/green-labs-at-emory/>

<https://sustainability.emory.edu/programs/green-offices-at-emory/>

<https://sustainability.emory.edu/programs/sustainable-events-at-emory/>

<https://equityandinclusion.emory.edu/about/events/training/elms.html>

<http://www.lgbt.emory.edu/programs-events/safe-space.html>

Public Engagement

Points Claimed 16.12

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, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	3.00 / 5.00
Community Service	3.12 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00

Community Partnerships

Score

3.00 / 3.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

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

Community-based research and engaged scholarship around sustainability challenges 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 covered in the Community Service credit and should not be included in this 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?:

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :

Yes

A brief description of the institution's formal community partnership to advance sustainability:

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, as well as free clinics and nonprofit organizations within the United States. Without MedShare, these supplies would be incinerated or landfilled, negatively impacting the environment when they could have helped those in need.

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 as of FY 2020, Dr. Ira Horowitz of the Department of Gynecology & Obstetrics at Emory University School of Medicine is a member of Medshare's Board of Trustees. MedShare is also a regular destination for Emory volunteers. As recently as 2019, Volunteer Emory ran a weekly service trip to MedShare, where undergraduate student volunteers assisted with packaging and organizing medical supplies. Emory volunteers also work with MedShare on Emory Cares Day, a day in which members of the Emory community, especially alumni, come together to create positive change through service.

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

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
re:loom

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):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):
Yes

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

re:loom is a program of the 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 IAH's work with adults who struggled to secure and maintain jobs. 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. Emory's partnership with re:loom began when Emory's Associate Vice President of Sustainability, Ciannat Howett, learned of the initiative through her position as chair of the board of Sustainable Atlanta. She and Deena Keeler, the Assistant Director of Auxiliary Services, joined forces, and in the first summer of its partnership with re:loom, Emory donated 300 pounds of outdated athletic uniforms and 100 pounds of custodial uniforms for re:loom to use in their weaving. By incorporating Emory's discarded uniforms into its products, re:loom not only keeps garments out of local landfills but also helps to solve a uniform disposal problem: the nonprofit removes all Emory badges and returns them to the University, whereas before, Emory had trouble recycling its uniforms because of the security concern of leaving the Emory brand name on them. Several Emory organizations have volunteered with re:loom, including Greeks Go Green, the Track and Field team, Volunteer Emory, and OSI interns. Also, during the 2017 campus move-out period, the "Don't Dump It — Donate It" recycling program encouraged students to donate instead of dispose their used books, clothing, furniture and housewares to be sold to support re:loom. The campaign was a success, with 330,000 pounds of donations collected, which were sold to raise \$2,267 for re:loom.

<https://www.reloom.org/>

Name of the institution's formal community partnership to advance sustainability (3rd partnership):
United Nations Regional Centre of Expertise (RCE) on Education for Sustainable Development Greater Atlanta (RCE Greater Atlanta)

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? (3rd partnership):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):
Yes

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

The United Nations Regional Centre of Expertise (RCE) Greater Atlanta is a diverse network of local stakeholders committed to advancing and teaching the United Nations Sustainable Development Goals (SDGs) at local and regional scales. In 2017, the RCE Greater Atlanta was officially recognized by the United Nations University as one of 168 RCE networks in the world, and one of only 6 in the country. Emory University, the Georgia Institute of Technology, and Spelman College co-wrote the RCE Greater Atlanta application, which established the network that now includes several other Georgia higher education institutions as members: Agnes Scott College, Atlanta Metropolitan State College, Clark Atlanta University, Georgia State University, Kennesaw State University, Morehouse College and University of Georgia. Collaborators also include businesses, non-governmental organizations, community associations, and local, regional, state and federal governments. Partners who submitted letters of support for the application include the Atlanta Regional Commission, Captain Planet Foundation, Center for Sustainable Communities, City of Atlanta, Corporate Volunteer Council, Greenhouse Accelerator Inc., Ray C. Anderson Foundation, Saving Our Sons & Sisters International, Southface, and the United Nations Foundation.

The RCE's primary work is to offer broad-based educational and training programs to support regional sustainable development efforts. It endeavors to advance knowledge and action around the SDG's, while modeling inclusive & collaborative community and nurturing strong youth leadership. Its guiding principles include building intergenerational relationships, advancing equity, building on members' skills and assets, fostering a diverse membership, acting as SDG advocates, and more. Emory is a natural leader of the network, as the SDGs are central to its 2025 Sustainability Vision.

In its first year, member organizations collaborated to host nine conference sessions in Atlanta, the U.S., & around the world; send delegations to global RCE conferences; develop a Youth Network which engages university students in meetings, volunteer opportunities & cross-campus sustainability projects; and launch an Environmental Justice Academic & Youth Network SDG training program.

<https://rcega.org/>

<https://sustainability.emory.edu/programs/un-sustainable-development-goals/>

A brief description of the institution's other community partnerships to advance sustainability:

*Turner Environmental Law Clinic:

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 of proposed coal-fired and nuclear power plants, to preservation of marshes and wetlands, to protection of communities from undesirable facilities such as landfills.

The Clinic has also provided legal support to the City of Atlanta, for instance, by working with Georgia Organics and the City to develop one of the most comprehensive urban agriculture zoning ordinances in the country in 2014. At the City's request, the Clinic has also assessed the legal pathways and barriers to adopting a citywide mandatory food waste landfill ban, as well as the barriers to siting and operating a commercial composting facility in Atlanta.

<http://law.emory.edu/academics/clinics/turner-environmental-clinic.html>

***Urban Health Initiative (UHI)**

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.

UHI's mission is to improve the health of and decrease disparities among diverse and underserved populations in Atlanta. It endeavors to provide education and advocacy with regards to health disparities, build collaborative partnerships, and develop best practice models with low-resourced communities and those who work with them. UHI focuses on five priority areas of metro Atlanta. Its current projects empower community organizations by providing seed grants, advisory support and educational programs & workshops to community residents. Furthermore, UHI's projects actively include community members in project planning, implementation, etc. One notable project is an organic community teaching garden in Northwest Atlanta which called upon residents and community partners to help teach gardening, cooking and nutrition classes while growing free produce for an area that suffered from limited grocery options. Emory students consistently provided volunteer work throughout the process of relocating the garden. Through projects such as these, UHI progresses toward its vision of communities working together to eliminate health disparities and social determinants of health inequity.

<http://www.urbanhealthinitiative.emory.edu/>

***South Georgia Farmworker Health Project:**

The South Georgia Farmworker Health Project (SGFHP) began in 1996 at the Emory School of Medicine with eight Physicians Assistant (PA) students, three PA faculty, and one physician, under the direction of Tom Himelick, an Emory faculty member in the PA Program. Today, the SGFHP is a multidisciplinary effort involving some 200 students, clinicians, interpreters, and logistics volunteers. It has become the hallmark initiative of the PA Program and received national recognition for its culturally appropriate delivery of care for an often-overlooked population—migrant farmworkers.

Each June, rotating morning and afternoon clinics provide free care for 1,800+ farmworkers and their families over 12 days. Teams see an additional 300 workers during an October weekend clinic. From 1996-2018, a total of 28,000+ farmworkers were served. Clinics are staffed primarily by Emory PA students, faculty, and clinicians and assisted by Emory physical therapy and medical students. The clinics are also staffed by representatives of the other Georgia universities and colleges which partner with Emory: Mercer University, Valdosta State University, Bainbridge College, University of Georgia, and Morehouse University. Spanish and Creole interpreters from Atlanta, South Georgia, and Florida volunteer as well. SGFHP clinical teams have treated a range of patients, including people who have never been seen by a provider, women in labor, and workers with serious chronic illnesses. It's a time of invaluable learning and service that affects everyone involved and honors the PA mission to provide quality, accessible, and cost-effective care.

<https://news.emory.edu/features/2018/11/learning-fields/index.html>

Website URL where information about the institution's community partnerships to advance sustainability is available:

<https://sustainability.emory.edu/initiatives/social-justice/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for FY 17, FY 18 and FY 19.

Additional citations:

https://news.emory.edu/stories/2016/03/er_community_garden/campus.html

https://news.emory.edu/stories/2015/04/hspub_south_georgia_field_clinics/campus.html

https://law.emory.edu/_includes/documents/sections/clinics/telc-campaign-brochure1.pdf

https://news.emory.edu/stories/2013/07/er_reloom_donation/campus.html

<https://www.emoryathletics.com/sports/wtrack/2013-14/releases/20140113wzscov>

<https://emorywheel.com/reloom-brings-upcycling-to-emory/>

https://news.emory.edu/stories/2017/06/er_tn_donate_it/campus.html

Inter-Campus Collaboration

Score

3.00 / 3.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

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 a member of a national or international higher education sustainability network.
 - Actively participates in a regional, state/provincial, or local higher education sustainability network.
 - Has presented at a higher education sustainability conference during the previous year.
 - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
 - Has had employees or students serving on a board or committee of an external higher education 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 employees 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.
-

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

Is the institution currently a member of a national or international higher education sustainability network?:

Yes

The name of the national or international sustainability network(s):

AASHE
STARS
SPLC
I2SL
CSHEMA
Ivy+ Listening Post

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

- * Georgia Campus Sustainability Network (until Spring 2017)
- * Southeast Campus Sustainability Network
- * United Nations Regional Centre for Expertise on Education for Sustainable Development - Greater Atlanta (RCE Greater Atlanta)
- * Atlanta Regional Council for Higher Education (ARCHE)

- * Just Energy Circle of the Partnership for Southern Equity
- * Atlanta Studies

Has the institution presented at a higher education sustainability conference during the previous year?:

Yes

A list or brief description of the conference(s) and presentation(s):

AY 2016-2017:

- * Georgia Campus Sustainability Network Conference - Emory's pollinator protection policy
- * COP 22 Emory delegation presentation - Emory University & Emory Healthcare sustainability overview
- * AASHE Conference - Emory's pollinator protection policy and Friends of the Earth partnership
- * AASHE Conference - Climate Action Plans
- * AASHE Conference - Sustainability vision and strategic planning process
- * SPLC Conference - Lab landfill diversion programs
- * CSHEMA Conference - Lab landfill diversion program
- * I2SL Conference - Lab Landfill diversion program

AY 2017-2018:

- * EcoDistricts Presentation and Tour - WaterHub, on-site water reclamation facility
- * AASHE Conference - America to Go partnership
- * AASHE Conference - Lab landfill diversion programs
- * AASHE Conference - Sustainability for Sustainability Professionals
- * AASHE Conference - Tips for new professionals to sustainability in HE field
- * SPLC Webinar - Emory's sustainable food purchasing & climate-friendly food service
- * Presentation to EPA Region 4 - WaterHub, on-site water reclamation facility

AY 2018-2019:

- * Georgia Environmental Conference - Emory's waste policy and waste management program
- * AASHE Conference - Emory's waste policy and waste management program
- * AASHE Conference - Strategic planning approaches
- * AASHE Conference - WaterHub, on-site water reclamation facility
- * AASHE Conference - America To Go partnership with Emory
- * CSHEMA Conference - Green Labs at Emory
- * AASHE Webinar - WaterHub, on-site water reclamation facility
- * Break the Cycle Conference - Emory University & Emory Healthcare sustainability overview
- * Waste Expo - Emory's waste policy, food recovery and composting
- * ACUI Conference - Emory's waste policy and waste management program
- * I2SL Conference - Lab Landfill Diversion Upstream Innovation

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

Yes

A list or brief description of the sustainability resource center or awards program and submission(s):

Emory submitted multiple case studies to the AASHE Hub and Awards program during the reporting period. Programs represented in the case studies include, Emory's pollinator protection policy, adoption and implementation of a Waste Policy, creation of the WaterHub student docents program, and description of annual class about and student and faculty delegations to the COP.

For the Atlanta Better Buildings Challenge (ABBC) of the Department of Energy, Emory submitted energy and water usage data for over 50 hospital and campus buildings, making Emory the largest participant in the program. Through the ABBC, Emory earned many awards, including the "Game Changer" Award for the WaterHub, for multiple buildings achieving the 20% energy or water reduction ahead of the 2020 goal.

Emory submitted a case study about our 2018 Waste Policy adoption and implementation to the APPA: Leadership in Educational Facilities. Additionally, Emory led an on-site "Essentials of Facilities Management Seminar" co-hosted by APPA and ACUI: Association of College Unions International.

In 2018, Emory submitted an awards application for a NACUBO Excellence in Sustainability recognition.

In 2018, Emory submitted a case study and proposal for the Rodenberry Prize focused on food waste recovery, energy generation and research.

In 2018, the WaterHub at Emory University received the 2018 IDEA Innovation Award for its waste water reclamation and reuse system in collaboration with IDEA member Sustainable Water.

In 2018, Emory submitted applications for the Atlanta Metro Chamber E3 Awards program regarding campus Pollinator Protection Policy and Waste Policy efforts.

In 2017, Emory University in partnership with the sustainability office of the CDC, applied for and received recognition with a CDC Green Champion Award for work creating a community recycling biannual event at the neighboring mixed-use development, Emory Point.

In 2019, Emory students presented on the Emory Freezer Challenge piloted through the Office of Sustainability Initiatives to the Carbon Reduction Challenge program, led by the Georgia Tech Global Change Program.

Has the institution had employees or students 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, AVP, Sustainability, Resilience & Economic Inclusion for Emory University and Emory Healthcare, is a co-founder of the Greater Atlanta Regional Centre of Expertise on Education for Sustainable Development of the United Nations, and serves on the Advisory Board of Emory Law School's Turner Environmental Law Clinic and the National Council on Competitiveness. She is also a Trustee for the R. Howard Dobbs, Jr. Foundation, and the PATH Foundation.

Kelly Weisinger, Director of Sustainability, serves on three voluntary positions with the International Institute of Sustainable Laboratories (I2SL) as founding Co-President of the Georgia Chapter, founder and Co-Chair of the Laboratory Waste Landfill Diversion Working Group, and member of the 2021 I2SL conference host committee. Kelly is also a member of the Sustainable Purchasing Leadership Council's (SPLC) Higher Education Peer Advisory Group, The Lovett School Sustainability Advisory Board, and the City Schools of Decatur Operations Advisory Committee.

Taylor Spicer, Assistant Director for OSI, served on the Generation Green of the Georgia Conservancy from July 2015 to July 2018 and the Next South Sustainability Career Conference planning team from 2015 to 2017. The Next South conference brought together students from schools across the Southeast with Georgia sustainability professionals to discuss and explore career journeys. She has also participated in the RCE Greater Atlanta network, connecting Emory students to the network and participating in network meetings and events.

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:

Until 2018, the Georgia Campus Sustainability Network provided a framework for the mentoring of institutions just beginning their sustainability initiatives until National Wildlife Federation sunset the network. Because Emory has one of the longest-running programs in the metro-Atlanta area, our Office of Sustainability Initiatives was able to share a great deal of best practices and lessons learned.

Also, Emory's Piedmont Project, which is a nationally-renowned 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 employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

Yes

A brief description of the peer review activities:

Kelly Weisinger, Director of Sustainability, serves on an SPLC Peer Learning Circle with other higher education members and provides monthly peer reviews and feedback on a variety of sustainable purchasing-related programs, policies, guidelines, and strategies.

Kelly Weisinger, Director of Sustainability, reviewed and provided feedback on the University of New Hampshire's update of SIMAP commute GHG data collection and guidance.

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

Ciannat Howett, Emory's AVP of Sustainability, Resilience & Economic Inclusion, served 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.

Taylor Spicer, Assistant Director of Sustainability, served on the City of Atlanta's ad-hoc committee, along with faculty members of Georgia State and Georgia Tech, to plan for the implementation of the Bee City Resolution passed in 2017.

Website URL where information about the institution's inter-campus collaborations is available:

<https://sustainability.emory.edu/programs/un-sustainable-development-goals/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for academic years 2016-2017, 2017-2018 and 2018-2019.

Continuing Education

Score	Responsible Party
3.00 / 5.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. 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 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

Total number of continuing education courses offered:

886

Number of continuing education courses that are sustainability course offerings:

180

Percentage of continuing education courses that are sustainability course offerings:

20.32

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:

Institution's inventory of its continuing education sustainability course offerings and descriptions:

A Change of Heart Changes Everything (CHANGEHEART)

This course teaches students how to use HeartMath, a scientifically-validated stress management and resilience-building program.

Administrative Law (ADMINLAW)

This course provides an overview of administrative law in various areas such as Social Security, immigration, Medicaid, education, workers compensation, child support, and healthcare facility regulation.

Adults and Elder Orphans Support Group: A Call For Action (AEOSUPPORT)

This course focuses on participants organizing an Atlanta-based Social Support Network/Team to Address aging-in-place concerns of older adults. Participants will share coping strategies, relate personal life experiences, and offer help and assistance for Adults Living Alone. Participants will also evaluate senior community resources in the Atlanta area and brainstorm advocacy action plans addressing the needs of older adults.

African-American Perspectives of Race in Atlanta (AAPERSPECTIVES)

African American guest speakers present perspectives of race relations, including white privilege, microaggressions, racism, and lifetime changes in racial contexts.

Ageless Grace: Brain and Body Exercises to Maintain and Restore Youthful Functioning (AGELESSGRACE)

Ageless grace exercises are based on the cutting-edge science of neuroplasticity and consist of 21 movement 'tools' that address all five functions of the brain. Students will learn how to create a personal practice that stimulates optimal cognitive and physical function simultaneously.

Ageless Grace: Brain Health Fitness (AGELESSGRACE1)

Similar description as AGELESSGRACE.

Aging in Place and the Senior Care Continuum (AGINGINPLACE)

This course equips families with the knowledge and skills for navigating the complex senior care continuum so that their loved ones receive the highest quality of care.

American History, Part III: Cotton and the Emergence of Capitalism (AMERICANHISTIII)

This course examines the 19th century American expansion which opened the west to be a cotton plantation society, as well as the Civil War.

American History Part IV: Slavery from Civil War to Modern Day (AMERICANHISTIV) This class examines the black experience from Reconstruction to modern day, including Jim Crow, the Great Migration, white migration to the suburbs, and the Civil Rights & Voting Rights Acts.

Artistic Landscape Enhancements (ARTISTICLAND)

For weekend gardeners and landscape professionals, this course teaches the principles and elements of stunning, artistic landscapes. Students will learn how to manage the impact of shade in the landscape and rectify erosion issues.

A Second Wind: The Renewal of Western Colonialism in 19th Century Pt2 (ASECONDWINDSHORT)

This course examines the motivations and differences in 19th century colonialism and imperialism, as European nations competed for land, primarily in Africa and Asia, which was untouched by the first wave of colonialism.

Asian Brush Drawing Tea Time (ASIANART)

Students use ink, watercolors and brush pens to create artistic representations of flora/fauna using the Asian brush drawing technique.

Astronomy in the Suburbs - An Introduction to Star Gazing (ASTROBURBSINTRO)

Students will gain a basic understanding of the night sky and learn how to use a sky chart to locate the major stars, planets, and observe the phases of the moon.

Atlanta: A City Too Busy to Hate, Part I (BUSYATLANTA)

This course provides an overview of Atlanta's history from 1865 to 1959, tracing its origins, development, and the impact that African American commerce and political activism had on the nation as a whole.

Atlanta: A City Too Busy to Hate, Part II (ATLANTATOOBUSY)

Same description as BUSYATLANTA, except covers the years from 1960 to 2000.

Bamboo Babies (BAMBOOBABIESSHOR)

This course provides a pictorial history of the Giant Panda, from legends to everyday use as the World Wildlife Fund symbol. This class includes drawing and discussion components.

Basic Meditation (BASICMED)

Students explore the benefits of a sitting mindfulness/awareness practice, learning the history of meditation, effects of meditation on health and wellbeing, and instructions to begin a meditation practice.

Basic Meditation, Mindful Awareness Practice (BASICMEDITATION)

Same description as BASICMED.

Beethoven: The Human Condition in Eight Works (BEETHOVEN)

Students will explore eight significant compositions which express Beethoven's love of nature and his humanistic world view in an interdisciplinary approach which incorporates language, art, politics, technological achievements, and important world events.

Behavioral Economics Part 2 (BEHAVIORALECON)

This course explores in greater depth themes introduced in the "Introduction to Behavioral Economics" course and introduces new concepts related to financial decision making, including the psychology of money, fairness & reciprocity, and market vs. social norms.

Behavioral Economics, Part 3 (BEHAVIORALECON3)

This course builds upon themes of "Introduction to Behavioral Economics" and "Behavioral Economics Part 2."

Being Present: Mindfulness Meditation (BEINGPRESENT)

Students learn the basics of mindfulness meditation, its roots in Buddhism and how it may help in the aging process.

Be Present - Mindfulness Meditation (BEPRESENT)

Same description as BEINGPRESENT.

Callaway Gardens Trip (CALLAWAYGARDENS)

Led by a professional tour guide, this field trip to Callaway Gardens includes highlights of azaleas, a birds of prey show, and the butterfly house.

Capitalism (CAPITALISM)

This course examines capitalism, featuring disciplines of philosophy, economics, and history.

Capstone Project: Real World, Real Design (LANDCAPSTONE)
Students apply their landscape design skills to a real world project.

CDC: The Nation's Premier Public Health Agency (CDCPUBLICHEALTH)
As the nation's health protection agency, the Atlanta-based Centers for Disease Control and Prevention (CDC) saves lives and protects people from health threats. To accomplish their mission, CDC conducts critical science and provides health information to the public. In this course, CDC experts address many of the most important threats to our health.

Chair Yoga and Meditation (CHAIRYOGAMEDLONG)
This course trains the body, mind, and soul.

Chair Yoga and Meditation (CHAIRYOGAMEDSHOR)
Same description as CHAIRYOGAMEDLONG.

Civil War in the Eastern Theater - Part 1 (CIVILWAREAST1)
In this course, students study the major battles of the Civil War in the Eastern Theater from the Secession Crisis through the end of 1862.

Civil War in the Eastern Theater - Part 2 (CIVILWAREAST2)
In this course, students study the major Civil War battles in the Eastern Theater from June of 1863 until the surrender of Lee's Army of Northern Virginia in April, 1865.

Civil War in the Western Theater, Part I at Park Springs (CIVILWARPS)
This course examines the early years of the American Civil War from the Secession Crisis through early January 1863.

Civil Wrongs, Civil Rights (1865-present) (CIVILWRONGS)
The course covers the first and second periods of reconstruction including the "Black Codes," the 1875 Civil Rights Act, and the Jim Crow period.

Cognitively Based Compassion Training (CBCTRAINING)
Cognitively Based Compassion Training (CBCT) is a model for secular compassion meditation practice drawn from the Tibetan Buddhist tradition. Studies show a correlation between the practice of compassion meditation and the prevention and reduction of depression levels in students. CBCT has been found to be beneficial by educators, social workers, medical professionals, and those wishing to build resiliency, improve relationships, enhance interpersonal skills, and/or simply cultivate compassion.

Communication: Its Art and Soul (COMMUNICATIONITS)
This course contrasts ancient Jewish thought with modern scientific discovery to unearth the essence of communication and how to use it to better oneself, one's relationships, and all of society.

Comparative Religion (COMPRELIGION)
This course introduces participants to the world's leading religious traditions through examining their scriptures, rituals, and practices with the goal of establishing religious literacy that provides the basis for further learning.

Confederate Monuments: Their History, Their Purpose and What Do We Do... (CONFEDMONSHORT)
This course examines the history of Confederate monuments and why they are problematic in our current society. Students will consider the merits and demerits of various arguments about what to do with them now.

Contemporary Issues in Ethics (CONTEMPETHICS)
Experts from the Emory University Center for Ethics present current issues in ethics including healthcare ethics, social justice, end of life care, high risk interventions, genetic testing and medical error.

Critical Thinking and Empathy, Part 2: Our Stone-Age Brains vs. Smart Politics (CRITICALTHINKING)
This course explores how humans' pre-wired brains are a hindrance to achieving the kinds of foreign and domestic policies that would serve society and honor American ideals, especially focusing on the limits of empathy.

Cynics of the World Unite: You Have Nothing to Lose but Your Chains (CYNICSUNITE)
Referencing Paul Loeb's anthology, *The Impossible Will Take a Little While: Perseverance and Hope in Troubled Times*, this course is offered especially for those who are troubled about the state of their nation and planet, but have felt powerless to do anything about it.

Dark Days in the South (DARKDAYS)
This course explores tragic events in the region's past, including Bull Connor's use of police dogs against

demonstrators in Birmingham, Atlanta's Missing and Murdered Children, the trial and lynching of Leo Frank, Atlanta's Temple bombing, and peonage at the Chattahoochee Brick Company.

Day Trip to Gibbs Garden (GIBBSGARDEN)

This trip in March 2018 allowed participants to tour the various gardens on the estate.

Debunking Myths About the Civil War and Reconstruction (MYTHSCIVILWAR)

This course examines how myths about the Civil War and Reconstruction may have distorted our understanding of these pivotal events.

Diseases that Impacted the World (DISEASEIMPACT)

This course provides an overview of diseases which had a major impact on politics and global health. Diseases to be discussed include: smallpox, cholera, Irish famine, TB, Malaria, Bubonic Plague, AIDS, hemophilia and porphyria.

Don't Wait! The Importance of an Aging Care Plan (DONTWAIT)

This course prepares adult children and seniors for making important decisions in the aging process, such as aging in place choices, financial choices, and legal choices.

Epidemics and Disasters: The Past as Prologue (EPIDEMICS)

Using such diseases as smallpox, the 14th century plague and childbirth fever, the course will explore the intersection of climate, commerce and the unintended consequences of scientific changes.

Event Planning Certificate (EVENTPLANNING)

This program will help students to understand the latest trends and technologies in event planning, as well as how to make events environmentally responsible. Among other skills, students will learn how to solve event logistical issues while encouraging "green" event practices.

Event Planning Certificate - Online (DL-EVENTPLANNING)

Same description as EVENTPLANNING, except takes place in an online learning environment.

Event Planning: Develop an Edge on Execution (EXECUTEEVENT)

This course goes beyond basic logistics planning and identifies the critical elements and insights of event planning, such as site visits and risk management. After completing this course, participants will have developed specialized event planning skills, including identifying and proactively mitigating potential environmental impact concerns, such as food waste.

Event Planning: Focus on Food and Beverage (FOODBEVEVENT)

This course teaches students how to create optimal, crowd-pleasing menus to delight guests while managing various dietary concerns and issues. Students will also learn how to limit food waste and make use of excess food.

Evolution of Social Thought as Seen Through Works of Fiction (EVOLUTIONSOCIAL)

This course provides discussion of fictional works, as seen through the lens of social evolution, examining themes of race, gender, and social status.

Examining "White Privilege" (WHITEPRIVILEGE)

The theory and existence of white privilege will be presented through historical events and both white and nonwhite perspectives. Students will be challenged to examine their own assumptions.

Fade to Black, Part 1 (FADETOBLACK1)

This course studies the social impact of film. Specifically, students will critically examine the roles assigned to African Americans in films and discuss the spectrum of images depicted by black Americans during the 20th century.

Film Genres (FILMGENRES)

This course focuses on three primary film genres: Comedy, Horror, and Blaxploitation.²

From Tribalism to Identity Politics (FROMTRIBALSHORT)

This course surveys the influence of tribal factions throughout history from religions to political ideologies. Students will discuss how diversity is a desirable characteristic of societies. The final session covers various topics such as a universal basic income, gerrymandering, educational reforms, etc.

Game-Changers - History and Folk Music: Events and People That Changed the History of Our Country (GAMECHANGERS)

This course tells the stories of people and events that changed the course of our history, including the Erie Canal, Sacagawea, Westward Ho, Andrew Jackson (hero or villain), Kit Carson, John Wesley Powell, Three Ladies, The Dust Bowl and Abigail Adams.

Game Changers, Part 2: History and Folk Music (GAMECHANGERS2)

This is the second series of programs about 'game-changers' with stories of people and events that changed our history, including Stephen Decatur and the Barbary Pirates, "Remember the Alamo", two stories from the Civil War, "Women of the West", and more.

Great Atlanta Museums (ATLMUSEUMS)

Leading staff members from Atlanta-area institutions— the High Museum, the Museum of Civil and Human Rights, the Atlanta History Museum, and the Fernbank Science Museum— describe their museum's mission, exhibits, and "behind the scenes" activities.

Great Decisions 2017 (GREATDECI2017)

Great Decisions addresses eight foreign policy issues confronting the United States. This year's issues included helping Saudi Arabia adjust to the reality of oil, managing the petroleum surpluses, and threats to nuclear security.

Great Decisions 2017 (GREATDECI2017TH)

Same description as GREATDECI2017.

Great Decisions 2018 (GREATDECISION18T)

Great Decisions explores eight foreign policy issues confronting the United States. This year's topics included South Africa's fragile democracy and the progress and challenges of global health.

Great Decisions 2018 (GREATDECISION18W)

Same description as GREATDECISION18T.

Great Decisions 2020 (GREATDEC)

This discussion-based program provides background information and policy options for the eight most critical issues facing America each year and serves as the focal text for discussion groups across the country. This year's list of critical issues includes climate change & the global order.

Gullah Geechee Coast (GULLAHSHORT)

Gullah Geechee culture retains ethnic traditions from West African groups who were enslaved on coastal plantations. However, this dwindling culture is faced with encroaching resort development and a disconnected younger generation. Class participants learn about the culture from an insider who grew up Gullah Geechee.

Hiking Group (OLLHIKINGGROUP)

This course convenes a group of individuals who would like to meet for local hiking opportunities.

Historical Erasure, Grafted Narratives, and Racial Taxonomies in the Poetry of Natasha Trethewey (TRETHERWEY)

Students will study the work of Natasha Trethewey, a former United States Poet Laureate. Trethewey's work examines the intersections between her own experience growing up biracial in the rural South and the history of racism in the region.

History Changing Epidemics and Disasters (HISTORYEPID)

The course offers an historical oversight of the societal impact caused by major epidemics and diseases, including plague, smallpox, "childbirth fever" influenza, hookworm, and HIV/AIDS. The class also discusses the disasters of the Chernobyl nuclear accident and the Bhopal gas leak.

History of Buckhead (HISTBUCKHEAD)

This course traces the development of Buckhead, beginning in the Paleo-Indian and Muscogee/Creek Indian periods (8000 - 6000 BC - 1821) and ending with the opening of Lenox Square in 1959.

History of Native Americans (NATIVEAMERICANS)

The class examines the history of the Native Americans, beginning with the migration from Siberia some 15,000-20,000 years ago, enslavement by Queen Isabella 500 years ago, and genocide & rebirth.

History of Slavery (HISTORYSLAVERY)

This class views slavery as a virus mutating over time, from "saving" the vanquished after a war to the inhumanity of the cotton plantation south. This course does not present America in a positive light.

Hot Topics in Islam (HOTTOPICS)

This course covers central topics of debate in Islam, such as women's rights, jihad, shariah, Qur'an, the status of non-Muslims, and more.

How to Be Well – Achieving Health and Happiness in the Age of Acceleration (HOWTOBEWELL)

This class examines the current state of health in the U.S. and the psychological stress of living in an age of rapid

change. Students discuss the diverse factors that contribute to a happy and healthy life including diet & nutrition, sleep, physical activity, stress reduction, lifelong learning, and connecting with nature, others, & oneself.

Ikebana Introduction (IKEBANA)

Students will learn Ikebana, the ancient Japanese art of flower arranging. Ikebana is seen as a spiritual process that helps one develop a closeness with nature and merge the indoors and outdoors.

Ikebana Introduction (IKEBANASHORT)

Same description as IKEBANA.

Industrial Revolution, Part 2 (INDREV2)

This course examines how/why the United States has been the global leader for the past 150 years, when Great Britain was previously the global leader in the Industrial Revolution. Students will also discuss how China, Russia, and other nations are challenging the U.S.

Industrial Revolution, 1750-1850 (INDUSTREVOL)

This class examines the triggers and driving factors of the Industrial Revolution, including demographic, agricultural, and financial changes. This course endeavors to answer whether human society is now better off because of the Revolution.

Introduction to Behavioral Economics, Part 1 (INTROBEHAVIOR)

The course introduces students to key concepts designed to help people and organizations make better decisions, covering basic theories of evolutionary psychology, automatic vs. controlled thinking, public policy and choice architecture, and when to trust experts.

Introduction to Behavioral Economics, Part I (INTROBEHAVECON)

Same description as INTROBEHAVIOR.

Introduction to Environmental Public Health (INTROENVIRONMENT)

This course explores the fundamental concepts of environmental health (epidemiology, exposure science, and toxicology) and the influence of the environment on disease. Students will also review case studies and articles to learn about current issues in environmental health research.

Introduction to Event Planning (INTROEVENT)

Students will learn best practices for planning events, including how to plan and manage logistics, catering, audio-visual elements and more. After completing this course, participants will gain skills such as understanding the complex issues of food and beverages and communicating effectively with attendees.

Introduction to Event Planning (INTROEVENTOLD)

Same description as INTROEVENT.

Intro to Mindfulness, Insight Meditation (INTROMINDFULNESS)

This course teaches students how to practice mindful awareness of internal experiences, such as emotions, and of actions, such as movement. Participants will learn the connection of mindfulness to Buddhist Psychology and the ethics of a mindful lifestyle.

Investigating Complaints in the Workplace (HRCOMPLAINT)

This course provides an overview of federal employment laws– including Title VII of the Civil Rights Acts– as well as how to establish non-discriminatory employment practices and strategies throughout the investigation process.

Jews of the American South (JEWSSOUTH)

This course explores the social, economic, religious and cultural lives of Jews in the American South from the eighteenth century to the present. Students will discuss how “Jewishness” was shaped by the South’s approach to social relations, emphasis on evangelical religion, and struggle with the issue of race.

Kennesaw Mountain Day Trip August 20, 2019 (KENNESAWMOUNT)

Participants will visit the Kennesaw Mountain National Battlefield Park, the site of the Battle of Kennesaw Mountain of the Civil War.

Key Issues of Our Times: Experts Look Behind the Headlines (KEYISSUES)

This class analyzes topics ranging from foreign policy, immigration, and public education to the economy, cyber security, healthcare, and the role of religion in the public sector. Leading the discussions is a group of experts from Emory University, Georgia Tech, the Atlanta Public Schools, Homeland Security, Public Broadcasting Atlanta, Aware Force, and the Federal Reserve.

Landscape Design Certificate (LANDSCAPEDESIGN)

Working professionals share with students what they have learned from more than four decades of designing and installing award-winning home landscapes.

Landscape Design I (LANDDESI)

Intended for hobbyists, amateur landscape designers and professionals wishing to broaden their residential design skills, the course provides foundational concepts for creating functional landscape plans. The course covers basic design terms and processes, creating a base map, conducting a site inventory, and incorporating sustainability elements.

Landscape Design II (LANDDESII)

Students use the skills developed in Landscape Design I to create functional landscape diagrams and apply preliminary design guidelines and principles. Incorporating the elements of sustainability is woven through every lesson.

Landscape Painting with Wayland Moore (LANDSCAPEPAINTING)

The course teaches participants to improve their technique and paint with confidence using natural landscapes as inspiration.

Law of the Election/Removal of the President (LAWELECTION)

This course discusses issues concerning the election and removal of a President, including the history of impeachment and the operation of the Twenty-Fifth Amendment that deals with Presidential incapacity.

Leading Through Change (CHANGEMGR)

This course teaches organizational leaders to prepare for and lead through change in their organization by conducting change analyses, consistently communicating, managing emotions, and keeping employees focused.

Lean Six Sigma Black Belt Certificate (LSSBB)

Completion of a Green Belt Certificate is required prior to enrolling in the Black Belt Certificate. Students are also responsible for providing their own independent project. See more information about the Six Sigma Methodology under the "Green Belt Certificate" course.

Lean Six Sigma for Healthcare Professionals (LSS-HC)

Participants learn how to contribute to successful healthcare improvement projects using key Lean Six Sigma tools. Completion of the Lean Six Sigma White Belt Certificate course is the minimum prerequisite.

Lean Six Sigma Green Belt Certificate (LSSGB)

Lean Six Sigma Green Belt (LSSGB) is a customer-focused business improvement methodology which was developed to improve work processes by eliminating waste and defects in business processes. The goal of the class is to present fundamentals for Lean Six Sigma tools to apply the DMAIC (Define, Measure, Analyze, Improve and Control) methodology to most improvement projects.

Lean Six Sigma White Belt Certificate (LSSWB)

Students will learn the roadmap for the key roles and responsibilities of a Lean Six Sigma framework, especially how to identify waste and variation in a process and increase stakeholder satisfaction.

Lean Six Sigma White Belt Certificate - Online (DL-LSSWB)

Same description as LSSWB, except this version of the course occurs in an online classroom.

Let's Talk About "So You Want To Talk About Race (LETSTALK)

This course provides a space for students to have difficult discussions about race through the lens of So You Want to Talk About Race by Ijeoma Oluo.

Let's Talk About So You Want To Talk About Race - Part 2 (LETSTALKRACE2)

The class will continue talking about So You Want To Talk About Race by Ijeoma Oluo.

Let's Talk: Women Aging in the 21st Century (WOMENAGING)

Students learn about the aging process as viewed in contemporary time, and through hearing about other women's experiences, may come away with a new understanding of themselves.

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong--and the State of the Nation (LIES)

Building on James Lowen's book, this discussion-based course examines how the misteaching of history shapes the understanding of contentious contemporary issues in 2017. Historical issues and events discussed include the battle over Christopher Columbus and his legacy, U.S. presidents and slavery, the nuclear age, 9/11, and more.

Looking Back at 9/11: Thinking Intelligently and Honestly About Terrorism (LOOKINGBACK911)

This course examines the problems related to terrorism, including: root causes of terrorism; freedom, civil liberties, dissent, and terrorism; terrorism and corporate media; white nationalism/supremacy/racial profiling; and the war on terror.

Managing Stress in the Workplace (STRESSMGMT)

This course challenges the work-life balance concept and discusses factors that influence wellness and organizational goal achievement. Students practice evidence-based stress management tactics grounded in organizational behavior and neuroscience research while creating an action plan for both personal and professional development.

Maps: Our Constantly Changing View of the World (CHANGINGMAPS)

This course discusses how maps extend our understanding of history, politics, economics, culture, and conservation.

March of the Penguin - Black n' White Drawings (MARCHPENGUIN)

Students will have an opportunity to create ink brush drawings of penguins while learning fun facts about these birds, such as their history and geography.

Microaggressions (MICROAGGRESSIONS)

This class examines microaggressions in a historical context, considering racial and gender oppression. Students learn how to identify microaggressions and create a toolkit of microsolidarities to counteract microaggressions.

Mindful Relationships: How Mindful Meditation May Improve Relationships (MINDFULRELATIONS)

This course explores the connection between mindfulness and relationships through discussing the latest research on this connection. Scientists and practitioners have begun to suspect that mindful meditation may be one avenue for improving relationships.

Modern Health (MODERNHEALTH)

This course provides an overview of health policy, medical history, and the biological basis of many common diseases. After establishing a historical and sociopolitical framework for discussing health, the course examines common diseases that are major contributors to mortality rates in the United States.

Native Lands: Indians and Georgia (Atlanta History Center) (NATIVELANDS)

During this guided tour at the Atlanta History Center, participants learn about the original inhabitants of what is now Georgia, beginning with the Mississippian peoples and continuing with their descendants, the Creeks and the Cherokees. The tour explores Indigenous People's recent history and their continuing connections to Georgia.

Nature Journals/Artistic Memorybooks (NATUREJOURNALS)

Students attend a field trip to Stone Mountain and learn how to record nature observations in scrapbooks/journals as an imaginative and mindful exercise.

Old Jim Crow and The Long New Deal (OLDJIMCROW)

This course examines how the New Deal reconfigured racial inequality on a national scale. Efforts to right the exclusions of the New Deal galvanized the 1960s civil rights movement and provoked an ongoing "white backlash."

OLLI Trip 2018 - Alabama Civil Rights Tour (OLLITRIP2018)

Students will follow the "Voting Rights Trail" as they travel from Selma to Montgomery, visiting historical sites and learning about the civil rights movement.

Organizational Change Management (PROJECTCHANGE)

This course guides participants in creating a comprehensive organizational change management plan, which includes proper stakeholder analysis, effective communication/training, and successful transition strategies.

Our Children, Our Grandchildren— and Our Cynicism and Despair (OURCHILDREN)

This course is offered especially for those troubled about the world their children and grandchildren will live in. Paul Loeb's anthology, *The Impossible Will Take a Little While*, introduces students to stories of people who refused to succumb to despair in the face of seemingly insurmountable obstacles, and suggests how to commit oneself to creating a more just, peaceful, and environmentally sustainable world.

Post Election: What does it mean for us? (POSTELECTION)

This course reviews the results of the presidential and senatorial elections by counties in Georgia. Moving forward, the course looks at key issues for the next administration, including technology and the economy, racial animosity, illegal immigration, and nuclear war.

Predictably Irrational? (PREDICTIRRATION)

Based on the work of social psychologists and behavioral economists, this course introduces students to the instincts that affect the decisions people make, covering basic theories of evolutionary psychology, automatic vs. controlled thinking, inaccurate perceptions of risk, the role of chance, how the environment controls us, and when and when not to trust experts.

Predictably Irrational? Part 2 (PREDIRRATION2)

This course continues the discussion of social psychology and behavioral economics first introduced in the Part 1 course.

Presidential Power Under the Constitution (PRESIDENTPOWER)

The course discusses the power of the President under the Constitution as asserted by Presidents and interpreted by the Supreme Court and lower courts. Topics to be discussed include the President's enumerated and implied powers, the President's power over foreign relations, the veto power, the President's power to control the regulatory agencies, the pardon power, executive privilege, and impeachment.

Psych 101 and its Application to Everyday Living (PSYCH101APP)

In this course, students receive an introduction to the world of psychology. The course surveys topics including the history of psychology; the influence of multiculturalism, gender, and sexual orientation; conscious and unconscious processes; sleep/dreams; anger, stress, and health; personality; grief and loss; specific disorders and treatments; and an overview of psychotherapy.

Public Health Ethics 101: Primer (HEALTHETHICS)

This course provides a broad overview of general public health concepts and the related public health ethics principles, through both a historical and modern-day perspective.

Public Health: Your Life Depends Upon It (PUBLICHEALTH)

This course gives an overview of public health in America, emphasizing the history of the CDC's work, including VDs, AIDS, smallpox, Ebola, and Zika.

Race and Health (RACEHEALTH)

This course introduces principles of mediating health differences and disparities between racial groups around the globe. Topics covered include genetic diversity and race, the role of genetics in health disparities, and psychological and systemic biases in healthcare practices.

Recent Supreme Court Cases (RECENTSCCASES)

This course reviews some recent decisions of the U.S. Supreme Court, including *Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission* (cake baker and the first amendment); *Murphy v. National Collegiate Athletic Association* (sports gambling); *Abbott v. Perez* (gerrymandering legislative districts); *Carpenter v. U.S.* (phone cell records and the Fourth Amendment); *Ohio v. American Express Co.* (restrictions on merchants taking credit cards); and *Trump v. Hawaii* (travel ban).

Reducing and Managing Gas and Electric Utility Costs (REDUCEUTILITY)

This course trains students to monitor, reduce, and manage natural gas and electric utility costs.

Religion and Immigration (RELIGIONIMMIGRAT)

This course explores the religious lives of Christian, Jewish, Muslim, Buddhist, and Hindu immigrants in the United States, beginning with the history of immigration to the U.S. and using case studies to examine the multidimensionality of immigrant lives from civic engagement to culture to female immigrants.

Religion: A Sociological Perspective (RELIGIONSOCIO)

This course examines the sociological and cross-cultural issues surrounding religious ideas, beliefs, and practices with an extra emphasis on Islam. Students will look at the global and American religious landscapes, the relationship between religion and politics, and delve into Muslim-Americans and their views during the Trump Administration. The course strives to answer questions such as "Why women are more religious?", "Why do immigrants become more religious in their new settings?", and "Is religion a barrier to integration?"

Rescuers During the Holocaust (RESCUERS)

This course gives an overview of rescuers during the Holocaust, what the situation was in their particular country, their actions, and their outcomes.

Right Plant, Right Place: Succeeding with Plants (LANDRIGHTPLANT)

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.

“Second Layer-Repurposing for Art” Evolution (SECONDLAYER)

This course teaches students to repurpose discarded artwork and mixed paper like letters, cards, and junk mail, to create new masterpieces.

Semiotics in Politics (SEMOTICSPOLITICS)

This course examines the basics of Semiotics and how political operatives, issue-oriented advocates, and candidates use language, symbols, and icons to not only send direct messages, but coded messages in plain sight.

Should I Stay or Should I Go? (SHOULDISTAY)

Expert presenters offer advice in complex issues of senior transition, such as moving, downsizing, and health, family and money issues.

Social Neuroscience, Brain and Behavior (SOCIALNEURO)

In this course, students discuss behavioral neuroscience research discoveries on brain hormones involved in social behavior and social deficits.

Solidarity through Humor and Satire - Part 1 (SOLIDHUMORSATIRE)

This course considers how humor and satire can operate in maintaining group cohesion in the face of oppression, and in undermining or reinforcing attitudes towards race, gender, religion, class, and ethnicity.

Solving Problems Creatively (SOLVEPROB)

This hands-on course teaches students to harness the power of creativity by providing tips, techniques and models to help develop their resourcefulness.

Sticks and Stones: Hardscapes Made Simple (LANDSTICKS&STONES)

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.

Survey of the Animal Industry (ANIMALINDUSTRY)

Students learn the basics of domestic animal production systems, such as the care of animals and marketing of animal products in the U.S. The course covers how different species serve the needs of humans for food, emotional well-being, and protection.

Sustainable Landscapes: How far am I willing to go? (SUSTAINLAND)

In this class, participants learn how to choose the right plants for the right places and perform the best sustainable maintenance practices to minimize inefficiencies and decrease the need for excess water & added chemicals. After this class, students will be able to describe the impact of sustainable decisions regarding planning and maintaining landscapes and ultimately, return to their own landscapes and redesign areas to be more sustainable.

T'ai Chi (Beginner and Intermediate) (TAICHIHARVEY)

T'ai Chi and Qi Gong are systems of exercises which help to increase strength, balance, flexibility & mental focus, and reduce stress and blood pressure. The traditional Yang Style short form (24 forms) is taught in a manner that all can follow.

T'ai Chi (Beginner and Intermediate) - Short Session (TAICHISHORT)

Same description as TAICHIHARVEY.

Tai Chi for Arthritis (TAICHIARTHRITIS)

This course teaches students Tai Chi, which improves mental and physical balance and can reduce the rate of fall of older adults. Additional benefits include improving relaxation, vitality, posture, and immunity.

T'ai Chi Interim Session (TAICHIINTERIM)

This series is designed for returning students who have prior experience with T'ai Chi.

The Anti-Inflammatory Diet (ANTIDIET)

Students will learn to attack the root cause of many inflammatory chronic conditions with explicit, straightforward changes to their diet.

The Atlanta BeltLine Project Transit and Affordable Housing (ATLBELTLINE)

This class will build on the previous class, “The Atlanta BeltLine Project and Streetcars in Atlanta,” emphasizing key elements of transit and affordable housing.

The Battle of Little Bighorn in History and Popular Culture (LITTLEBIGHORN)

This course examines Custer's Last Stand in the context of American history, particularly the events leading to the battle, the mysteries surrounding the battle, and its effect on popular and political history.

The Civil War in Georgia (CIVILWARGEORGIA)

This course will explore the various wartime actions and key participants of the Civil War in Georgia, beginning with the January 1861 secession vote and culminating with the May 1865 capture of Confederate President Jefferson Davis near Irwinville.

The Civil War in the Western Theater, 1863-1865, Part II (WESTERNTHEATER)

This course examines the major campaigns and battles of the Civil War in the Western Theater (i.e. the region between the Appalachian Mountains and the Mississippi River) from the beginning of 1863 through the end of the War.

The Climate Change Crisis: Causes, Consequences, and Solutions (CLIMATECHANGE)

This course examines how the global economic system has promoted and rewarded practices that have caused climate change and widespread environmental degradation. These practices have damaged the atmosphere, reduced biodiversity, degraded the land and oceans, polluted the water and air, compelled massive migrations, provoked conflict, and heightened worldwide inequality. The course will examine fighting climate change as a matter of social, racial, environmental, and economic justice. It will look at solutions, policies, and actions to address global climate change and environmental degradation. To enroll in this course, students must first acknowledge climate change as an immediate global crisis.

The Dreyfus Affair (DREYFUSAFFAIR)

The explosive anti-Semitism of most of the French during the Dreyfus Affair left Theodore Herzl to despair of Jews ever finding a homeland in European countries. This became the impetus for the State of Israel. Students will learn about this historical event which foreshadowed the beginning of the Holocaust.

The Films of Woody Allen: Themes, Reaction, and Discussion (WOODYALLEN)

This course explores major themes re-occurring in most of Allen's films, including death, meaning of existence, Anti-Semitism, relationships, Judaism (religious and secular), and consequences for one's actions.

The Industrial Revolution (INDUSTRIALREVOL)

This course tells a unique story about the Industrial Revolution: the authority and absolute sovereignty of royalty and popes eventually gave way to self-determination which allowed individuals' independence to choose, innovate, and create.

The Jewish-American Experience: The Journey of a People (JEWISHEXPER)

The class examines and celebrates the story of the two million East European Jews who found their way to the US after 1880, including their migration, culture, political protests, and more.

The Law of Freedom of Speech and the Press (LAWOFFREEDOM)

This course discusses how the U.S. Supreme Court has interpreted the First Amendment on free speech and press issues including fighting words and hate speech, criticism of political and public figures, limitations on campaign and political speech, corporate speech (Citizens United), publication of government secrets, education and free speech, restrictions on advertising and other commercial speech, and speech by the government and government employees.

The Law of the First Amendment (FIRSTAMEND)

This course discusses how the U.S. Supreme Court has interpreted the First Amendment on various issues including education and restrictions on speech, the applicability of general government regulation to religious conduct, and government support of religious ideas.

The Plague of Color: History and Race in the United States (PLAGUEOFCOLOR)

This course explores the meaning of blackness and race in the context of U.S. history from the 18th century to present. The goal of this course not only is to provide information, but to engage students in an honest dialogue about the pressing issue of race.

The Reckoning: Today's Older Adults Aging Alone - Part 2 (RECKONING2)

Participants engage in discussions to identify key lifestyle issues for adults and elder orphans and will identify resources, services, and barriers for maintaining a lifestyle of senior independence.

The Reckoning: Who Will Care For You (RECKONING)

Course participants will learn how to formulate smart family plans to age-in-place.

The Reconstruction Era: Revolution and Counter-Revolution (RECONSTRUCTION)

This course will attempt to present a more truthful version of the events of Reconstruction, its meaning and purposes, its successes and failures, and the reasons for its demise. Students will discuss the continuing impact of the Reconstruction Era on present-day economic and racial issues.

The Wonder of Water (WONDEROFWATER)

Students will learn about the remarkable talents of water and how it makes life possible. The course presents inventive ways that humans and other organisms obtain, distribute, use, and conserve water, as well as the connection between water, weather, and climate.

The 2016 Presidential Election Examined - the Good, the Bad and the Ugly (2016ELECTION)

Students will hear a variety of experts reflect on what America has learned from the election, and what lies ahead. Speakers include a political scientist, a public opinion pollster, a reporter, a media analyst, a columnist, a campaign strategist, a spokesman for the Muslim community, and a politician.

Thoreau at 200: The Voice We Need Now (THOREAU200)

This course examines the influence of Henry David Thoreau— ethicist, prophet, ecologist, gardener, economist, abolitionist, journalist, educator, patriot, iconoclast, and more— on thinkers and activists such as Martin Luther King Jr. and Gandhi, as well as connections between Thoreau and Frederick Douglass. Thoreau's work will be applied to understand pressing contemporary issues.

Thoreau in Kentucky: Wendell Berry, the Informed Conscience, and the Higher Law (WENDELLBERRY)

An important environmental writer, Wendell Berry's work challenges readers to address the unacknowledged and interconnected forms of violence against the Earth and its inhabitants. Berry suggests changes in people's thinking, lives, and polity required to atone for these offenses. This course examines Berry's essays, including "The Hidden Wound" (on racism), "Sex, Economy, Freedom and Community: Eight Essays," "The Art of the Commonplace: The Agrarian Essays of Wendell Berry," and "Blessed Are the Peacemakers: Christ's Teaching About Love, Compassion and Forgiveness"

Today's Retirement: How is it Different? (TODAYRETIRE)

This class focuses on key topics to constructing a retirement plan for current retirees and those preparing to retire, such as housing, health care, long-term care, and retirement income.

Today's Elder Orphans and Adults Aging Alone Part 1 (ELDERORPHANS)

Participants will discuss key lifestyle issues for elder orphans and active adults aging-alone (aging in place). Participants will develop a resource and service guide for maintaining independence.

Viewpoint Diversity in Political Discussions (VIEWPOINTDIV)

This class presents an approach to respectfully discuss different views on politics and issues. The goal is not to change others' opinions but to listen, learn and understand their points of view.

Voter Registration Training (September 14, 2018) (VOTER)

This class prepares students to volunteer at non-partisan voter registration drives so that they can assist individuals registering to vote. Students will review basic information about voting such as requirements for registering to vote in Georgia and the acceptable forms of identification needed for Election Day. Students will also learn best practices for remaining non-partisan at voter registration drives, what it means if someone has a felony on their record and wants to vote, and prohibited activities surrounding voting registration. Finally, the class addresses absentee ballots and the importance of provisional ballots.

"Wealthy and Wise" – Financial Conversations (WEALTHYWISE)

This course covers financial topics including retirement withdrawal strategies, social security planning for women, long-term care insurance, and socially responsible investing.

What is all this resistance/grassroots Activism Stuff? (GRASSACTIV)

This course explores the progressive grassroots movement through historical and contemporary examples, a survey of activism in the Atlanta area, and information on how to get involved.

Where Do You Want To Be At 103? (WHERE103)

This course empowers students to proactively plan for a safe and comfortable future, considering Medicare benefits, home modifications, transportation options and more topics related to long-term planning.

Whole Health Action Management (WHAM) (WHAMPROGRAM)

Students will learn how to manage their health through WHAM training, which focuses on mind-body resilience. The goal of the course is to teach skills to self-manage chronic physical and mental health conditions and achieve whole health.

Who Will Care For You: The Reckoning (WHOWILLCARE)

Participants will learn about the caregiving reckoning crisis impacting senior independence. The course will discuss and outline successful lifelong practices and study how positive thinking increases longevity.

Who Will Care For You: The Reckoning (Extended) (WHOWILLCAREEXTEN)
Same description as WHOWILLCARE.

Women's Rights are Human Rights (WOMENRIGHTS)

This course examines the integration of human rights and gender mainstreaming in respect to different social structures of civil life: politics, the economy, social dynamics, and family & community life. It also examines competing definitions of women leadership; class, race, and gender dynamics; and the cultural dynamics of political organizing and social change.

Woman's Support Group (WOMANSUPPORT)

The purpose of the group is to provide an intimate, supportive, and meaningful setting for women to share their ideas, feelings and experiences.

World War II, Part 1: European Theater (WW2EUROPEAN1)

Topics covered in this course include: Adolf Hitler and the rise of Nazism; events leading to war; the surge of German victories; prominent Allied personalities and the conflicts over Allied strategy; the air war and battle of the Atlantic; the prodigious output of the U.S. war economy; the collapse of Germany; and the terrible costs of the war during the aftermath and beyond.

Yerkes Research: Discovering Causes, Preventions, Treatments and Cures (YERKES)

In this course, participants will hear from the researchers who are fighting disease and improving human health and well-being by making groundbreaking discoveries in Emory's Yerkes National Primate Research Center.

Yoga Asana and Pranayama (YOGAASANA)

Students will learn how to improve their physical strength, endurance, flexibility and balance through yoga. Practicing yoga also helps individuals to be mindful of their bodies and actions, develop a compassionate attitude, and restore inner peace.

Yoga Philosophy (YOGAPHILOSOPHY)

Students will discuss yoga philosophy as laid out in the yogic texts of the yoga sutras.

Yoga Sutras - Philosophy of Yoga (YOGASUTRAS)

Students will discuss yoga sutras and the core concepts of yoga philosophy.

11-Week Anti-Inflammatory Diet (11WEEKAIDIET)

This course attacks the root cause of many chronic inflammatory systems by teaching students about the history, science, and healthcare costs of foods that increase or decrease inflammation.

6000 Year History Of Indian Civilization (6000YEAR)

This course illuminates the story of Indian civilization, especially the Vedic period, a time during which the concept of democracy was already well developed.

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

Three

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

No

A brief description of the certificate program(s):

The sustainability certificate program was ended before this STARS reporting period.

Website URL where information about the institution's continuing education courses and programs in sustainability is available:

<https://ece.emory.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data was collected for AY 2017 to AY 2019. All courses are listed under one department: Emory Continuing Education.

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.

The STARS 2.2 Technical Manual for EN-12 states that one way for a course to classify as “sustainability-inclusive” is by integrating “sustainability challenges, issues, and concepts.” The manual suggests that to identify specific sustainability challenges, one can reference the Earth Charter principles and/or the UN SDGs. Below is an explanation of why certain course categories have been included in this list, referencing sustainability challenges mentioned in the Earth Charter and SDGs.

Under Earth Charter’s “Respect and Care for the Community of Life” pillar is a call to “transmit to future generations values, traditions, and institutions that support the long-term flourishing of Earth’s human and ecological communities.” Therefore, courses which include artistic elements and/or time spent outdoors are listed because they foster an appreciation and respect for nature which will contribute to upholding the “long-term flourishing” of the global environment.

One Earth Charter pillar is “Democracy, Nonviolence, and Peace,” with the principle of strengthening “democratic institutions at all levels,” and a call to “eliminate corruption in all public and private institutions.” Therefore, courses which address questions of democracy have been included in this list.

One Earth Charter principle states that society must “uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.” Under this principle are calls to “eliminate discrimination in all its forms, such as that based on race, color, sex, sexual orientation, religion, language, and national, ethnic or social origin” and “affirm the right of indigenous peoples to their spirituality, knowledge, lands and resources and to their related practice of sustainable livelihoods.” Because of these principles, it is clear that social justice is a crucial sustainability challenge. Therefore, courses which address issues of social justice, equity, and inclusion— especially racial justice— have been included in this list.

SDG 3 is to “ensure healthy lives and promote well-being for all at all ages,” The phrase “at all ages” informed the decision to list several courses pertaining to the health of elders, especially as the way a society cares for its elders is an important indicator of that society’s values. One target of SDG 3 is “promot[ing] mental health and well-being.” Meditation and mindfulness practices are ways to promote mental well-being, so courses teaching these skills have been included in the list. Furthermore, research has shown the personal and societal positive impacts from introducing mindfulness meditation into people’s lives. SDG 3 also includes targets about physical health such as ending the epidemics of communicable diseases and reducing death and illness from environmental contamination. Courses which address disease and public health relate to this sustainability challenge and therefore have been included in the list.

Economic considerations are an important aspect of sustainability. SDG 8 is “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.” Therefore, courses related to economics have been listed because understanding economics is crucial to advance economic equality and achieve a truly equitable, sustainable world.

A target under SDG 8 is to “take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking...”, so courses involving slavery, particularly the history of slavery in America, have been included. Learning about slavery in the past offers insight for avoiding a repetition of history in the present day.

Under SDG 10 is the target of facilitating “orderly, safe, regular and responsible migration and mobility of people,” so courses mentioning immigration have been listed.

SDG 4 is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” so courses including questions of education have been included. Furthermore, one of the targets under SDG 4 is that “by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” Many of the courses in this list help students to attain the skills and knowledge for understanding and promoting human rights and an appreciation of cultural diversity. Given the ability of these courses to promote the sustainable learning of students, they address an important sustainability challenge.

Community Service

Score	Responsible Party
3.12 / 5.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:

Yes

Total number of students:

16,024

Number of students engaged in community service:

11,299

Percentage of students engaged in community service:

70.51

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed annually:

219,065

Number of annual community service hours contributed per student :

13.67

Does the institution have a formal program to support employee volunteering during regular work hours?:

No

A brief description of the institution's program to support employee volunteering:

Emory Community Giving offers Emory University and Emory Healthcare employees the opportunity to help over 400 nonprofit community groups which address an array of health, human-service, community, and environmental needs. Employees can donate through payroll deduction or write a check.

<http://communitygiving.emory.edu/>

Volunteer Emory (VE) is a program of Emory's Center for Civic and Community Engagement that facilitates opportunities for service and social justice work for Emory community members. Emory employees and faculty participate in VE's triannual Days of Service, especially Emory Cares Day in November, during which the Emory community works with local nonprofits to serve the broader metro Atlanta community.

VE:

<http://community.emory.edu/programs/volunteer/index.html>

Emory Cares Day:

<https://www.engage.emory.edu/s/1705/alumni/index3.aspx?sid=1705&gid=3&pgid=3256>

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 or emergency. It is funded by voluntary donations from Emory University faculty and staff, as well as other entities who want to assist Emory employees facing unexpected

financial challenges. All donated funds go directly toward helping colleagues in need; no donated money is used to administer the program.

<https://hr.emory.edu/eu/work-life/financial-programs/hardship-fund/index.html>

Annually, hundreds of Emory staff volunteer to assist with the setup and breakdown of 14,000 chairs on the Quadrangle for the main Commencement Ceremony, as well as to help with wayfinding, zero-landfill waste sorting, handing out programs, running hydration stations, providing mobility assistance and more.

<https://www.hr.emory.edu/eu/resources/staff/giving-volunteering.html>

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

No

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Website URL where information about the institution's community service programs is available:

<https://www.hr.emory.edu/eu/resources/staff/giving-volunteering.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Emory currently does not track service-learning courses, faculty engagement, or staff/employee hours on a university-wide scale.

Student data are an estimation of the number of community service hours and number of students engaged in community service based on the 2014 community service data and 2018 enrollment numbers. 2014 data was collected by the Office of Community Partnerships.

Participation in Public Policy

Score

2.00 / 2.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

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
- 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, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees 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:

Emory has continued to actively advance the proposed Clifton Corridor Transit Initiative (CCTI), a light rail line that will connect major Atlanta businesses and residential hubs to each other via public transportation as well as serve the Emory community. The Clifton Corridor is currently the largest activity center in metro Atlanta with no direct access to a Metropolitan Atlanta Rapid Transit Authority (MARTA) metro station or the interstate system. The proposed light rail line would serve over 40,000 CDC and Emory University employees and would generally help boost economic activity in the area. Emory has played a key role in both advancing the public popularity of the initiative in the Clifton Corridor area and helping secure finances for it. Betty Willis in Emory's Office of Government & Community Affairs has actively engaged in advocacy and provided testimony to advance transit to the Atlanta Regional Commission (ARC) Board and to the MARTA Board. In October of 2018, the MARTA board decided to allocate \$350 million in local funding to the CCTI, and Emory University and Emory Healthcare are working with other stakeholders in the Metro Atlanta area to secure additional funding for the project.

Emory's Community Building and Social Change fellows program has partnered with DeKalb County for the past eight years to play a central role in the DeKalb Sustainable Neighborhoods Initiative. This initiative aims to support neighborhood priorities to improve quality of life. This includes local economic development, access to quality education, and environmental quality, such as reduced air and noise pollution and access to clean water.

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:

In early 2017, former Emory President, Jim Wagner; Claire Sterk, Emory's President during the reporting period; 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 to discuss regional transit expansion. Betty Willis in Emory's Office of Government & Community Affairs has also actively engaged in advocacy and provided testimony to advance transit in the State Legislature.

Emory testified (via Joan Kowal, the Senior Director of Energy Strategy and Utilities at Emory) before the Georgia Public Service Commission in April 2019. This testimony regarded the proposed installation of a distribution-connected microgrid on campus. This installation of a microgrid would provide better energy efficiency and resiliency to Emory University, Emory Healthcare, the CDC, and the surrounding community.

In 2018, Emory Law School's Turner Environmental Law Clinic, along with representatives from Georgia Tech and the University of Georgia, published the Georgia Model Solar Zoning Ordinance. This ordinance provides a guide to safely expanding solar panel infrastructure in Georgia communities without disrupting the environment and neighborhood well-being. Poorly sited solar energy projects can do more harm than good if not planned correctly, and this ordinance lays out strategies for safe and effective planning, all while encouraging rapid (though not so rapid to be unsafe) solar energy development in Georgia

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:

Emory was encouraged by the February 2019 federal spending package increasing funding for research in the sciences. Emory urged Congress to complete the FY19 appropriations process to provide certainty in funding to researchers at Emory and other research institutions. Here are some research breakthroughs made possible through funded research

<https://news.emory.edu/features/2019/12/research-funding/index.html>

Emory is part of the Association of American Medical Colleges (AAMC), and in 2019 helped organize a letter along with other AAMC colleges urging congress to pass legislation providing a path to citizenship for those approved for Deferred Action for Childhood Arrivals (DACA) and other young undocumented immigrants.

In 2019, Emory contributed nearly 24 times the grant/scholarship financial aid (\$335 million) to our students than the federal government provided (\$14 million). And the Emory Advantage program gives students the opportunity to graduate with little or no debt, easing the financial burdens that can limit postgraduate career or education choices. Priorities include improved financial aid dollars as well as policies that support highly functioning institutions of higher education.

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:

Emory University is an official observer at the UN climate talks. Since 2015, Emory has sent an annual faculty and student delegation to the Conference of the Parties for the UN Framework Convention on Climate Change

(UNFCCC). At the COP, the faculty and student teams have presented posters and other information about Emory's sustainability activities and efforts for local, national and international climate action. Visit

<https://climatetalks.emorydomains.org/category/blog/>

to read reflections from student delegates on these trips.

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

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.

Website URL where information about the institution's sustainability advocacy efforts is available:

<http://www.gca.emory.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for fiscal year 2018-2019, unless otherwise noted.

<https://gca.emory.edu/government/partners.html>

<https://gca.emory.edu/government/priorities.html>

<https://gca.emory.edu/government/initiatives.html>

Trademark Licensing

Score

2.00 / 2.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Is the institution a member of the Worker Rights Consortium (WRC)?:

No

Is the institution currently a member of the Fair Labor Association (FLA)? :

Yes

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:

No

A brief description of the independent monitoring and verification organization:

N/A

Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:

Yes

A copy of the labor rights code of conduct for licensees:

The labor rights code of conduct for licensees:

Legal Compliance: Emory University licensees must comply with all applicable legal requirements in conducting business related to, or involving, the production or sale of products or materials bearing the name, trademarks and/ or images of Emory University. Where there are differences or conflicts with this Code and the applicable laws of the country of manufacture, the higher standard shall prevail.

Environmental Compliance: Licensees will be committed to the protection and preservation of the global environment and the world's finite resources, and conduct business accordingly.

Ethical Principles: Licensees will be committed in the conduct of their business to a set of ethical standards which include, but are by no means limited to honesty, integrity, trustworthiness, and respect for the unique intrinsic value of each human being.

Employment Standards: Emory University will only do business with licensees whose workers are present at work voluntarily, not at undue risk of physical harm, fairly compensated and not exploited in any way. In addition, the following specific guidelines must be followed:

1. **Wages and Benefits:** Licensees recognize that wages are essential to meeting employees' basic needs. Licensees must provide wages and benefits which comply with all applicable laws and regulations, and which match or exceed the local prevailing wages and benefits in the relevant industry.
2. **Working Hours:** Except in extraordinary circumstances, employees shall (i) not be required to work more than the lesser of (a) 48 hours per week and 12 hours overtime or (b) the limits on regular and overtime hours allowed by the law of the country of manufacture and (ii) be entitled to at least one day off in every 7- day period.
3. **Overtime Compensation:** In addition to their compensation for regular hours of work, employees shall be compensated for overtime hours at such a premium rate as is legally required in that country, but not less than at a rate equal to their regular hourly compensation rate.
4. **Child Labor:** No person shall be employed at an age younger than 15 (or 14, where, consistent with International Labor Organization practices for developing countries, the law of the country of manufacture allows such exception). Where the age for completing compulsory education is higher than the standard for the minimum age of employment stated above, the higher age for completing compulsory education shall apply to this section. Licensees agree to work with governmental, human rights, and non-governmental organizations, as determined by Emory University and licensee, to minimize the negative impact on any child released from employment as a result of the enforcement of this Code.
5. **Forced Labor:** There shall not be any use of forced labor, whether in the form of prison labor, indentured labor, bonded labor or otherwise.
6. **Health and Safety:** Licensees must provide workers with a safe and healthy work environment. If residential facilities are provided to workers, they must be safe and healthy facilities.
7. **Nondiscrimination:** Licensees shall employ individuals solely on the basis of their ability to perform the job.
8. **Harassment or Abuse:** Every employee shall be treated with dignity and respect. No employee shall be subject to any physical, sexual, psychological or verbal harassment or abuse. Licensees will not use or tolerate any form of corporal punishment.
9. **Freedom of Association:** Licensees shall recognize and respect the right of employees to freedom of association and collective bargaining.
10. **Labor Standards Environment:** In countries where law or practice conflicts with these labor standards, licensees agree to work with governmental, human rights, labor and business organizations to achieve full compliance with these standards. Licensees further agree to refrain from any actions that would diminish the protections of these labor standards. In addition to all other rights under the Licensing Agreement, Emory reserves the right to refuse renewal of Licensing Agreements for goods made in countries where: (a) progress toward implementation of the employment standards in the Code is no longer being made; and (b) compliance with the employment standards in the Code is deemed impossible. Emory University shall make such determination based upon examination of reports from governmental, human rights, labor and business organizations and after consultation with the relevant licensee.

Website URL where information about the institution's trademark licensing initiatives is available:

<https://finance.emory.edu/home/procurement/sourcing/index.html>

Additional documentation to support the submission:

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:

https://www.finance.emory.edu/home/Procure%20and%20Pay/for_suppliers/CodeofConductEU%20Licensees7.14.pdf

Emory University Supplier Code of Ethical Conduct:

https://www.finance.emory.edu/home/Procure%20and%20Pay/for_suppliers/Supplier%20Code%20Of%20Ethical%20Conduct%207.14.pdf

Operations

Air & Climate

Points Claimed 6.89

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.

Credit	Points
Emissions Inventory and Disclosure	2.46 / 3.00
Greenhouse Gas Emissions	4.43 / 8.00

Emissions Inventory and Disclosure

Score

2.46 / 3.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
 - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
 - Commuting (regular commuting to and from the institution by students and employees)
 - Purchased goods and services (e.g., food and paper)
 - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
 - Fuel- and energy-related activities not included in Scope 1 or 2
 - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
 - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

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

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :

Yes

A copy of the most recent GHG emissions inventory:

[GHGreport_2019_final_for_STARS.pdf](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

All base figures for calculations, graphs, charts, and tables in Emory's emissions inventory report come from SIMAP (Sustainability Indicator Management and Analysis Platform). SIMAP was chosen for the purposes of this report because it is an emissions calculator specifically purposed for higher education, and because it is excellent at producing detailed graphs and tables that show trends in emissions over time. OSI uses SIMAP to benchmark each fiscal year's CO₂ and N₂O emissions data and compare its emissions year by year. Again, this report draws on the University's CO₂ data in SIMAP, since N₂O (the other emission SIMAP analyzes) represents a much smaller percentage of Emory's total emissions.

SIMAP estimates the greenhouse gas emissions specified by the Kyoto Protocol, a global compact negotiated by the United Nations in 1997 that was not ratified by the United States. The monitored emissions include carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), and sulphur hexafluoride (SF₆). The calculator then converts emitted gases into units (in this case, metric tons) of carbon dioxide equivalents (MtCO₂e). This conversion depends on the global warming potential (GWP) of each gas. Emory's emissions are largely from CO₂ because there are no PFC or SF₆ gases emitted on Emory's campus, and emissions of CH₄, N₂O, and HFCs represent only a very small percentage of Emory's total emissions.

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

Yes

A brief description of the GHG inventory verification process:

Emory's GHG emissions data were collected by an external consultant, who calculated each component using SIMAP.

The final greenhouse gas inventory was analyzed by a short-term internal GHG Emissions Inventory Task Force, none of whom were responsible for any component of the inventory as it was calculated. The task force met 4 times over 3 months and reviewed the inventory results, graphs, and executive summary; compared the new data to previous years for consistency; questioned results and rationale that led to some data corrections and graphical improvements; and made recommendations for further emissions reductions.

•Eva Stotz, Staff Sustainability Representative and Academic Degree Coordinator, Anthropology Department, Emory

College

- Jack Miklaucic, Student and member of the student group ECAST (Emory Climate Analysis and Solutions Team), Emory College '23
- Claire Pomykala, Major in Human Health, Concentration in Business, Minor in Sustainability, Emory College '21
- Aaron Klingensmith, OSI student intern, Environmental Science and Economics majors, Emory College '22
- Adele Clements, Senior Director, Transportation, Parking, and Fleet Services
- Debjani Sihi, Assistant Professor, Dept of Environmental Sciences

Documentation to support the GHG inventory verification process:

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO _{2e}
Stationary combustion	50,338.74 <i>Metric Tons of CO₂ Equivalent</i>
Other sources (mobile combustion, process emissions, fugitive emissions)	4,540.50 <i>Metric Tons of CO₂ Equivalent</i>

Total gross Scope 1 GHG emissions, performance year:

54,879.24 *Metric Tons of CO₂ Equivalent*

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO _{2e}
Imported electricity	137,124.08 <i>Metric Tons of CO₂ Equivalent</i>
Imported thermal energy	0 <i>Metric Tons of CO₂ Equivalent</i>

Total gross Scope 2 GHG emissions, performance year:

137,124.08 *Metric Tons of CO₂ Equivalent*

Gross GHG emissions from biogenic sources, performance year:

0 *Metric Tons of CO₂ Equivalent*

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO _{2e}
Business travel	Yes	21,706.88 <i>Metric Tons of CO₂ Equivalent</i>
Commuting	Yes	23,085.95 <i>Metric Tons of CO₂ Equivalent</i>
Purchased goods and services	No	0 <i>Metric Tons of CO₂ Equivalent</i>
Capital goods	No	0 <i>Metric Tons of CO₂ Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes	7,026.67 <i>Metric Tons of CO₂ Equivalent</i>
Waste generated in operations	Yes	-39.96 <i>Metric Tons of CO₂ Equivalent</i>
Other sources	No	---

Total Scope 3 GHG emissions, performance year:

51,779.54 *Metric Tons of CO₂ Equivalent*

A brief description of how the institution accounted for its Scope 3 emissions:

Emory conducts a survey of staff, faculty, and students to understand commuting emissions and compares the survey with parking permits to verify the data.
 Emory gathers air travel data from its air travel provider, as all air travel funded by the institutions is required to be booked through this provider.
 Waste generated in operations data is collected from landfill disposal data and wastewater.
 Fuel and energy for scope 3 are T&D losses calculated using energy data from our utility provider.

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:

Yes

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NOx)	30.96 <i>Tons</i>
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	Yes
Area sources	No
Mobile sources	No
Commuting	No
Off-site electricity production	No

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.

Gross Scope 2 GHG emissions from purchased electricity (location-based):

128,806.18 *Metric Tons of CO2 Equivalent*

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

0 *Metric Tons of CO2 Equivalent*

Website URL where information about the institution's emissions inventories is available:

<https://sustainability.emory.edu/initiatives/air-climate/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for FY2019

Greenhouse Gas Emissions

Score	Responsible Party
4.43 / 8.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO₂e) per gross square metre (0.02 MTCO₂e per gross square foot) of floor area.

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 Standards and Terms).

Carbon sinks

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

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	50,338.74 <i>Metric Tons of CO2 Equivalent</i>	59,266.02 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	4,540.50 <i>Metric Tons of CO2 Equivalent</i>	10,913.03 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported electricity	137,124.08 <i>Metric Tons of CO2 Equivalent</i>	189,925.41 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported thermal energy	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	192,003.32 <i>Metric Tons of CO2 Equivalent</i>	260,104.46 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	93.89 <i>Metric Tons of CO2 Equivalent</i>	209.16 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from non-additional sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sold or transferred	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon sinks	93.89 <i>Metric Tons of CO2 Equivalent</i>	209.16 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

As of 2019, Emory University did not utilize offsets as part of its GHG emissions reductions strategy. The carbon accounting industry does not require onsite composting to be a verified offset, therefore information on “vendor, project source, verification program, and contract timeframes” as requested is not best practice nor required for onsite compost programs in GHG emissions inventories. Onsite composting meets the accounting best practices for offsets because baseline scenarios are known, composting programs are additional, there are no negative secondary effects, there is no risk of reversibility, and it is not double-counted. Emory composts onsite a small amount of landscaping materials.

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	191,909.43 <i>Metric Tons of CO2 Equivalent</i>	259,895.30 <i>Metric Tons of CO2 Equivalent</i>

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

	Performance year	Baseline year
Start date	Sept. 1, 2018	Sept. 1, 2009
End date	Aug. 31, 2019	Aug. 31, 2010

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

GHG emissions reporting began in the year FY2010, with 2005 as the original baseline year, and subsequent inventories were conducted in 2012, 2014, 2016, and 2019.

In 2019, Emory’s Sustainability Vision Committee proposed an update to Emory’s greenhouse gas emissions reduction goals to mirror the latest scientific evidence and recommendations of the United Nations Intergovernmental Panel on Climate Change. The scientific evidence shows that in order to mitigate global warming to a 1.5 degree Celsius increase or below, net anthropogenic emissions of carbon dioxide and other greenhouse gases must decrease 45% from 2010 levels by 2030, and reach net zero emissions by 2050. In light of this evidence, Emory leadership approved an update to Emory’s baseline inventory year to 2010 and its GHG reduction targets to match.

Figures needed to determine “Weighted Campus Users”:

	Performance year	Baseline year
Number of students resident on-site	4,479	4,190
Number of employees resident on-site	16	27
Number of other individuals resident on-site	712	671
Total full-time equivalent student enrollment	15,214	12,724
Full-time equivalent of employees	16,664	10,183
Full-time equivalent of students enrolled exclusively in distance education	85	0
Weighted Campus Users	25,680.50	18,905.50

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	7.47 Metric Tons of CO2 Equivalent	13.75 Metric Tons of CO2 Equivalent

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

45.64

Gross floor area of building space, performance year:

16,640,636 Gross Square Feet

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	2,678,208 Square Feet
Healthcare space	2,229,724 Square Feet
Other energy intensive space	1,121,081 Square Feet

EUI-adjusted floor area, performance year:

27,577,581 Gross Square Feet

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:

0.01 MtCO2e / GSF

A brief description of the institution's GHG emissions reduction initiatives:

Emory's Sustainability Vision outline goals for 50% total energy use reduction by 2025 from a 2015 baseline, and GHG emissions reductions to match the IPCC's recommendations to achieve 40% reduction by 2050 and net neutral emissions by 2050. Even as Emory University and Emory Healthcare continue to grow, Emory surpassed its goal to reduce energy consumption on campus by 20% by 2020. Emory is making progress toward its new goals through careful monitoring, strategic operations, innovative technology in constructed buildings, and behavior change. Since 2015, Emory has implemented combined heat and power technology in its steam plant, added rooftop solar to four buildings (and counting), employed geothermal energy technology in its first LEED platinum building, and has participating in national best practices and employed policies to reduce energy consumption onsite. Additionally, Emory offers incentives to reduce single-occupancy-vehicle commuting and provides an on-campus experience conducive to sustainable commute modes. More information on energy strategies can be found at

<https://sustainability.emory.edu/initiatives/energy/>

Website URL where information about the institution's GHG emissions is available:

<https://sustainability.emory.edu/initiatives/air-climate/>

Additional documentation to support the submission:

[2019_GHG_Executive_Summary_finaldraft.pdf](#)

Data source(s) and notes about the submission:

The data provided in this credit is based off of GHG Emissions Inventory conducted for FY 2010 and FY 2019. One estimation was made for weighted campus users because of lack of data: family members resident onsite as part of "other individuals" was estimated as 9, taking into consideration the ratio of onsite residential employees and family members from surrounding years.

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.

Buildings

Points Claimed 2.01

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.

Credit	Points
Building Design and Construction	1.73 / 3.00
Building Operations and Maintenance	0.28 / 5.00

Building Design and Construction

Score
1.73 / 3.00

Responsible Party
Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:

1,376,441 Square Feet

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	115,000 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	230,712 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	729,924 Square Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square Feet
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet

	Floor area
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet
Total	1,075,636 Square Feet

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

78.15

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Year_LEED Rating_Building Name_Gross Square Footage

2015_Gold_Elenore Raoul Hall_107,922
 2015_Gold_Alabama Hall Renovation_24,000
 2015_Gold_Atwood Chemistry Addition_71,300
 2015_Silver_Health Sciences Research Building_211,961
 2016_Silver_Candler School of Theology Phase II_67,963
 2016_None_Harris Hall Renovation_79,000
 2016_None_Atwood Chemistry Renovation_40,200
 2016_None_Emory University Hospital 2G NCCI_9,973
 2016_None_Emory University Hospital 5D UNIT_5,086
 2016_None_Emory University Hospital SE CORNER_4,985
 2017_Silver_Emory University Hospital Tower_450,000
 2017_None_Emory Rehabilitation Hospital R101 Outpatient Rehab Treatment Area_1,147
 2018_None_Emory University Hospital 6G AR ICU_4,219
 2018_Gold_Convocation Hall_27,490
 2018_None_Emory University Hospital 5E CVICU_13,411
 2018_None_Emory University Hospital 5G AR ICU_4,219
 2018_None_Emory University Hospital COA/CATH LAB_6,154
 2019_None_Emory University Hospital 8E UNIT_12,235
 2019_None_Emory University Hospital_6E UNIT_12,235
 2019_None_The Hatchery at Emory Point_14,714
 2019_None_Clifton Tower Renovation_35,393
 2019_None_Softball Facility_3,074
 2019_None_Campus Services Building A_12,000
 2019_None_Haygood Hall West Wing Renovation_12,552
 2019_Platinum_Emory Student Center_115,000
 2019_None_The Emory Clinic B 4th Floor_17,331
 2019_None_Emory University Hospital 2ND FLOOR CONCOURSE_14,031

Total certified in the last 5 years:

115,000 LEED Platinum
 230,712 LEED Gold
 729,924 LEED Silver

For a full list of Emory's total LEED certified building space of 3,162,801 gross square feet, please visit

<http://sustainability.emory.edu/html/dashboard/buildings-list.html>

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Website URL where information about the institution's green building design and construction program is available:

<https://sustainability.emory.edu/initiatives/buildings/>

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 2015, 2016, 2017, 2018 and 2019).

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. In 2017 Emory certified its first hospital building under LEED, and in 2019 Emory's first LEED Platinum project was certified. Since 2005 Emory has certified 37 buildings and more than 3.7 million gsf 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.

Building Operations and Maintenance

Score

0.28 / 5.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count 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 existing building space:

16,640,636 Square Feet

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	122,000 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 Square Feet
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 Square Feet

	Existing floor area
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	0 <i>Square Feet</i>
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 <i>Square Feet</i>
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	4,200,000 <i>Square Feet</i>
Total	4,322,000 <i>Square Feet</i>

Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:

0.73

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:

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.

Emory also developed its own internal operations and maintenance program. The award-winning 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. 28 buildings are part of the SPP as of 2019, totaling 4.2 million square feet.

Website URL where information about the institution's sustainable operations and maintenance program is available:

<https://sustainability.emory.edu/programs/energy-efficiency/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Energy

Points Claimed 4.90

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.

Credit	Points
Building Energy Efficiency	4.90 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Efficiency

Score
4.90 / 6.00

Responsible Party
Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

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

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

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	271,091,616 <i>Kilowatt-hours</i>	924,964.59 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	440,263 <i>Kilowatt-hours</i>	1,502.18 <i>MMBtu</i>

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	819,843 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

Total site energy consumption, performance year:

1,746,309.77 *MMBtu*

Gross floor area of building space, performance year:

16,640,636 *Gross Square Feet*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	2,678,208 <i>Square Feet</i>
Healthcare space	2,229,724 <i>Square Feet</i>
Other energy intensive space	1,121,081 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

27,577,581 *Gross Square Feet*

Degree days, performance year:

	Degree days
Heating degree days	2,152 <i>Degree-Days (°F)</i>
Cooling degree days	2,673 <i>Degree-Days (°F)</i>

Total degree days, performance year:

4,825 *Degree-Days (°F)*

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

	Start date	End date
Performance period	Sept. 1, 2018	Aug. 31, 2019

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:
 13.12 Btu / GSF / Degree-Day (°F)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	280,802,026 <i>Kilowatt-hours</i>	958,096.51 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	225,513 <i>Kilowatt-hours</i>	769.45 <i>MMBtu</i>

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	792,965 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

Total site energy consumption, baseline year:
 1,751,830.96 *MMBtu*

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

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

	Start date	End date
Baseline period	Sept. 1, 2014	Aug. 31, 2015

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

Emory's original baseline year was FY2005, but the updated Sustainability Vision calls for a new baseline of 2015 to be measured in the new decade through 2025. This new baseline is consistent with all other sustainability metric baselines, with the exception of GHG emissions, which aligns with the global baseline of 2010.

Source-site ratio for imported electricity:
 3

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.10 <i>MMBtu / GSF</i>	0.22 <i>MMBtu / GSF</i>
Baseline year	0.16 <i>MMBtu / GSF</i>	0.34 <i>MMBtu / GSF</i>

Percentage reduction in total source energy consumption per unit of floor area from baseline:
 37.30

Documentation 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:

Emory's \$1.5 million Sustainability Revolving Fund supports energy efficiency projects.

During the reporting period, Emory University and Emory Healthcare participated in the Atlanta Better Buildings Challenge, a national competition to reduce energy and water consumption by 20 percent by 2020. Each year, Emory buildings are recognized as Top Performers.

Emory's annual Energy Competition awards buildings that reduce the most energy throughout the month.

Emory's voluntary Green Offices and Green Labs programs educate and reward behavior change toward energy use reduction.

Emory's Office of Sustainability Initiatives conducts ongoing educational and awareness campaigns on behavior change and energy conservation.

<https://sustainability.emory.edu/programs/energy-awareness/>

A brief description of energy use standards and controls employed by the institution:

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. In 2019, HVAC systems in 28 buildings on Emory's Atlanta campus were turned back, which resulted in a 19% reduction in energy use during the month of December.

Emory is a participant in the DOE's Smart Labs Accelerator program, working directly with the DOE and other participating institutions nationwide to advance strategies that rapidly improve energy efficiency in laboratory buildings to achieve an overall 20% reduction. During the reporting period, Emory focused on HVAC optimization and utilized occupancy sensors to turn down and turn off select equipment in several lab buildings. In 2019, Emory won the DOE's Accelerating Smart Labs Award for Program Development and Implementation, presented at the International Institute for Sustainability Laboratories (I2SL) conference.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

Emory has taken steps to reduce lighting's energy use, including using more energy efficient LED bulbs and timing light use with room occupancy. All new buildings now use LED lighting from inception; the first building to do so was Eleanore Raoul Hall, which opened in 2014.

<https://sustainability.emory.edu/interview-with-kevin-keefe-electrical-engineer-at-emory-university/>

Transportation & Parking Services continues its LED lighting conversion and as of 2019 the total savings for 8 parking deck lighting retrofits is over \$665,000 and 9,100,000 kWh. In 2019, the Psychology and Interdisciplinary Studies Building, Math & Sciences Building, and 1462 Clifton Road all received LED retrofits that collectively reduced energy used for lighting in those fixtures by 41% across the buildings. In 2019, Emory approved plans to upgrade 160 pedestrian light poles and 7 streetlight poles with LED technology, which is projected to reduce the energy used by these lights by 77%. This project is slated to start mid-2020.

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.

Vegetated roof coverings are installed on various Emory buildings – including residence halls, campus maintenance buildings, pedestrian plazas, and a hospital – in place of tiles or shingles. These green roofs help absorb summer heat and absorb stormwater run-off.

A system of 400-foot deep geothermal wells dug into nearby McDonough Field that provide some 700 tons of heating/cooling capacity to the Emory Student Center.

A brief description of co-generation employed by the institution:

A 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 system provides 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:

Emory continues to support in-house commissioning of campus projects, as well as recommissioning of existing buildings. Recommissioning is a strategic process that optimizes existing building systems to return them to their originally commissioned state where possible. Recommissioning is the major driver to the EUI reductions for the University. Emory is using Fault Detection and Diagnostics (FDD) to identify anomalies in equipment and system operation that in most cases can be corrected remotely through the building controls system or in some cases results in required field corrections.

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.

<https://sustainability.emory.edu/programs/energy-efficiency/>

Website URL where information about the institution's energy conservation and efficiency program is available:

<https://sustainability.emory.edu/initiatives/energy/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Clean and Renewable Energy

Score	Responsible Party
0.00 / 4.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, 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 in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

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, performance year:

1,746,309.77 MMBtu

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0 Kilowatt-hours	0 MMBtu
Electricity from on-site, clean and renewable sources (rights retained/retired)	0 Kilowatt-hours	0 MMBtu

A brief description of the certified/verified sources of clean and renewable electricity:

Emory generated 440,263kwh of onsite solar energy during the performance year, but we have not yet retired the RECs.

A brief description of the on-site renewable electricity generating facilities/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.

A smaller installation is located at our WaterHub.

During the performance year, an additional 183kW solar system and a 72kW solar system were operating on rooftops. Since the performance year (starting in 2020), Emory has begun installing 5.5MW of solar on rooftops and parking canopies.

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 MMBtu
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 MMBtu

A brief description of the clean and renewable stationary fuels:

A brief description of the certified/verified sources of clean and renewable thermal energy:

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

A brief description of the unbundled renewable energy products:

Total clean and renewable energy generated or purchased:

0 *MMBtu*

Percentage of total energy consumption from clean and renewable sources:

0

Website URL where information about the institution's support for clean and renewable energy is available:

<https://sustainability.emory.edu/programs/renewable-energy/>

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	3.60
Coal	26
Geothermal	0
Hydro	3
Natural gas	47.80
Nuclear	18.30
Solar photovoltaic	1.20
Wind	0
Other (please specify and explain below)	0.20

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

Other = oil

Energy used for heating buildings, by source::

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

	Percentage of total energy used to heat buildings (0-100)
Electricity	0
Fuel oil	1.80
Geothermal	0
Natural gas	98.20
Other (please specify and explain below)	0

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The power consumption reported includes electricity and natural gas and is for fiscal year 2019 (Sept 1 2018 - Aug 31 2019).

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 has now begun to install more cost effective solar energy systems.

Food & Dining

Points Claimed 5.26

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.

Credit	Points
Food and Beverage Purchasing	3.26 / 6.00
Sustainable Dining	2.00 / 2.00

Food and Beverage Purchasing

Score

3.26 / 6.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

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

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:

28.68

Percentage of total annual food and beverage expenditures on plant-based foods:

51.41

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[EmoryUniversity_Inventory_of_Food_and_Beverage_Purchases_FY19_STARS_2.2_April2021Review_003.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 2018-2019 fiscal year.

Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g., regional or global brands)	Yes	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	No	No

Total annual dining services budget for food and beverage products:

\$1 million - \$4.9 million

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

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 to 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, and seek Fair Food Certification items

COFFEE AND TEA - Fair trade (Fair Trade USA, Fair Trade International, or Fair Trade Federation)

*local (8 state southeast region) and no antibiotics ever

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 in Bluffton, Georgia and Carhan's Farms in Eatonton, Georgia; pork raised in Alabama; seafood from the Good/Best list for Monterey Bay Aquarium; 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 19, the hospital system, which included six hospitals in the Atlanta metro region, sourced about 13% its food and beverages locally and/or sustainably, according to Emory's definitions.

Website URL where information about the food and beverage purchasing program is available:

<https://sustainability.emory.edu/initiatives/food-dining/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Emory's Sustainable Food Purchasing Guidelines can be found here:

<http://sustainability.emory.edu/wp-content/uploads/2018/02/SustFoodPurchGuidelns5-27-16.pdf>

STARS 2.2 explains that "Other non-dairy beverages: soft drinks, sport drinks, milk alternatives, wine and beer" 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 have the internal capacity to alter its numbers to include bottled beverages. 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 most 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

Score	Responsible Party
2.00 / 2.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

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 a 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.

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 host a farmers market, community supported agriculture (CSA) or fishery program, 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 for the summer. The Coordinator and Intern lead garden workshops, tours, and general campus outreach and education.

In the summer of 2018, Emory University Hospital partnered with The Common Market to be a site for their Farm Share program which is a year round CSA style fruit & vegetable subscription program with options to add on egg and cheese shares. The program is open to the public though most of our members are Emory Healthcare employees.

The Emory University Hospital food service team has operated a garden at an offsite hospital location primarily to grow tomato for the retail operations and patient meals. Additionally, hospital staff cultivate over 25 mature muscadine plants on-site and sell them in the cafes and offer them on the patient menu when in season.

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:

Kaldi's Coffee became the main coffee shop on campus in Fall 2015 and now has three 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.

The Green Bean, student-run on-campus coffee venture, 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 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 started as a student-run enterprise, and transitioned to Kaldi's management in Fall 2018, but maintained an all-Emory-student staff.

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:

Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

Emory Dining purchases directly from Treehouse Milk (

<https://treehousemilk.com/>

) for pecan milk and from Emerald City Bagels (

<https://www.emeraldcitybagels.com/>

), which are both local, women-owned businesses. Emory Dining also purchases from Pure Bliss, a 100% organic certified business based in Atlanta. Pure Bliss is also a weekly Farmers Market vendor.

Both Emory Dining and Emory University Hospital purchase produce from the local food aggregator, The Common Market, who sources entirely from local farmers, many of whom are women and people of color. This food hub makes selling to institutions like Emory accessible for small, local farms.

<https://www.thecommonmarket.org/locations/the-common-market-georgia/our-farmers>

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

Yes

A brief description of the low impact dining events and/or plant-forward options:

Through signage, online daily menus and menu emails, and interactive information tables, guests learn how to make low-carbon diet choices, reduce waste, and the importance of eating local. The online daily menus allow diners to view vegan, vegetarian and local menu items available at each dining location. The residential dining hall has a 100% vegan station. Cox retail food market promotes Meatless Mondays each week. Every April, Emory Dining hosts Earth Day celebrations in these two locations 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.

Bi-annually, one of Bon Appetit's Executive Chefs, hosts a cooking demonstration in partnership with the Slow Food Emory campus chapter, utilizing organic produce from the Oxford Farm to create a vegan meal. The demonstration includes hands-on participation from the students, as well as sitting and enjoying the meal together.

In the Emory University Hospital cafés, one meatless entree is available at lunch and dinner daily in the retail food service operations. The salad bar in the Clifton Café offers exclusively plant forward options with much of the produce coming from local farms via The Common Market.

In January 2019 Emory University Hospital began hosting monthly cooking demonstrations in the Clifton Café which featured a chef and dietitian demonstrating plant-based recipes to both hospital visitors and staff.

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. The online daily menus allow diners to view vegan, vegetarian and local menu items available at each dining location.

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 food services.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:

Yes

A brief description of the sustainability labelling 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. Vegan, vegetarian and local menu items for all Emory Dining locations are also noted on the online, interactive daily menus and in the daily menu emails.

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 biannual Weigh the Waste campaigns to track both pre-consumer waste produced in the kitchens and post-consumer waste produced by guests in the cafés. The Bon Appetit staff, Office of Sustainability Initiatives, and student volunteers coordinate a week-long Weigh the Waste campaign each semester in which volunteers ask all diners to scrape their edible and inedible waste into containers that are weighed and tracked. Diners are also asked to explain whether they had a clean plate and if not, why they wasted food. At the end of the week, the results are communicated in the dining halls and through electronic communications with calls to action for diners. Qualitative feedback, e.g. the pizza crust is too thick, is also communicated to the Bon Appetit staff to consider when prepping food.

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 temporary residential dining location, the DUC-ling, which was used from summer 2017 through summer 2019, did not enclose enough space for completely trayless dining. In order to feed diners in a timely manner and to prevent diners from going back and forth into the server, trays were provided. 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. The preceding residential dining location, the DUC, and the succeeding location, the Dobbs Common Table, served diners without trays.

In Cox Hall, which is a dining venue with multiple vendors from which customers can purchase food, trays are not available.

In the Rollins Café, which is a dining location operated entirely by Bon Appetit staff who cook and serve individual meals for customers, trays are also not provided.

The WoodREC and the Student Activity & Academic Center (SAAC) dining locations for second-, third- and fourth-year students also do not serve food with trays.

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 Emory Food Chain, a student-run organization which launched in 2014 and collects food that would otherwise go to waste to donate to area food pantries and shelters. Annually, Emory Food Chain recovers between 2,00 and 4,000 pounds of food that would otherwise have gone to waste. Emory Food Chain picks up from the residential dining location and Cox Hall throughout the school year.

Emory Dining also established a partnership with the Office of Student Success Programs & Services to coordinate multiple student Dooley Dollar Donation Drives. Students purchased organic, nutritious products, including shelf stable milks, grains, and tinned/canned products, to donate to anonymous, food-insecure classmates through the food pantry adjacent to campus. These Drives were aligned with academic year breaks, e.g. fall break, winter break and spring break, to help students secure the food they need.

The hospital cafes make weekly prepared food donations to Second Helpings Atlanta, a nonprofit food rescue organization whose mission is to reduce hunger and food waste in the Metro Atlanta area by rescuing surplus food and distributing it to those in need. The focus of this program is on donations of higher protein food items such as eggs.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:

Yes

A brief description of the food materials diversion program:

Used fryer oil is collected from two Emory Dining locations and the Emory University Hospital cafes by Southern Green Industries (SGI). SGI filters the oil and sends it to an additional processor for conversion to bio-diesel. Emory University purchases 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 partnered 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 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)

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.

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) 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 all dining facilities, and in all major buildings and exterior spaces 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)
- *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) from Fall 2016-Spring 2017, and in the temporary dining hall, the DUC-ling from Summer 2017 to Summer 2019, was reusable, with exception of the kosher meal program . Dine-in customers in the food court dining venue, Cox Hall, can choose reusable service ware instead of compostable utensils, which are intended for those take their food to-go.

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) from Fall 2016-Spring 2017, and in the temporary dining hall, the DUC-ling from Summer 2017 to Summer 2019, was reusable, with exception of the kosher meal program. To-go items were not available in these location, so there were 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 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 \$.10-\$.15 discount, depending on the location.

A brief description of other sustainability-related initiatives not covered above:

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.

Website URL where information about the sustainable dining programs is available:

<https://sustainability.emory.edu/initiatives/food-dining/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2017, 2018 and 2019 fiscal years.

Grounds

Points Claimed 3.73

Points Available 4.00

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.

Credit	Points
Landscape Management	1.73 / 2.00 2.00 / 2.00
Biodiversity	<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none">• 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) <p>2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.</p>
Close	

Landscape Management

Score

1.73 / 2.00

Responsible Party

Jimmy Powell
Director
Engineering and Exterior Services

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:

736.40 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	355 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	134.28 Acres
Area managed using conventional, chemical-based landscape management practices	0 Acres
Total area of managed grounds	489.28 Acres

A brief description of any land excluded from the area of managed grounds:

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.

These totals are based on a 2017 inventory. Another inventory will not be conducted until after the COVID-19 pandemic subsides.

Percentage of grounds managed organically:

72.56

A brief description of the organic landscape management program:

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.

Within the 355 acres that are managed organically, no inorganic fertilizers or chemical pesticides, fungicides and herbicides are applied and the following best practices are followed:

- 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.
- Forested acreage is managed by guidelines set forth in our Forest Management program (

<http://www.campserv.emory.edu/fm/documents/exterior/forest-management-plan.pdf>

).

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

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.

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." The Grounds department targets English Ivy, Chinese Privet, Wisteria, and non-native volunteers in our forested areas using mechanical and selective chemical control measures.

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 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 landscape materials management and waste minimization:

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. The Grounds department periodically purchases soil amendments from this composting facility for use in landscaping beds and in the campus's Educational Garden plots.

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:

The Emory Grounds Department uses an environmentally friendly product for de-icing; however, de-icing product availability fluctuates annually. Emory's preference is Calcium Magnesium Acetate (CMA) as it is less corrosive on concrete and less harmful to vegetation.

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.

Website URL where information about the institution's sustainable landscape management program is available:

<http://sustainability.emory.edu/page/1007/Green-Building/Green-Space>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for FY 2017 to FY 19.

Emory's Pollinator Protection Plan

http://news.emory.edu/stories/2014/09/er_bee_pledge_commitment/campus.html

Lullwater Comprehensive Management Plan:

<http://emoryforest.emory.edu/lullwater/lcmpfinala.pdf>

Emory's Forest Management

Plan:<http://sustainability.emory.edu/uploads/press/2014/04/2014040910595134/forest-management-plan.pdf>

Emory's No Net Loss of Tree Canopy Policy:

http://www.campserv.emory.edu/fm/documents/forest_canopy.pdf

Tree inventory (in progress):

<https://emoryuniversityga.treekeepersoftware.com/index.cfm?deviceWidth=1366>

Land Classification Plan (2017):

<https://sustainability.emory.edu/wp-content/uploads/2020/11/2017-Land-Classification-Plan.pdf>

Biodiversity

Score

2.00 / 2.00

Responsible Party

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)

Jimmy Powell
Director
Engineering and
Exterior Services

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

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

Assessments conducted and programs adopted by other entities (e.g., government, university system, or 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, 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 to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:

Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

Starvine-Schisandra glabra is the only identified threatened species in forests on Emory's campus.

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:

Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

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.

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance 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 the scope of the assessment(s):

Lullwater Preserve, which is 132 acres of natural, recreational and residential area (Map 2 and Map 3 in the Lullwater Comprehensive Management Plan:

<http://www.emoryforest.emory.edu/lullwater/lcmpfinala.pdf>

).

A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:

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 policies, the Forest Management Plan serves as a comprehensive plan that enables Emory to follow "best practices" in caring for its forest areas.

<http://www.campserv.emory.edu/fm/documents/exterior/forest-management-plan.pdf>

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.

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:

<https://sustainability.emory.edu/initiatives/grounds/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Emory Forest Management Plan -

<http://www.campserv.emory.edu/fm/documents/exterior/forest-management-plan.pdf>

Lullwater Comprehensive Management Plan -

<http://www.emoryforest.emory.edu/lullwater/lcmpfinala.pdf>

No Net Loss of Forest Canopy Policy -

http://www.campserv.emory.edu/fm/documents/forest_canopy.pdf

Emory Pollinator Protection Commitment -

<https://sustainability.emory.edu/programs/pollinator-protection-program/>

Land Classification Plan (2017) - Land Classification Plan (2017):

<https://sustainability.emory.edu/wp-content/uploads/2020/11/2017-Land-Classification-Plan.pdf>

Data are reported for FY 2017 to FY 2019.

Purchasing

Points Claimed 5.37

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.

Credit	Points
Sustainable Procurement	3.00 / 3.00
Electronics Purchasing	1.00 / 1.00
Cleaning and Janitorial Purchasing	0.64 / 1.00
Office Paper Purchasing	0.73 / 1.00

Sustainable Procurement

Score	Responsible Party
3.00 / 3.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, 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 standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

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 requests for proposals (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 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.• Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none">• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content.• A stated preference for extended use, rechargeable, or remanufactured products.• A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none">• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified)• A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products.• A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site food service providers.• Requiring that dining service contractors pay a living wage to employees.
F. Garments and linens Clothing, bedding, laundry services.	<ul style="list-style-type: none">• Published labor and human rights standards that clothing suppliers must meet.• A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

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.

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 multiple 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.

https://finance.emory.edu/home/_includes/documents/sections/procurement/sourcing/supplier-code-of-ethical-conduct.pdf

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?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

Yes. Emory has banned the purchase and use of neonicotinoids as well as plants pre-treated with neonicotinoids, in accordance with its Pollinator Protection Policy. For the copy of the policy, please see

<https://sustainability.emory.edu/initiatives/grounds/>

Emory's green cleaning manual includes the use of sustainable cleaning products and processes -

<http://www.campserv.emory.edu/fm/documents/greenclean.pdf>

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:

Yes

A brief description of the published sustainability criteria for consumable office products:

Yes. The internal purchasing system, Emory Express, conducts an automatic hard substitute for all office paper to tree free paper. For published statements, visit

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Emory's stationary contract requires all Emory stationary and business cards to use paper with 100% recycled content. For published statements, visit

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Most Emory publications are required to use paper with FSC certified content and/or 100% recycled content. This requirement is present in the contracts with publication suppliers.

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:

Yes

A brief description of the published sustainability criteria for furniture and furnishings:

Emory's Interiors department is responsible for the procurement and approval of furniture and furnishing in Emory buildings, and is housed in the Planning, Design, and Construction department is responsible for implementing Emory's Design and Construction Standards. These published Standards use LEED best practices to influence the department's procurement and approval of furniture and furnishings in its buildings. Emory's Design and Construction Standards, linked in this report, state that all Emory projects, including major renovations, shall attempt to meet and exceed the requirements of the following LEED Materials and Resources Building Product Disclosure and Optimization Credits: Environmental Product Declarations, Sourcing of Raw Materials, and Materials Ingredients. Additionally, the Standards state that all doors utilized inside the building's weather-vapor barrier must comply with VOC emissions criteria in the current LEED rating, and all composite wood products – including wood doors – must meet the California Air Resources Board (CARB) ATCM for formaldehyde requirements for ultra-low-emitting formaldehyde (ULEF) resins or contain no added formaldehyde (NAF).

Additionally, we think procedures pertaining to the removal and resale of Emory-owned property is relevant for this credit because Surplus Properties makes it possible for Emory departments and community members to purchase these resold items. All disposal of Emory property, including sale to another Emory department, sale to Emory faculty, staff, or students, the liquidation of the item(s), the salvage of items, or the disposal of property, must be completed through the Surplus Department. 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. Surplus Property is dedicated to Emory's Sustainability Vision by supporting the resale of used Emory property, prolonging furniture life and decreasing our landfill waste.

Green Offices at Emory provides recommendations for purchasing certified sustainable furnishings. For a copy of the Green Offices at Emory Guidance Document, please see

<http://sustainability.emory.edu/programs/green-offices-at-emory/>

All contracts include Emory's Conflict Materials Policy. For a copy of Emory's Conflict Materials Policy, please see

https://finance.emory.edu/home/_includes/documents/sections/procurement/sourcing/emory-university-terms-and-conditions-of-purchase-order-12-4-20191.pdf

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:

Yes

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

Yes. All IT equipment must be EPEAT or Energy Star certified. This criteria is listed in Emory's contracts and RFPs, which are not public but are submitted to suppliers.

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:

Yes

A brief description of the published sustainability criteria for food service providers:

All onsite food services must abide by Emory's Sustainable Food Purchasing Guidelines. Specifically, in the RFP for franchise, vending, and concessions food service subcontractors, the following language was included:

"Subcontractor will demonstrate a commitment to sustainability by using: (a) all pastured, certified humanely-raised shell eggs (the "Egg Commitment") by August 15, 2017; and (b) using either Springer Mountain Chicken (the "Chicken Commitment"), or grass fed ground beef (the "Beef Commitment"), by August 15, 2017. Additionally, Subcontractor will comply with the Egg Commitment, the Chicken Commitment and the Beef Commitment by May 15, 2018."

For more information about Emory's food service sustainability, visit

<https://sustainability.emory.edu/initiatives/food-dining/>

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:

Yes. All suppliers of garments and promotional materials must be Fair Labor Association certified. Additionally, all purchases are evaluated using Emory's Sustainable Procurement Guidelines at

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:

Yes

A brief description of the published sustainability criteria for professional service providers:

All professional services are subject to the sustainability language in Emory's 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.

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:

Yes

A brief description of the published sustainability criteria for transportation and fuels:

All Emory shuttles use minimum B5 biofuel.

<https://sustainability.emory.edu/initiatives/transportation/>

Staples is required to make deliveries in hybrid vehicles and consolidate delivery trips. This criteria is present in the Staples contract and enforced during annual reviews.

Website URL where information about the institution's sustainable procurement program or initiatives is available:

<https://finance.emory.edu/home/procurement/sourcing/sustainability.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All information provide is up-to-date as of FY2019.

Electronics Purchasing

Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Total annual expenditures on electronics:

6,567,600 US/Canadian \$

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	6,567,600 US/ Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	0 US/Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	0 US/Canadian \$
Labeled under a single-attribute standard	0 US/Canadian \$

Do the figures reported above include leased equipment?:

No

A brief description of the time period from which the figures reported above are drawn:

Figures are reported for FY2019

Website URL where information about the institution's electronics purchasing is available:

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2019 fiscal year.

Cleaning and Janitorial Purchasing

Score

0.64 / 1.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

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 cleaning and 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 annual expenditures on cleaning products:

767,254 US/Canadian \$

Annual expenditures on certified green cleaning products:

334,714.24 US/Canadian \$

Total annual expenditures on janitorial paper products:

848,224 US/Canadian \$

Annual expenditures on certified green janitorial paper products:

705,934.79 US/Canadian \$

A brief description of the time period on which the figures reported above are based :

The figures represent the FY2019 spend.

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

64.42

Website URL where information about the institution's cleaning and janitorial purchasing is available:

<http://www.campserv.emory.edu/fm/documents/greenclean.pdf>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2019 fiscal year and includes Emory University, The Emory Clinic, and Emory Healthcare within the STARS scope.

Office Paper Purchasing

Score
0.73 / 1.00

Responsible Party
Kelly Weisinger
Director
Office of Sustainability Initiatives

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 annual expenditures on office paper:

214,259.56 US/Canadian \$

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	1,342.83 US/Canadian \$
30-49 percent	50,676.43 US/Canadian \$
50-69 percent	777.96 US/Canadian \$
70-89 percent (or FSC Mix label)	5,713.23 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	130,090.58 US/Canadian \$

A brief description of the time period from which the figures reported above are drawn:

The paper purchasing figures are reported from calendar 2019, for the University only.

Website URL where information about the institution's paper purchasing is available:

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2019 calendar year for the University only. Could not get data for healthcare within the STARS scope.

Transportation

Points Claimed 3.34

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.

Credit	Points
Campus Fleet	0.33 / 1.00
Commute Modal Split	2.01 / 5.00
Support for Sustainable Transportation	1.00 / 1.00

Campus Fleet

Score	Responsible Party
0.33 / 1.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

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

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. 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)

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

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

Total number of vehicles in the institution's fleet:

576

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

	Number of Vehicles
Gasoline-only	361
Diesel-only	23
Gasoline-electric hybrid	3
Diesel-electric hybrid	0
Plug-in hybrid	1
100 percent electric	145
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0
Fueled with locally produced, low-level biofuel	43

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.

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.

Website URL where information about the institution's motorized fleet is available:

<http://transportation.emory.edu/fleet/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data is reported for FY19.

Commute Modal Split

Score	Responsible Party
2.01 / 5.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, 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 worksites.

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

Total full-time equivalent student enrollment:

15,214

Full-time equivalent of employees:

16,664

Has the institution gathered data about student commuting behavior?:

Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:

52.80

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

An annual all-campus commute survey is utilized to understand primary commute modes and to collect feedback from commuters on the University's commute options.

Data categories are consistent with our GHG emissions inventory groupings:

Excludes non-commuters (i.e. those who reported telecommuting or day off for all 7 days). Excludes Oxford students and employees.

Drive alone includes: drive alone (conventional and electric cars), motorcycle & dropped off.

Carpool includes: vanpool & carpool.

Bus includes Emory Transit & Bus.

Has the institution gathered data about employee commuting behavior?:

Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:

28.60

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

An annual all-campus commute survey is utilized to understand primary commute modes and to collect feedback from commuters on the University's commute options.

Data categories are consistent with our GHG emissions inventory groupings:

Excludes non-commuters (i.e. those who reported telecommuting or day off for all 7 days). Excludes Oxford students and employees.

Drive alone includes: drive alone (conventional and electric cars), motorcycle & dropped off.

Carpool includes: vanpool & carpool.

Bus includes Emory Transit & Bus.

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	47.20	71.40
Zero-emissions vehicle	---	---
Walk, cycle, or other non-motorized mode	14.10	4.90
Vanpool or carpool	6.20	6.50
Public transport or campus shuttle	32.50	17.10
Motorcycle, motorized scooter/bike, or moped	---	---
Distance education / telecommute	---	---

Website URL where information about student or employee commuting is available:

<https://sustainability.emory.edu/initiatives/transportation/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Commute data is calculated through an annual all-campus survey, and reported as % of commute trips that are sustainable for Emory's GHG emissions inventory. Therefore, the numbers above reflect the % of primary commute trips that are sustainable, and is an under-estimate of the number of commuters that use a sustainable commute as their primary mode.

Support for Sustainable Transportation

Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - 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.
 - Offers preferential parking or other incentives for fuel efficient vehicles.
 - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
 - Has incentives or programs to encourage employees to live close to campus.
 - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
-

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

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

Yes

A brief description of the bicycle sharing program:

Bike Emory, our on-campus bike rental program, has an arrangement with local retailer Atlanta Pro Bikes to provide rental bikes for Emory faculty, staff, and students. 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.

Website:

<http://transportation.emory.edu/commute/bikewalk/bike.html>

Does the institution participate in a car sharing program?:

Yes

A brief description of the car sharing program:

During the reporting years, Emory University participated 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. Enterprise recently canceled the program (June 2020) and Emory is looking into new options.

Website:<https://www.enterprisecarshare.com/us/en/programs/university/emory.html?mcid=print:711>

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:

Yes

A brief description of the incentives for fuel efficient vehicles:

Emory offers preferential parking spaces on campus for fuel efficient vehicles. Electric cars have four designated spots in the Peavine parking lot. Alternatively fueled vehicles have 13 reserved spots, 7 on Michael Street, 3 in Peavine lot, and 3 in the Starvine parking lot.

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. There is also one CPE250 Fast Charge electric vehicle charging station powered by ChargePoint located in front of our bookstore.

Website:

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 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.

Website:https://housing.emory.edu/reslife/communities/faculty_in_residence.html

Emory University also sponsors an off-campus housing website to assist students, faculty, and staff with finding housing near Emory.

Website:

<https://offcampushousing.emory.edu/>

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

Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

2+ person employee carpools receive a subsidized 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 in the case of poor weather or other circumstances.

<http://transportation.emory.edu/commute/index.html>

Emory also participates in the state-wide incentive program administered by the Georgia Commute Options. Information can be found at

<http://gacommuteoptions.com/>

Website URL where information about the institution's support for sustainable transportation is available:

<https://sustainability.emory.edu/initiatives/transportation/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2017, 2018, and 2019 fiscal years.

Waste

Points Claimed 5.53

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.

Credit	Points
Waste Minimization and Diversion	3.89 / 8.00
Construction and Demolition Waste Diversion	0.64 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score

3.89 / 8.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

Part 1. Reduction in total waste per person

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. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

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, 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.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	2,732.62 Tons	2,217.99 Tons
Materials composted	2,216.25 Tons	1,698.29 Tons
Materials donated or re-sold	282.77 Tons	659.84 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	3,502.02 Tons	5,638.07 Tons
Total waste generated	8,733.66 Tons	10,214.19 Tons

A brief description of the residual conversion facility:

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

	Start Date	End Date
Performance Period	Sept. 1, 2018	Aug. 31, 2019
Baseline Period	Sept. 1, 2015	Aug. 31, 2016

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

In 2005, Emory's first Sustainability Vision was developed, using 2005, the first year that reliable data were available, as a baseline for all quantitative goals.

In April of 2015, Emory adopted a new Sustainability Vision & Strategic Plan, 2025, which set 2015 as a baseline year for Emory's goal to reach 95% diversion from landfills by 2025. Therefore, the baseline year for STARS reporting has been updated to FY16 to reflect this alignment.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	4,479	4,352
Number of employees resident on-site	16	24
Number of other individuals resident on-site	712	702
Total full-time equivalent student enrollment	15,214	13,507
Full-time equivalent of employees	16,664	14,521
Full-time equivalent of students enrolled exclusively in distance education	85	9
Weighted campus users	25,680.50	22,810.25

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.34 Tons	0.45 Tons

Percentage reduction in total waste generated per weighted campus user from baseline:

24.05

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

59.90

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

59.90

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	Yes
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	Yes

Yes or No

Other (please specify below)

Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Batteries, aerosols, lamps, vehicles, medical equipment, inkjet & toner cartridges, and wood waste. Of these items, only cartridges, medical equipment, vehicles and wood waste are included in the data for this credit. Batteries, aerosols and lamps are considered to be universal waste, and therefore are not counted in this credit.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

Does the institution use single stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

Yes

Average contamination rate for the institution's recycling program:

A brief description of any recycling quality control mechanisms employed:

A brief description of the institution's waste-related behavior change initiatives:

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 accompanied by visual signs that depict what should be placed in each bin. The bins, labels and collection bags are standardized and color-coded in building interiors and exteriors - blue bins for recycling, green for composting, and black 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.

The Zero Waste Ambassadors program is a peer-to-peer educational efforts led by the OSI to train staff, faculty and students from across the enterprise to educate their campus networks about waste reduction and diversion at Emory.

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 physical sorting waste audits as needed in different areas of campus. Visual audits are used on a daily basis by Building & Residential Services staff who service the bins. They record information about their audit and volume of the waste overall utilizing an app.

A consultant team completed a comprehensive campus-wide assessment of all university materials management systems and recently reported its assessment findings. Their methodology included visual audits of waste bins in various generate areas e.g. buildings with similar functions. The audits informed the Materials Management Master Plan produced 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:

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. The Procurement office supports many facets of sustainability practices employed across Emory University:

<https://finance.emory.edu/home/procurement/sourcing/green-purchasing.html>

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 donation 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:

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 donation of such items. Emory students, faculty and staff are able to purchase the resale items at low cost.

<http://www.campserv.emory.edu/fm/brs/surplus.html>

A brief description of the institution's limits on paper and ink consumption:

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 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 than 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.

All employees can opt in to receiving their tax forms electronically and to have their paychecks direct deposited, rather than printed and cut as physical checks. If a department's employee does receive physical checks, a department is charged for the expense of processing and printing a physical check.

Through an OSI Incentives Fund grant, the Schwartz Center for the Performing Arts Center was also able to pilot a new paperless ticketing system in 2018.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

In addition to normal ongoing Emory recycling and composting services in all residence hall, 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. For about a week, large trucks are stationed in different locations around campus to collect large and small donation items, composting, recycling, and landfill items. During the most recent move-out (2019), a total of 60,015 pounds (30 tons) of donations were collected, 50.81 tons were recycled and 5.65 tons were composted. The 30 tons of donations included 28,648 pounds of clothing, 4,529 pounds of books, 2,259 pounds of supplies, 5,876 pounds of furniture, and 3,550 pounds of food, and 15,153 pounds of miscellaneous goods. Children's Healthcare of Atlanta Foundation, which received the proceeds from the collection and sale of donated items.

https://news.emory.edu/stories/2019/07/er_emory_move_out/campus.html

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. Batteries, aerosols, bulbs and lamps, ink and toner

cartridges, packing Styrofoam, and glass, which is hard to recycle in local markets unless separated, are all collected at a hard-to-recycle station located in most major buildings. 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.

<https://sustainability.emory.edu/emory-waste-collection-streams/>

<https://sustainability.emory.edu/initiatives/waste/hard-to-recycle-materials-map/>

Website URL where information about the institution's waste minimization and diversion efforts is available:

<https://sustainability.emory.edu/initiatives/waste/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year, unless otherwise noted.

<https://sustainability.emory.edu/initiatives/waste/>

<https://sustainability.emory.edu/programs/zero-landfill-waste/>

<https://sustainability.emory.edu/programs/laboratory-landfill-diversion/>

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. . . ." Therefore, available data for the Emory University Hospital, the Emory University Hospital Tower, and The Emory Clinic are all included in this credit.

Construction and Demolition Waste Diversion

Score

0.64 / 1.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

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:

1,699.80 Tons

Construction and demolition materials landfilled or incinerated:

936 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

64.49

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.

Website URL where information about the institution's C&D waste diversion efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

C&D and landfill tonnages for The Emory Clinic could not be retrieved from the vendor. The totals for this credit include waste from major renovations and building projects completed by Emory University, Emory University Hospital, and Emory University Hospital Tower during the reporting year.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Hazardous waste minimization and disposal

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. Electronic waste diversion

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:

The main source of hazardous waste generated at Emory is the result of laboratory, clinical, and institutional operations. Emory provides education on the hazards of these types of waste and methods for reducing their production. The Green Labs at Emory program encourages the use of microscale techniques when plausible, 'just in time' purchasing, and best management practices for chemicals in use. Some departments practice chemical re-distribution and solvent distillation. 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.

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

All hazardous, universal, and non-regulated chemical waste is sent to a licensed commercial facility for destruction or recycling. With its 2018 Waste Policy, Emory expanded its collection of universal waste through the "Hard-to-recycle" materials stations in most major buildings, which collect universal waste such as aerosols, bulbs, batteries in addition to other materials that are difficult to recycle.

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:

Departments are encouraged to deploy their own inventory, reuse, and redistribution system for laboratory chemicals because the transport of chemical inter-departmentally requires specialized vehicles with trained personnel. Emory's large Chemistry department (graduate and undergraduate) utilize Quartz for the the inventorying and redistribution of chemicals within the department, and utilizes a well-organized stock room to manage just-in-time purchasing and reduce waste and expiration of chemicals. The Chemistry department also incorporates green chemistry into the curriculum, and has student group advocates focused on growing this educational framework.

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

Website URL where information about the institution's hazardous waste program is available:

<https://sustainability.emory.edu/programs/green-labs-at-emory/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Electronic waste website:

<http://it.emory.edu/electronicwaste/>

Hard-to-recycle materials stations:

<https://sustainability.emory.edu/initiatives/waste/hard-to-recycle-materials-map/>

Emory's Follow-the-Waste educational social justice and sustainability campaign:

<https://sustainability.emory.edu/following-emorys-waste/>

Data reported for 2018-2019 fiscal year.

Water

Points Claimed 4.79

Points Available 8.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit				Points
	3.79 / 6.00			
	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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:			
	Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
	Close			
Rainwater Management	1.00 / 2.00			

Water Use

Score

3.79 / 6.00

Responsible Party

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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Kelly Weisinger Director Office of Sustainability Initiatives
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1. Reduction in potable water use per person

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

Part 2. Reduction in potable water use per unit of floor area

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

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

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

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

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

High

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	275,988,716 Gallons	306,699,704 Gallons

Potable water use:

	Performance Year	Baseline Year
Potable water use	274,988,716 Gallons	304,735,000 Gallons

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

	Start Date	End Date
Performance Period	Sept. 1, 2018	Aug. 31, 2019
Baseline Period	Sept. 1, 2015	Aug. 31, 2016

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

Emory's updated Sustainability Vision calls for a baseline of 2015, so that this decade of goals is measured from 2015-2025.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	4,479	4,352
Number of employees resident on-site	16	24
Number of other individuals resident on-site	712	702
Total full-time equivalent student enrollment	15,214	14,521
Full-time equivalent of employees	16,664	14,676
Full-time equivalent of students enrolled exclusively in distance education	85	9
Weighted campus users	25,680.50	23,687

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	10,708.07 <i>Gallons</i>	12,865.07 <i>Gallons</i>

Percentage reduction in potable water use per weighted campus user from baseline:
16.77

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	16,640,636 <i>Gross Square Feet</i>	10,641,529 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	16.53 <i>Gallons / GSF</i>	28.64 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline:
42.29

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	489.28 <i>Acres</i>	489.28 <i>Acres</i>

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	564,071.12 <i>Gallons / Acre</i>	626,838.83 <i>Gallons / Acre</i>

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:
10.01

A brief description of the institution's water-related behavior change initiatives:

The WaterHub at Emory is the first water reclamation facility of its kind in the U.S. and, by recycling sewage to usable water for heating and cooling campus buildings, reduces Emory's water footprint by over 40%. The Water Hub docent program has educated more than 5,000 visitors since the facility opened, which includes water conservation and behavior change information.

During the reporting period, Emory University and Emory Healthcare participated in the Atlanta Better Buildings Challenge, with goals to reduce energy and water consumption 20% by 2020. Emory buildings were recognized as Top Performers for the greatest energy and water reduction every year.

Emory designates every February as Water Awareness Month, and conducts behavior change and educational programming and communications focused on water during this time.

Emory has informational signage on its water-related infrastructure projects such as bioswales and rain gardens, educating the community about the importance of stormwater management and watershed stewardship.

Emory's voluntary Green Offices and Green Labs programs educate and reward behavior change toward water use reduction.

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. In 2019, Emory's

WaterHub displaced nearly 66 million gallons of potable water to Emory's major utility plants, providing 75% of total make-up to cooling towers around campus. This volume is not included in the water withdrawal numbers to eliminate double-counting.

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. These cisterns decrease Emory's potable water consumption by approximately 1 million gallons of potable water per year.

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 closed-loop laser system helps the Math and Science Center save 2.8 million gallons of water per year.

Completed in 2017, the Emory University Hospital Tower is the first LEED certified hospital building at Emory. It is designed to use 30% less water than a typical hospital through water-saving fixtures, and is designed to recover approximately 2.5 million gallons of water annually through condensate recovery.

Emory has ambitious goals to use water resources even more efficiently in the coming years, and we are diligently working toward by 2025:

* All of the water for heating, cooling, toilet-flushing and other non-potable needs across all Emory facilities will be supplied by rainwater and grey water as opposed to treated drinking water.

* Emory will use half the water that it did in 2015.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

During major renovations, plumbing fixtures that are in need of replacement 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.

Green Labs at Emory offers funding for initiatives to make research and teaching labs more sustainable, and frequently funded projects include water-saving equipment and process changes, such as replacing water aspirators and single-pass-through cooling with recirculating vacuum pumps.

<https://sustainability.emory.edu/programs/green-labs-at-emory/>

Emory employs smart irrigation technology known as UgMO (underground monitoring). UgMO uses specialized sensors buried in the soil to detect moisture levels. The system then uses algorithms to determine how much irrigation water is needed to maintain a healthy landscape while minimizing water waste.

Website URL where information about the institution's water conservation and efficiency efforts is available:

<https://sustainability.emory.edu/initiatives/water/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Emory is in the Chattahoochee River watershed, which is designated High physical risk for quantity by the Aqueduct Water Risk Atlas.

Rainwater Management

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., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

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, and/or guidelines that supports the responses above:

Emory has incorporated several green infrastructure strategies regarding storm water. Pervious pavement, several bioswales, irrigation cisterns, green roofs the above-mentioned CrystalStream units, and an innovative storm water harvesting system are all examples.

Website URL where information about the institution's green infrastructure and LID practices is available:

http://www.campserv.emory.edu/fm/documents/EMORY_SWMP2.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Green roofs at Emory story:

https://news.emory.edu/stories/2017/08/er_green_roofs_emory/campus.html

Planning & Administration

Coordination & Planning

Points Claimed 6.88

Points Available 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Inclusive and Participatory Governance	1.88 / 3.00
Reporting Assurance	1.00 / 1.00

Sustainability Coordination

Score

1.00 / 1.00

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

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. The Committee was reconvened with returning and new members in 2019 to review the 5 year progress toward Vision goals.

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.

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:

During the reporting year, the Waste Think Tank met every other week to brainstorm improvements in staffing, policies, and infrastructure necessary to adopt and implement the 2018 Waste Management Policy designed to guide the University's progress toward the goal of 95% landfill waste diversion by 2025. The work of the Think Tank also resulted in the hiring of a third party consultant to do a comprehensive review of Emory's current waste materials handling.

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.

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:

2019 Vision Committee:

- * Tjuan Dogan – Assistant Vice President, Social Impact Innovation, Government and Community Affairs
- * Ioulia Fenton – PhD Candidate, Anthropology
- * David S. Furhman – Senior Director of Finance, Administration & Operations, Food Services
- * Mindy Goldstein – Director and Clinical Professor of Law, Turner Environmental Law Clinic; Director, Environmental and Natural Resources Law Program; School of Law
- * Melissa Hage – Assistant Professor, Environmental Science, Oxford College
- * Ciannat Howett – Associate Vice President, Sustainability, Resilience and Economic Inclusion; Adjunct Associate Professor; Office of Sustainability Initiatives
- * Russell Kempker – Assistant Professor, Division of Infectious Diseases, School of Medicine
- * Joan Kowal – Senior Director, Resilience and Utility Strategy, Campus Services
- * Wesley Longhofer – Associate Professor, Organization & Management, Goizueta Business School
- * Hiram Maxim – Masse-Martin/NEH Distinguished Teaching Professor of German Studies and Linguistics, Chair of German Studies, Emory College
- * Rebecca S. Purdom – Professor of Practice; Executive Director for Graduate and Online Programs; School of Law
- * Daniel Rochberg – Instructor, Environmental Health, Rollins School of Public Health and Department of Environmental Science; Chief Strategy Officer, Climate@Emory
- * Thomas Rogers – Associate Professor, History, Emory College
- * Eri Saikawa – Associate Professor, Environmental Science, Department of Environmental Science and Rollins School of Public Health; Co-Founder, Climate@Emory
- * Melissa Smarr – Adjunct Assistant Professor, Environmental Health, Rollins School of Public Health
- * Lisa M. Thompson – Associate Professor, School of Nursing
- * Lisa Underwood – Associate Vice President, Finance and Business Operations; Chief Business Officer; Campus Services

2018-2019 Faculty Advisory Council (FAC):

- * Deirdre Abrams – Executive Administrative Assistant, School of Medicine
- * Peggy Barlett – Goodrich C. White Professor of Anthropology, Emory College; Faculty Liaison to Office of Sustainability Initiatives, FAC co-chair
- * Berry Brosi – Adjunct Professor, Environmental Science, Emory College

- * Donita Crockett – Senior Executive Administrative Assistant, School of Nursing
- * John William Eley – Executive Associate Dean, Medical Education & Student Affairs, School of Medicine
- * Bree Ettinger – Senior Lecturer, Mathematics, Emory College
- * Roderick W. Gilkey – Professor of Practice, Psychology, School of Medicine
- * Mindy Goldstein – Director and Clinical Professor of Law, Turner Environmental Law Clinic; Director, Environmental and Natural Resources Law Program; School of Law
- * Karen A. Hegtvedt – Professor, Sociology, Emory College
- * Douglas Hicks – Dean, Oxford College; William R. Kenan Jr. Professor of Religion; Affiliate Professor, Candler School of Theology
- * Ciannat Howett – Associate Vice President, Sustainability, Resilience and Economic Inclusion; Adjunct Associate Professor; Office of Sustainability Initiatives, FAC co-chair
- * Karen Levy – Adjunct Associate Professor, Environmental Health, Rollins School of Public Health
- * Wesley Longhofer – Associate Professor, Organization & Management, Goizueta Business School
- * David Lynn – Professor, Chemistry, Emory College
- * Linda McCauley – Dean and Professor, School of Nursing
- * Joanne McGriff – Assistant Dean, Diversity, Equity, and Inclusion; Assistant Research Professor, Hubert Department of Global Health; Rollins School of Public Health
- * Kristin D. Phillips – Senior Lecturer, Anthropology, Emory College
- * Cassandra L. Quave – Associate Professor, Department of Dermatology, School of Medicine and the Center for the Study of Human Health, Emory College; Curator of the Emory Herbarium
- * Daniel Rochberg – Instructor, Environmental Health, Rollins School of Public Health and Department of Environmental Science; Chief Strategy Officer, Climate@Emory
- * Thomas Rogers – Associate Professor, History, Emory College
- * Caroline Schaumann – Professor, German Studies, Emory College
- * Melissa Smarr – Adjunct Assistant Professor, Environmental Health, Rollins School of Public Health
- * Sydney A. Spangler – Associate Professor, School of Nursing
- * Karen Summers – Executive Administrative Assistant to the Dean and Chief Executive Officer, Oxford College
- * Kimberly Wallace-Sanders – Associate Professor, African American Studies, Emory College
- * Emily Weinert – Assistant Professor, Department of Chemistry, Emory College
- * Deanna Ferree Womack – Assistant Professor, History of Religions and Multifaith Relations, Candler School of Theology

2018-2019 Emory Healthcare Sustainability Council (formerly the Sustainability in Health Sciences Task Force)

- * Sarah Peek – Director, Facilities Management, Emory University Hospital Midtown
- * Deb Baumgarten – Professor, Department of Radiology; Director, Abdominal Imaging Fellowship; School of Medicine
- * Jane Duggan – Assistant Professor, Anesthesiology, School of Medicine
- * Ciannat Howett – Associate Vice President, Sustainability, Resilience and Economic Inclusion; Adjunct Associate Professor; Office of Sustainability Initiatives
- * Eric Holshouser – Student, Physical Therapy, School of Medicine
- * Lynne Ometer – Director, Food & Nutrition Services, Emory Healthcare
- * Sarah Blanton – Associate Professor, Department of Rehabilitation Medicine, School of Medicine
- * Scott Thomaston – Director of Environmental Programs, Environmental Health & Safety Office
- * Patty Olinger – Assistant Vice President, Office of Research Administration; Executive Director, Environmental Health & Safety Office
- * Anne Nelson – Vice President, Organizational Effectiveness, Emory Healthcare
- * Robin LaRocco – Program Director, Hematology, School of Medicine
- * Catherine Maloney – Vice President, Operations, Emory University Hospital
- * Rebecca Philipsborn – Assistant Professor, Pediatrics, School of Medicine
- * Martin Li – Student, Emory College
- * Kelly Weisinger – Director, Sustainability, Office of Sustainability Initiatives
- * Germaine R. Rouser – Specialty Director, Surgical Nursing, Emory University Hospital
- * David Hatcher – Director, Environmental Services, Emory University Hospital
- * Melanie De Gennaro – Vice President, Human Resources, Emory Healthcare
- * Chris Ware – Management Engineer II, Environmental Services, Emory University Hospital
- * David Pugh – Vice President, Space Planning & Construction, Emory Healthcare
- * Michael Lewis – Senior Manager, Business Operations, The Emory Clinic
- * Janet Christenbury – Director, Media Relations, Emory Healthcare

2018-2019 Energy & Water Taskforce:

- * Katelyn Boisvert – Student and Woodruff Scholar, Emory College
- * Jody Dicarolo – Plant Operations Manager, Facilities Management
- * Christopher Fox – Mechanical Engineer, Facilities Management (Engineering Services)
- * Eric Gregory – Assistant Director, Commissioning & Controls, Facilities Management (Engineering Services)
- * Trey Headrick – Commissioning Specialist, Facilities Management (Engineering Services)

- * Kevin Keefe – Electrical Engineer, Facilities Management (Engineering Services)
- * Joan Kowal – Senior Director, Resilience and Utility Strategy, Campus Services
- * Tim Lian – Professor, Chemistry, Emory College
- * Rob Manchester – Director of Engineering Services, Facilities Management
- * Jason Martinez – HVAC Manager, Facilities Management
- * Michael G. Robbins – Manager, Commissioning, Facilities Management (Engineering Services)
- * Eri Saikawa – Associate Professor, Environmental Science, Department of Environmental Science and Rollins School of Public Health; Co-Founder, Climate@Emory
- * Justin N. Thomas – Energy Analyst, Facilities Management (Energy Services)
- * Daniel Uribe – Student, Emory College
- * Eric Weber – Utilities Engineer, Facilities Management (Engineering Services)
- * Kelly Weisinger – Director, Sustainability, Office of Sustainability Initiatives

2018-2019 Sustainability Revolving Loan Fund (if different from Energy & Water Taskforce):

- * Mark V. DeLorenzo – Associate Vice President, Finance and Treasury
- * Matthew Early – Vice President, Campus Services
- * Lucy Grantham – Director II, Office of Foundation Relations
- * Carol Kissal – Vice President, Finance; Chief Financial Officer
- * Joan Kowal – Senior Director, Resilience and Utility Strategy, Campus Services
- * Amy Reding Andrews – Director, Debt Management, Division of Finance

Bike/Ped Trail Network Working Group

- * Tonio Andrade – Professor, History, Emory College
- * Karlyn Beer – Epidemiologist, Mycotic Diseases Branch, CDC
- * Adele Clements – Senior Director, Transportation, Parking & Fleet Services, Emory University
- * Lauren Dufort – Acting Deputy Sustainability Officer, CDC
- * Sally Flocks – President, Founder, & CEO, PEDS
- * Ciannat Howett – Associate Vice President, Sustainability, Resilience and Economic Inclusion; Adjunct Associate Professor; Office of Sustainability Initiatives
- * Mark Hutcheson – Managing Director, Emory Global Diabetes Research Center
- * James R. Johnson – Project Manager, Campus Services, Emory University
- * Becky Katz – Chief Bicycle Officer, City of Atlanta
- * Patrece Keeter – Transportation Plan Engineering Manager, Department of Public Works DeKalb County
- * Scott Kemp – Community Transportation Services Lead, CDC
- * Todd Kerzie – Associate Vice President, Facilities Management, Emory University
- * Alysse Kowalski – PhD Candidate, Nutrition & Health Sciences, Emory University
- * Hiram Maxim – Masse-Martin/NEH Distinguished Teaching Professor of German Studies and Linguistics; Chair of German Studies; Emory College
- * David Payne – Associate Vice President, Planning and Engagement, Campus Services, Emory University
- * Jimmy Powell – Director of Exterior Services, Facilities Management, Emory University
- * Carolyn Rader – Chair of the Board of Directors, PEDS
- * Ken Rose – Senior Policy Advisor, Division of Nutrition, Physical Activity and Obesity, CDC
- * Sally Sears – Founding Executive Director, South Fork Conservancy
- * Rebecca Serna – Executive Director, Atlanta Bicycle Coalition
- * Jamie Smith – Chief Performance Officer; Interim Associate Vice President, Finance Systems and Data Analytics
- * Jean Welsh – Associate Professor, Pediatrics: Gastroenterology, School of Medicine
- * Betty Willis – Senior Associate Vice President, Government and Community Affairs, Emory University
- * Liz York – Associate Director, Quality & Sustainability; Chief Sustainability Officer; CDC

2019 Healthcare Waste Task Force

- * Jane Duggan – Assistant Professor, Anesthesiology, School of Medicine
- * David Hatcher – Director, Environmental Services, Emory University Hospital
- * Anita Sharon Hester – Manager, Materials Management, The Emory Clinic
- * Katie Kretschmar – Shift Nurse Manager III, The Emory Clinic
- * Meredith Marchbank – Nurse Clinician III, Labor and Delivery, Emory Decatur Hospital
- * Anne Nelson – Vice President, Organizational Effectiveness, Emory Healthcare
- * Krystyna Rastorguieva – Outreach Liaison, The Emory Clinic
- * Colin Swenson – Assistant Professor, Pulmonary, School of Medicine
- * Scott Thomaston – Director, Environmental Programs, Environmental Health & Safety Office
- * Brian Frislie – Director, Environmental Services, Emory University Hospital Midtown
- * Vincent Graves – Environmental Health and Safety Professional II, Environmental Health & Safety Office
- * Catherine Maloney – Vice President, Operations, Emory University Hospital
- * Donna Nilsen – Director, Food Services, Emory St. Joseph's Hospital
- * Jigana Patel – Advanced Nurse Clinician, The Emory Clinic, Ambulatory Services Center, Dunwoody
- * John Stone – Director, Facilities Management, Emory Johns Creek Hospital

2018-2019 Sustainability Reps:

- * Alison Agnew – Executive Administrative Assistant, Office of the Secretary
- * Megan Ahrens – Senior Manager, Operations, Goizueta Business School
- * AnnMarie C. Arthur-Nedrick – Senior Coordinator, Facilities Planning, Emory College
- * Carlee Beard – Program Coordinator, Emory College
- * J Michelle Boone – Director, Strategic & Policy Communications, Emory Healthcare
- * Marie P. Browne – Senior Administrative Assistant, Economics, Emory College
- * Mark Burell – Bookshop Manager, Michael C. Carlos Museum
- * Monica Cloyd – Research Facilities Administrator, Winship Cancer Institute
- * Kim Comstock – Business Manager, Information Technology, Libraries & Information Technology
- * Susannah Conroy – Project Support Specialist, Winship Cancer Institute
- * Steve Ellwood – Director, Information Technology, School of Nursing
- * Dawn Francis-Chewning – Educational Analyst III, Student Digital Life, Libraries and Information Technology
- * Ami Franklin – Senior Director, Trustee Relations, Office of the Secretary
- * Janell Goodwin-Farley – Meeting Services Coordinator, Student Center Operations & Events, Emory Campus Life
- * James Harper – Administrative Assistant, Recycling, Auxiliary Services
- * Michael Hodgkin – Academic Department Administrator, Philosophy, Emory College
- * Kate Hodgins – Manager, Research Projects, Environmental Health, Rollins School of Public Health
- * Lorenza Houser – Senior Coordinator, Academic Degree Programs, Psychology, Emory College
- * Ciannat Howett – Associate Vice President, Sustainability, Resilience and Economic Inclusion; Adjunct Associate Professor; Office of Sustainability Initiatives
- * Michael Huerkamp – Director, Animal Resources, School of Medicine
- * Michael Hyde – Associate Director, Athletics Facilities
- * Deena Keeler – Assistant Director, Auxiliary Services, Facilities Management
- * Jeff Lenhard – Administrative Assistant, University Music Administration, Emory College
- * Sara McKlin – Coordinator, Site Operations, Candler School of Theology
- * Jan McSherry – Senior Coordinator, Facilities Planning, Chemistry, Emory College
- * Maya Encantada Meeks – Veterinary Technician IV, Division of Animal Resources, School of Medicine
- * Amish Mody – Director, Operations, School of Law
- * Lisa Newbern – Chief, Public Affairs, Yerkes National Primate Research Center
- * Raghu B. Patil – IT Analyst, Office of the Provost
- * Laura A. Pokalsky – Client Service Rep II, Emory College IT
- * Dwight Raby – Associate Director, Facilities, Emory College
- * Amelia Randall – Director, Business & Finance, Department of Pediatrics, School of Medicine
- * Jackie Reese – Assessment Resources Specialist, Accessibility Services
- * Harriet Ruskin – Director, International and Joint Degree, Goizueta Business School
- * Claire Scott – Procurement Assistant, Department of Chemistry, Emory College
- * John Sisk – Assistant Director, Admissions, Office of Financial Aid
- * Lisa R. Smith – Associate Director, Gift Planning Services, Emory Giving
- * Shelby A. Smith – Senior Program Coordinator, School of Medicine
- * Garrett Southwell – Lead Applications Developer/Analyst, Office of Information Technology
- * Emily Stills – Administrative Assistant, Psychology, Emory College
- * Eva Stotz – Coordinator, Academic Degree Programs, Anthropology, Emory College
- * Kathy Summers – Academic Department Administrator, Music, Emory College
- * Chad Sunstein III – Director, Campus Dining Services
- * Erica Weaver – Senior Program Coordinator, School of Medicine
- * Kelly Weisinger – Director, Sustainability, Office of Sustainability Initiatives
- * Terez Whatley-White – Academic Department Administrator, German Studies, Emory College
- * Angela Williams – Coordinator, Assessment Resources, Accessibility Services

Sustainable Food Committee 2018-2019:

- * Deirdre Abrams – Executive Administrative Assistant, School of Medicine
- * Peggy Barlett – Goodrich C. White Professor of Anthropology, Emory College
- * Claire Barnes – Ultrasound Technician II, Radiology and Sonography, Emory University Hospital
- * John William Eley – Executive Associate Dean, Medical Education & Student Affairs, School of Medicine
- * Julie Elion – Director of Auxiliary, Parking & Transportation, Oxford College
- * Lydia Fazzio – Assistant Professor, Psychiatry, School of Medicine
- * Ioulia Fenton – PhD Candidate, Anthropology
- * David S. Fuhman – Senior Director of Finance, Administration, and Operations, Food Services
- * Amy Webb Girard – Associate Professor, Global Health, Rollins School of Public Health
- * Mindy Goldstein – Director and Clinical Professor of Law, Turner Environmental Law Clinic; Director, Environmental and Natural Resources Law Program; School of Law
- * Lucas Gosdin – PhD Candidate, Nutrition & Health Sciences
- * Kip Hardy – Manager, Food & Nutrition Projects and Performance Improvement, Emory University Hospital

- * Elise Kulers – Student, Emory College
- * Karen Levy – Adjunct Associate Professor, Environmental Health, Rollins School of Public Health
- * Lynne Ometer – Director, Food & Nutrition Services, Emory Healthcare
- * Daniel Parson – Organic Farmer/Educator, Oxford College Organic Farm
- * Taylor Spicer – Assistant Director, Sustainability, Office of Sustainability Initiatives
- * Michael Stauffer – Assistant Vice President, Health Management
- * Chad Sunstein III – Director, Campus Dining Services

Waste Think Tank 2018-2019:

- * Barry Atwood – Graphic Design Manager and Senior Designer
- * Jonathan Cooper – Director, Housing Facilities & Operations
- * Matthew Early – Vice President, Campus Services
- * David Forbes – Associate Vice President, Facilities Management
- * David S. Furhman – Senior Director of Finance, Administration, and Operations, Food Services
- * David Glenn Horne – Coordinator, Recycling and Shredding Operations, Facilities Management
- * Ciannat Howett – Associate Vice President, Sustainability, Resilience and Economic Inclusion; Adjunct Associate Professor; Office of Sustainability Initiatives
- * Deena Keeler – Assistant Director, Auxiliary Services, Facilities Management
- * Jacquelyn Linzer – Operations Specialist, Customer Experience, Division of Business and Administration
- * Boubacar S. Maiga – Senior Director, Building and Residence Services/Recycling, Facilities Management
- * Joshua Majors – Supervisor, Recycling/Waste/Document Management, Facilities Management
- * Dwight Raby – Associate Director, Facilities, Emory College
- * Taylor Spicer – Assistant Director, Sustainability, Office of Sustainability Initiatives
- * Chad Sunstein III – Director, Campus Dining Services
- * Scott W. Thomaston – Director, Environmental Programs, Environmental Health & Safety Office
- * Rochie Tschirhart – EHS Professional IV, Environmental Health & Safety Office
- * Kelly Weisinger – Director, Sustainability, Office of Sustainability Initiatives

Committee on the Environment of the University Senate 2018-2019

- * Mariam Akbar – Student, Emory College
- * James L. Bailey – Professor, Nephrology, School of Medicine
- * Lauren Balotin – Student, Emory College
- * Paul Byrnes – Associate Provost, Office of Planning and Administration
- * Sofie diTommaso – Student, Emory College
- * John F. Duncan – Associate Professor, Mathematics, Emory College
- * Kryn Dykema – Student, Emory College
- * Ellen Dymit – Student, Emory College
- * Vincent Graves – Environmental Health and Safety Professional II, Environmental Health & Safety Office
- * Matthew Heldman – Student, Emory College
- * Carol Kelly – Associate Director, Nutrition Services, Student Health Services
- * Yang Liu – Professor and Chair, Environmental Health, Rollins School of Public Health
- * Kiran Maddu – Assistant Professor, Emergency Radiology, School of Medicine
- * Cana McGhee – Student, Emory College
- * Veronica Nitkin – Student, Emory College
- * Samantha L. Pallas – Environmental Health & Safety Professional, Environmental Health & Safety Office
- * Michele Papotto, Post-Award Research Administrator III, Pediatrics, School of Medicine
- * Nicole Jeannette Regan – Associate Director, Academic Programs, Department of Epidemiology, School of Medicine
- * Emmanuel Shepherd – Operations Coordinator, Goizueta Business School
- * Kathy Smith – Director of Recruitment and Admissions, Graduate Division of Biological and Biomedical Sciences, Laney Graduate School
- * Caleb Sowers – Student, Emory College
- * Gabrielle Stearns – Student, Emory College
- * Dillon Wu – Student, Emory College

Non-voting members:

- * Ciannat Howett – Associate Vice President, Sustainability, Resilience and Economic Inclusion; Adjunct Associate Professor; Office of Sustainability Initiatives
- * James R. Johnson – Project Manager, Campus Services
- * Taylor Spicer – Assistant Director, Sustainability, Office of Sustainability Initiatives
- * Kelly Weisinger – Director, Sustainability, Office of Sustainability Initiatives

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 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 2005 Sustainability Vision called on the Office of Sustainability to help restore our global ecosystem, foster healthy living, and reduce the University's impact on the local environment. In 2015, Emory adopted a new Sustainability Vision & Strategic Plan outlining The Office of Sustainability Initiatives coordinates many programs and partnerships that can be categorized into the following initiatives: academics & research, biodiversity & landscapes, climate solutions, energy, food & dining, green buildings, purchasing, social justice, transportation, waste, water and wellbeing. The Office creates and joins multiple campus and community task forces and committees to support sustainability efforts of faculty, staff, and students across the University and Emory's Healthcare system.

Full-time equivalent 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, AVP Sustainability, Resilience & Economic Inclusion; Kelly Weisinger, Director; Taylor Spicer, Asst. Director; Akelia Hypolite, Administrative Assistant; Erik Edwards, Educational Garden Project Coordinator

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

From the copy room to the operating room, from the classroom to the residence hall, the Emory Office of Sustainability Initiatives (OSI) guides the efforts to meet the challenges of sustainability across all of Emory's institutions. Emory OSI carries out this imperative by helping to restore the global ecosystem, fostering healthy living and reducing the University's impact on the local environment.

Founded in 2006, Emory OSI has firmly established the University's place as a sustainability leader in higher education. Building on a decade of accomplishment to enhance sustainability at Emory University and Emory Healthcare, the Office of Sustainability Initiatives has worked with representatives of many academic, operational, and healthcare units to carry out a strategic planning effort to chart the next five to ten years. The effort resulted in the Sustainability Vision & Strategic Plan, 2025, which guides the enterprise's efforts to be a model of transformative practices and sustainable choices at every level.

Since the launch of OSI, 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: reducing University GHG emissions by 31.5% from a 2010 baseline; adopting a University-wide waste management policy and accompanying rollout of a standardized waste management system; continuing the renowned Piedmont Project; funding almost \$150,000 through OSI Incentives Funds and the Sustainability Revolving Fund to 50+ student-, faculty- and staff-led project teams; launching and managing the enterprise-wide Zero Waste Ambassador program; expanding of the roll-out of laboratory recycling and composting program; increasing sustainable food procurement to about 40% in Emory Dining locations and over 13% in 6 reporting Emory Healthcare locations; developing the WaterHub student docent program to lead tours of the award-winning water reclamation facility; expanding the bike-ped trail network on and connecting to campus; supporting the student-led multi-school Emory Student Sustainability Case Competition; adding two new plots to the on-campus Educational Garden Project;

enrolling in the Department of Energy's Smart Lab Accelerator for which Emory was acknowledged in 2019; co-launching the United Nations Regional Centre of Expertise for Greater Atlanta (Greater Atlanta RCE) with Georgia Tech and Spelman; opening Emory's first LEED certified hospital building, Emory University Hospital Tower with LEED Silver certification; consisting being recognized by the Atlanta Better Buildings Challenge as a "Top Performer" for energy and water reduction in Healthcare and University buildings; installing a co-generation turbine on an existing steam plant to generate 1 MW of clean energy; retrofitting campus parking decks with LED lighting; co-launching multiple faculty-led climate consortiums including Emory Climate Talks, the Georgia Climate Project, Georgia Climate Stories, and Drawdown GA; and opening Emory's first LEED Platinum building in May 2019, the Emory Student Center.

Job title of the sustainability officer position:

Associate Vice President, Sustainability, Resilience & Economic Inclusion

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Reporting to the Vice President for Campus Services and Chief Planning Officer, the Associate Vice President for Sustainability, Resilience and Economic Inclusion oversees enterprise wide initiatives and strategies related to sustainability and resilience planning for Emory University and Emory Healthcare. Organizes and collaborates with disparate university resources to drive sustainable, resilient outcomes including energy and utilities' strategic planning efforts to promote economic inclusion through procurement and other operational programs.

Serves as a visionary leader and organizational strategist to help Emory become a national model for sustainability, resilience, and regenerative enterprise. Creates the strategy through broad institutional engagement to integrate sustainability and resiliency into operational and academic functions of Emory University and Emory Healthcare; networks with and facilitates internal and external resources and evaluates the needs of the community in these areas. Is responsible for developing programs and new initiatives to enhance Emory's stature and creates detailed implementation plans for those initiatives. Engages internal and external constituents to define, develop and implement sustainable strategies while advocating the value proposition of sustainable and resilience programs. Formulates action plans with defined objectives, targets and responsibilities to support agreed upon sustainability strategies. Ensures appropriate internal controls and measurement systems are in place to support sustainability efforts.

Reviews complex programs and projects and drives the development of pro formas to view sustainability investments a holistic nature creating client and institutional value. Develops and considers programs to improve employee health, well-being and material supply chains. Collaborates with the Enterprise Risk Management program to assure sustainability initiatives are in alignment with the company's broader Enterprise Risk Management program.

Maintains, creates and implements communication strategies to promote broad awareness of initiatives and develops enterprise-wide processes and organizational structures to support inquiry, change and assessment in these areas of focus. Builds effective partnerships and relationships with surrounding communities and key metro Atlanta institutions and establishes effective linkages with units across campus to enhance their overall sustainability, resilience and economic inclusion efforts. Builds effective partnerships with external organizations to support sustainability efforts. Coordinates, supports, and expands opportunities for faculty, staff, students and administrators to learn about these issues throughout the academic and operational dimensions of Emory's enterprise.

Is articulate and inspirational while speaking in public forms such as community events and academic environments. Provides briefings to Board of Trustees and various leadership across the enterprise.

Job title of the sustainability officer position (2nd position):

Director, Office of Sustainability Initiatives

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Collaborates with the Associate Vice President for Resilience, Economic Inclusion, and Sustainability; the Senior Director of Resilience and Utility Strategies; university committees and campus groups in fulfilling Emory's enterprise-wide sustainability vision. Oversees staff responsible for implementation of all Emory University and Healthcare initiatives related to sustainability. Functions as leader and organizational strategist to help Emory become a national model for sustainability in higher education and health systems.

Works with team to integrate sustainability into both the operational and academic functions of the University; networks with and facilitates internal and external resources to accomplish this goal and evaluates the needs of the Emory University and Healthcare community. Is responsible for developing programs and new initiatives to enhance Emory's stature and creating detailed implementation plans for these initiatives.

Oversees the implementation of communication strategies to promote broad awareness of initiatives and helps develop enterprise-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 the institution 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 dimensions of the enterprise. Reports to the Associate Vice President for Resilience, Economic Inclusion and Sustainability. Performs related responsibilities as required.

MINIMUM QUALIFICATIONS: Master's degree in an appropriate field and five years of 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 and waste and/or water management is preferred. Higher education experience preferred.

Job title of the sustainability officer position (3rd position):

Assistant Director, Office of Sustainability Initiatives

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

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. Serves as the 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, leads 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 three 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.

Website URL where information about the institution's sustainability coordination is available:

<https://sustainability.emory.edu/about-us/team/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for fiscal year 2018-2019, unless otherwise noted.

Sustainability Planning

Score	Responsible Party
3.00 / 4.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

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

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

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 plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

Please see Emory's Sustainability Vision. All goals are for 2025 unless otherwise noted.

https://sustainability.emory.edu/wp-content/uploads/2018/01/VisionReport2-3-20-FINAL_with-updated-investment-language.pdf

The first strategic Action Arena outlines goals to "support culture change among academic, healthcare, and operational units to carry forward courageous action on sustainability."

Curriculum-related goals include:

Through academic programs and degrees, prepare Emory graduates for sustainability leadership throughout their lives.

*Integrate sustainability into academic programs, degrees, and experiential learning opportunities to assure universal sustainability literacy.

*Expand curriculum initiatives through the Piedmont Project, Piedmont TATTO Fellowships, Oxford Institute, and others.

*Increase by 25% the number of sustainability-related courses taught across the university by 2025.

*Develop tools for assessing student competencies across the domains of sustainability.

*Link sustainability-related information needs across campus to academic projects through partnerships with operations personnel, the Quality Enhancement Plan, and the Institute for Quantitative Theory and Methods.

Units support faculty development towards innovative and community-engaged curriculum through continued support for the Piedmont Project and related efforts.

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

Please see Emory's Sustainability Vision. All goals are for 2025 unless otherwise noted.

https://sustainability.emory.edu/wp-content/uploads/2018/01/VisionReport2-3-20-FINAL_with-updated-investment-language.pdf

. All objectives require campus engagement, so we recommend reading the Vision in its entirety. A few related objectives include:

Expand support structures and strengthen organizational structures for champions:

- *Strengthen faculty leadership through a rotating Faculty Fellows program with the support of each dean by 2020.
- *Strengthen staff champions in collaboration with the Administrative Council by expanding the role of Sustainability Reps; provide improved communications channels and support.
- *Create a program for student champions through collaboration with staff and faculty mentors and internships in Campus Services, Dining, Campus Life and other administrative units, with a focus on sustainability decision making, life skills, and leadership.
- *Strengthen or create sustainability leadership positions throughout student government at both the undergraduate and graduate levels.
- *Create a program of sustainability champions throughout Emory Healthcare by 2025.
- *Expand sustainability literacy in all existing Leadership Academies and, as needed, develop a new Sustainability Leadership Academy.
- *Develop sustainability learning outcomes for all staff and develop educational programs and assessment tools.
- *Partner with the Healthy Emory initiative to develop advocates for an inclusive approach to well-being and healthy living across Emory in keeping with the vision of "Healthy Emory, Healthy Planet."

Integrate sustainability into the life of the campus:

- *Infuse sustainability expectations and goals into residential education, including the first year experience, Greek life, and Emory Dining educational activities.
- *Support student leadership at graduate and undergraduate levels to develop metrics of sustainability literacy for each program, residence hall, and Greek housing.
- *Develop sustainability literacy survey for all students and administer annually.
- *Expand sustainability-related community service opportunities through Volunteer Emory and other groups, especially for graduate and professional students.
- *Link programs with Office of Health Promotion to strengthen awareness of individual health with global community and planetary health and well-being.
- *Ensure sustainability commitments are met and communicated in summer conference and camp programs and events.

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

Please see Emory's Sustainability Vision. All goals are for 2025 unless otherwise noted.

https://sustainability.emory.edu/wp-content/uploads/2018/01/VisionReport2-3-20-FINAL_with-updated-investment-language.pdf

. The goals under Action Arena III: Leverage Emory landscape, buildings, and operations to model sustainable choices, are:

Climate action:

- Update Emory's climate action goals based on latest science, aligning dates with international goals.
- Reduce Emory's total greenhouse gas emissions by 45% by 2030 and achieve net zero emissions by 2050, using 2010 levels as baseline.
- Revise greenhouse gas inventory to add sources of emissions from components of supply chain by 2030.
- Use carbon offsets, with preference for local projects with a social justice benefit, to reduce the impacts of Emory-purchased air travel.
- Invest in a portfolio of innovative greenhouse gas sequestration projects that provide resilience, research, teaching, and national leadership benefits to Emory.

Built environment:

- All new construction on campus will be carbon neutral.³

- Incorporate major building renovations into LEED silver commitment or higher.
- Attain best practices for sustainable performance in building interiors.
- When replacement is necessary, make all roofs cool, green and/or solar.
- When acquiring new buildings, bring up to existing sustainability standards.
- When constructing or renovating buildings, review space needs to consolidate offices and reduce building size.
- Reduce university campus energy use per square foot by 50% and total energy use by 25%.
- Reduce Emory Healthcare energy use by 25%.
- Self-generate 10% of energy used on campus to replace fossil fuel sources.
- Eliminate drinking water use for heating, cooling, toilet-flushing, and other non-potable uses, with a goal to reduce Emory water use by 50%.
- In the new Emory Student Center (former DUC) or other appropriate innovative facility, incorporate regenerative architectural standards such as net zero impact and “living building” to educate campus community and visitors. Renovate and use iconic buildings on campus for sustainability education and outreach.
- Create financial incentives for all operating units to conserve beyond existing goals, including a sustainability revolving fund.

Waste:

- On academic campuses, divert 95% of construction and non-construction waste (except regulated lab and medical waste) from municipal landfills.
- On healthcare campuses, divert 37% of waste (except regulated lab and medical waste) to match best practice rate in healthcare).⁵
- Strengthen administrative mandates for recycling and composting throughout the university, healthcare, and related enterprises; eliminate all desk-side trashcans on academic campuses by 2020.
- Support culture change towards “reduce, repair, restore, and reuse” mentality and “cradle to cradle”⁶ purchasing.
- All university events will be zero municipal landfill waste by 2025.
- All university functions will be plastic bottle free to the extent possible.

Transportation:

- Expand opportunities for safe biking and walking on all campuses and healthcare centers; explore possibility of an “Emory Greenbelt” biking and pedestrian path system.
- Develop bicycle and pedestrian master plan in cooperation with government agencies and neighborhood stakeholders to include dedicated bike and pedestrian lanes and trails and bike amenities.
- Support flexible workdays to reduce commute time, improve recruitment and retention, and support work/life balance; work with InfoTech, Human Resources, and other appropriate groups to ensure that all non-essential personnel are expected to telecommute at least one day per week by 2025 unless justified by supervisor.
- Improve air quality through enforcement of No Idling policy and other pollution prevention actions.
- Shift Emory University and Emory Healthcare vehicle fleet to meet national sustainable fleet certification standards.
- Extend incentives for sustainable commuting to students.
- Continue to expand transportation options for employees and students through bike share, Cliff Shuttle, and public transit to reduce single occupancy vehicle trips.
- Increase awareness of alternative transportation options among Emory healthcare patients and university visitors.

Campus ecosystem:

- Explore opportunities to enhance Emory's original vision of “a campus in a forest.”
- Eliminate planting of invasive species on campus to foster healthy campus forests; remove invasive species in at least 25% of campus woods, while protecting fragile ecosystems.
- Shift from No Net Loss policy for forest canopy to Net Positive forest canopy policy.
- Enhance pedestrian shade by planting 200 new trees by Emory's 200th anniversary.
- Revise and implement Stormwater Management Plan, including goals to reduce water runoff and enhance stream quality.
- Improve water quality, groundwater recharge, and greenspace through new or enhanced green infrastructure projects such as rain gardens, stream buffers, and bioswales.
- Reduce turf grass on Druid Hills and Oxford campuses by 15% and replace with biodiverse woodland and shrubby areas, using drought-tolerant plant palette.
- Transition to herbicide and pesticide alternatives safer to pollinators and people with the goal to reduce or eliminate their use.

Food:

- Expand sustainable food purchases (either locally grown or sustainably grown) in Emory Dining with a goal of 50% by 2020, and 75% by 2025. Update sustainability purchasing guidelines every three years, as necessary, and revise tracking systems.
- Continue to support the Oxford Organic Farm to provide produce for the Oxford campus, Emory farmers market, and campus and hospital cafeterias.
- Expand sustainable and local food purchases in catered events for all units.
- Expand urban food production and hands-on education through the Educational Garden Project and the Oxford

Organic Farm to provide living/learning opportunities for undergraduate and graduate students.

- Expand sustainable and local food purchases in Emory Healthcare to 25% and establish tracking system to document future gains.
- Expand onsite educational gardens to include Emory Healthcare staff, faculty, and students.

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Please see Emory's Sustainability Vision. All goals are for 2025 unless otherwise noted.

https://sustainability.emory.edu/wp-content/uploads/2018/01/VisionReport2-3-20-FINAL_with-updated-investment-language.pdf

Some relevant objectives include:

Social dimensions of sustainability:

- Support and extend efforts for social equity and economic opportunity; connect sustainability strategic goals with recommendations of Class and Diversity Committee to enhance access for all students and staff, regardless of means, to the full benefits of the Emory experience.
- Promote universal design and continue progress towards disability awareness and accessibility for all buildings, campus transit systems, and Emory programs.
- Create intergenerational daycare centers at all campuses.
- Support linkage of “person, place, and planet” by extending partnerships with Healthy Emory and other entities to promote health-enhancing behaviors and personal flourishing.
- Develop campus-level resilience assessment and plan that addresses health, personal well-being, and climate adaptation concerns.
- Develop program of paid maternity and paternity leave for all Emory employees.

Invest in the Office of Sustainability to achieve successful implementation of this plan; build capacity through secure central funding and adequate staff to ensure robust communications, innovative projects, creative problem-solving, and data analytics throughout the university and healthcare:

- Allocate appropriate funding for staff and operations through a dedicated annual budget.
- Refine sustainability metrics and expand publicity for Emory's sustainability progress.

Integrate sustainability into the visible culture of Emory:

- Incorporate sustainability into first impressions of Emory's campuses, clinics and hospitals, through the main Emory websites, campus tours, signage, and publications.
- In collaboration with administrative leaders and deans, ensure all new undergraduate, professional, and graduate students, as well as faculty, staff, and healthcare professionals, are welcomed into—and feel a personal stake in—Emory's sustainability commitments, through orientation activities that include the president's affirmation.

Align unit goals and standards with sustainability commitments:

- Integrate sustainability commitments into each unit's strategic plan, including Emory Healthcare and the next Emory Campaign.
- Incorporate sustainability criteria (full-cost accounting of economic, health, social, and environmental impacts) more fully into routine decision making and purchasing—whether in the classroom, hospital, lab, or office, in caregiving, dining, or events.
- Integrate sustainability into recruitment so that all prospective employees understand that sustainability commitments are expectations for every Emory community member.
- Revise job performance criteria in collaboration with existing employees and integrate sustainability commitments into evaluations.

Support Purchasing and other Emory entities in building a coalition of distinguished leaders and corporations to enhance sustainability decision making in the national and Emory supply chains:

- Identify priority areas for supply chain improvement and work with academic researchers, students, and vendors to identify best practices for sustainability.

- Develop scorecards for “Emory preferred” practices and decisions which encourage full-cost accounting among vendors and contractors and integrate sustainability into selection criteria when awarding contracts.

Emory University does not currently hold direct stock or bonds in public companies producing fossil fuels. Emory performs quarterly negative screening of its investment portfolio. Emory holds many investments in sustainable businesses and businesses with exemplary sustainability performance.

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

The institution’s highest guiding document (upload):

Website URL where the institution’s highest guiding document is publicly available:

<https://one.emory.edu/year-one-report/index.html>

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Minor theme

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

<https://sustainability.emory.edu/>

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

Yes

The formal statement in support of sustainability:

Sustainability is part of one of the 4 strategic university-wide initiatives developed in Emory's 2005-2015 Strategic Plan (see attached framework). The full plan states that: "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. The dilemmas of sustainability for the University present opportunities for leadership in our management and operational practices as well as development of research and scholarship on how people, companies, cities, and nations can develop and change addressing issues of food, energy, health, transportation, and urbanism and what legal, cultural, and political arrangements work effectively to encourage sustainable practices and acceptable levels of environmental and health risk. The development of comprehensive plans for wellness and health promotion activities are included in creating a healthy work culture. Emory values the continuing existence of a healthy, safe, and environmentally sustainable campus that enhances individual health, community well-being, positive teaching/learning experiences, and environmental stewardship."

Emory has not adopted a new formal strategic plan since 2015, but sustainability is a minor theme in the "One Emory: Engaged for Impact" framework developed by the Office of the Provost in 2018.

The institution’s definition of sustainability:

Emory defines sustainability as relating to quality of life: a community is sustainable if economic, social, and environmental systems provide a healthy, productive, and meaningful life for all community residents, present and future. Sustainability supports and incorporates many aspects of Emory's mission—educational, healthcare, and operational. Sustainability provides a multi-disciplinary framework for broadening student and employee perspectives on the economic, social, and environmental factors shaping our lives and our world, our interdependence as a local and global community, and the impact of our actions on future generations. Pursuing sustainability allows Emory to more fully enact our principles and provide equitable opportunities for satisfying livelihoods and study through a safe, healthy, and high quality of life for current and future generations.

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

Emory is a co-founder of the United Nations Greater Atlanta Regional Centre of Expertise for Sustainable Development (UN RCE), recognized by United Nations University.

<https://sustainability.emory.edu/programs/un-sustainable-development-goals/>

Website URL where information about the institution's sustainability planning efforts is available:

<https://sustainability.emory.edu/about-us/>

Additional documentation to support the submission:

[Strategic_Plan_Framework.pdf](#)

Data source(s) and notes about the submission:

Descriptions and measurable goals for each of the above categories are outlined in a comprehensive Sustainability Vision strategic plan. Rather than pull each sentence from that plan that relates to the above categories, in many cases we have directed you to the Vision in full. We believe you will get a better sense of Emory's plans, goals, and accomplishments by reading the full text of the Vision.

Inclusive and Participatory Governance

Score	Responsible Party
1.88 / 3.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies 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).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, “town and gown” committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution’s decision-making processes. The institution’s contributions to and participation in community decision-making processes do not count.

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

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution’s formal participatory or shared governance bodies:

The University Senate is comprised of faculty, staff, and students. Its members include 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; and representatives of Alumni, Librarians, Staff, and Academic Deans. 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; and makes recommendations regarding Honorary Degree recipients.

<https://www.senate.emory.edu/about/index.html>

Students:

The Emory University Graduate Student Government Association (GSGA) is the governing body for all graduate and professional students at Emory University. The GSGA is comprised of an executive board and legislature of appointed or elected representatives from each of the eight graduate divisions. The GSGA President and Executive Vice President are elected in annual graduate-wide elections. Other Executive Board positions are appointed by the President and Executive Vice President and approved by the Legislature. GSGA has both programming and advocacy functions and is tasked with improving the quality of Emory graduate students' lives and education. The GSGA President is a member of the University Senate and the Board of Trustees' Campus Life Committee during her/his term.

<https://emory.campuslabs.com/engage/organization/graduate-student-government-association>

The Emory University Student Government Association (SGA) advocates for the undergraduate students of Emory University, acting as the official voice of the undergraduate student body and representing undergraduate interests in all matters. It enacts legislation to promote the general welfare of the undergraduate student body, manages and distributes more than \$1.7 million in Student Activity Fee money, and leads and develops initiatives on campus. It collaborates with the GSGA on matters of university-wide importance. The SGA consists of three separate and equal branches: the Legislative Branch, the Executive Branch, and the Judicial Branch. The President and Executive Vice President are elected by all undergraduate students, and Cabinet Members, Justices, and the

Secretary are appointed by the President and approved by the Legislature. Legislators are chosen differently depending on the undergraduate division which they represent. The SGA president is a member of the University Senate and the Board of Trustees' Campus Life Committee during her/his term.

<http://lead.emory.edu/sga/index.html>

Academic staff:

The University Faculty Council serves as the chief representative body of Emory faculty and includes elected and appointed faculty members who represent all nine of Emory's schools and colleges. 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.

<https://facultycouncil.emory.edu/about/index.html>

Faculty Advisors are members of the Board of Trustees' standing committees. Standing committees help to carry out the work of the Board between full Board meetings. At least one Faculty Advisor sits on the following committees: Academic Affairs; Audit and Compliance; Campus Life; Emory Development and Communications; Finance; Investment; Real Estate, Buildings, and Grounds; and Robert W. Woodruff Health Sciences Center.

https://secretary.emory.edu/board_of_trustees/committees.html

Non-academic staff:

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. While it is not a decision-making body with regards to university policy, it provides information and ideas to those in decision-making positions, representing an employee perspective to the administration. The Employee Council recommends change to the Emory administration 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 selected from all organizational areas and employee levels throughout the University, from Academic Affairs to University Administration to Libraries & Information Technology. The President, President-elect, and immediate Past President of the Council serve on the University Senate as ex-officio members. The Council also selects six representatives for the Senate and three members for Senate standing committees.

<http://www.employeecouncil.emory.edu/>

Total number of individuals on the institution's highest governing body:

41

Number of students representing their peers as official members of the institution's highest governing body:

0

Number of academic staff representing their peers as official members of the institution's highest governing body:

0

Number of non-academic staff representing their peers as official members of the institution's highest governing body:

0

Number of women serving as official members of the institution's highest governing body:

15

Percentage of official members of the highest governing body that are women:

36.59

Website URL where information about the institution's highest governing body may be found:

https://secretary.emory.edu/board_of_trustees/index.html

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:

Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

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. In convening neighborhoods, businesses, institutions, and civic partners, CCP endeavors to develop a shared vision for the future and work toward it together. Advisory board members representing each stakeholder group, as well as the Emory University administration partners, can be found at

<http://www.cliftoncommunitypartnership.org/about/advisory-group.html>

The CCP focuses on four areas that will have a significant and positive impact on the community: Live Locally, Walk Anywhere, Commute Creatively, and Enhance Vibrant Neighborhoods. These four priority areas in part guide Emory's decisions to encourage more sustainable commute options (e.g. regional public transit options, Cliff Shuttle routes, etc.) and implement pedestrian enhancements (e.g. Emory in partnership with the PATH Foundation is expanding multi-use trail networks on campus and connecting campus to surrounding neighborhoods)

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

Website URL where information about the institution's governance structure is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for FY 19.

Although neither students, academic staff, nor non-academic staff hold official positions on Emory's highest governing body (the Board of Trustees), there are student and academic staff representatives on many of the Board of Trustees' committees. Committees serve to create policy and conduct the work of the Board between full Board meetings. It seems it would be important to showcase the students and faculty who are invited to committees; however, this credit appears to ask only about the central Board. Therefore, committee members have not been included in the calculations for this credit. Committee members are listed here:

https://secretary.emory.edu/board_of_trustees/committees.html

To count the number of women (and/or individuals who do not self-identify as men) serving as official members of the institution's highest governing body, Emory's Office of Sustainability Initiatives checked for the use of she/her/hers and he/him/his pronouns in the biographies of Board of Trustee members which are posted on this webpage:

https://secretary.emory.edu/board_of_trustees/current_board/index.html

Emory chose not to answer the optional question asking for the number of people from underrepresented groups serving as official members of the institution's highest governing body. The STARS definition of "underrepresented groups" for this credit appears to be: "For example, national ethnic, religious, and linguistic minorities." It is not possible for this reporting office to determine a person's ethnic, religious, or linguistic affiliation based on the publicly available information for each of the Board's members, and this information would only be available by the members self-identification. We fear this question is suggesting that we make assumptions based on prejudicial concepts, in absence of a formal survey with published results.

Reporting Assurance

Score	Responsible Party
1.00 / 1.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
 - All required reporting fields, attachments, inventories, and URLs are included;
 - Reported information meets credit criteria and is consistent with required timeframes; AND
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
 - A statement of affirmation from each reviewer, AND
 - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:

Yes

Did the assurance process include internal review, an external audit, or both?:

External audit

The name, title, and organizational affiliation of each reviewer:

Elizabeth Rowe, former Senior Fellow in the Center for Sustainability at Agnes Scott College

A brief description of the institution's assurance process:

Emory knows Elizabeth Rowe from working with her in her capacity at Agnes Scott College, a local peer institution. We worked with Elizabeth on local and regional alignments unrelated to STARS. Emory's Director of Sustainability interviewed Elizabeth Rowe and contracted with her prior to completing data collection. Together, we utilized the STARS process and verification tools available to identify and resolve issues with the report.

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:

[Reporting_Assurance_Letter_Emory.docx](#)

Completed STARS Review Template:

[Copy_of_STARS_2.2_Review_Template_Emory_University.xlsx](#)

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

Completed STARS Review Template (2nd review):

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):

Copy of completed STARS Review Template (3rd review):

Website URL where information about the institution's reporting assurance is available:

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed 8.64

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.

Credit	Points
Diversity and Equity Coordination	1.89 / 2.00
Assessing Diversity and Equity	0.75 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	3.00 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.89 / 2.00	Ciannat Howett Director Sustainability Initiatives

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, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:

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 Diversity, Equity and Inclusion (ODEI) formed in January of 2020, combining the academic, administrative, and programmatic efforts of the former Offices of Diversity and Inclusion and Equity and Inclusion under one unified operation and brand. Vice Provost of the Office of Institutional Equity and Inclusion is currently vacant and will be imagined as an Assistant Vice President. As the Vice Provost for the new ODEI, Carol Henderson also holds the positions of the Chief Diversity Officer and Advisor to the President, which is an inaugural role. She also has an Executive Leadership Committee of DEI practitioners from all schools. The goals of this newly imagined office are the same, which is to facilitate and shape an enterprise vision for diversity, equity, and inclusion that supports Emory's institutional values and policies. 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: The Center for Community Partnerships, The Center for Women, LGBT Life, Racial and Cultural Engagement (RACE), Social Justice Education and The Office of International Student Life. 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 that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Most

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

All

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

All

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Emory began requiring mandatory training on Title IX to all faculty and staff in spring of 2015. The Department 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 Diversity, 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 special facilitators who train the community on Unconscious Bias

Website URL where information about the institution's diversity and equity office or trainings is available:

<https://www.odei.emory.edu>

Additional documentation to support the submission:

Assessing Diversity and Equity

Score

0.75 / 1.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- 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 conducted a Diversity Engagement Survey in Fall 2016. This was the first of its kind to measure engagement across the faculty, staff and students. The survey has allowed 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. In addition, a campus-wide Racial Equity survey will be launched in fall 2021.

2. The Committee on Class and Labor Report and Recommendations concluded its second phase assessment in a multi-phase study about the nature of class and status within Emory University's non-academic labor force in 2018. A report on the findings as well as 44 recommendations has been released by the Office of the Provost and has been shared with the Emory community.

3. As part of an initiative sponsored by the Office of the Provost and Academic Affairs and the Division of Campus Life, the Emory Student Community Well-Being Survey was emailed to nearly 14,000 undergraduate, graduate and professional students, who were 18 years of age or older, on Emory's Atlanta and Oxford College campuses in 2018. This anonymous survey seeks student views on university education, prevention and response initiatives.

4. In 2018-2019, the Organizational Health Index (OHI) was conducted by McKinsey to build a baseline understanding of Emory's culture and identify prime opportunities for strengthening our organization. The results were not shared publicly, and they were used to benchmark to other peer employers in higher education and private sector.

Does the assessment process address campus climate by engaging stakeholders to assess the

attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success?:

No

Does the assessment process address employee outcomes related to diversity and equity?:

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 survey result shows that Emory is on its way to create an inclusive and supportive environment for students, faculty, staff, researchers and fellows. For example, 88% of the respondents report feeling their work or studies contributes to the mission of Emory, and 87% of student respondents agree there is someone at Emory who encourages their development.
2. Phase II of the Class and Labor's Report and Recommendations has made 44 final recommendations, most of these fit into the categories of community and culture; diversity, inclusivity and equity; workplace expectations; recruitment and retention; professional development and advancement; workplace satisfaction; and nontenure-track faculty.
3. In 2018, Emory's Committee for the Prevention of Sexual Violence conducted the Student Community Well-being Survey in collaboration with RTI International (RTI), which is a nonprofit research organization with extensive experience conducting student surveys on sexual assault victimization and campus climate related to sexual misconduct. From the results, Emory has concluded that the next steps for preventing sexual violence will need to involve further expansion of support for prevention programming focused on the broad spectrum of sexually violent experiences reported across the undergraduate and graduate/professional student bodies.
4. The 2018-2019 Organizational Health Index (OHI) results were shared during a presentation at a University Senate meeting, and they were used to benchmark to other peer employers in higher education and private sector.

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 been shared with the campus community on the Office of Diversity, Equity and Inclusion's website.
2. A report on the findings of Phase II of the Committee on Class and Labor assessment, as well as 44 recommendations have been released by the Office of the Provost and shared with the Emory community.
3. A 20-page report on Emory Student Community Well-being Survey has been shared with the campus community and uploaded under Campus Climate on the Office of Diversity, Equity, and Inclusion's official website.
4. Results of the 2018-2019 Organizational Health Index (OHI) was shared and discussed during the monthly University Senate meeting in the spring of 2019.

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 (upload):

Website URL where the diversity and equity assessment report or summary is publicly posted:

https://equityandinclusion.emory.edu/_includes/documents/sections/affirmative-action/DES%20Summary%20of%20Results1.pdf

Website URL where information about the institution's diversity and equity assessment efforts is available:

<https://equityandinclusion.emory.edu>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Emory is in the process of assessing all the climate surveys from the past five years to better direct the institution of what is yet to be done.

<http://provost.emory.edu/news-events/news/2016/october/climate-survey.html>
(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>

http://dialogue.emory.edu/documents/rji/commission/2016/nov/progress_report.pdf

https://news.emory.edu/stories/2018/01/er_class_labor_report/campus.html

https://news.emory.edu/stories/2019/01/er_tn_ohi_survey/campus.html

Support for Underrepresented Groups

Score	Responsible Party
3.00 / 3.00	Ciannat Howett Director Sustainability Initiatives

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, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic 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 academics.
 - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

"--" 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:

<https://equityandinclusion.emory.edu/about/resources/eoaa.html>

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 Department 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 Department 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)?:

Yes

A brief description of the institution's discrimination response protocol or team:

University Policy 1.3 is Emory University's Equal Opportunity and Discriminatory Harassment Policy, reflecting Emory's commitment 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.

The Department of Equity and Inclusion, in keeping with Emory University's Equal Opportunity and Discriminatory Harassment Policy (Policy 1.3), is responsible for conducting investigations into complaints of discrimination, discriminatory harassment and retaliation filed by students, faculty, and staff members against faculty or staff members. Title IX of the Educational Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Emory University has two primary policies that prohibit conduct constituting sexual discrimination and sexual misconduct, Policy 1.3 - Equal Opportunity and Discriminatory Harassment Policy, and Policy 8.2 - Sex and Gender-Based Harassment and Discrimination Policy.

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 academic staff from underrepresented groups?:

Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff 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/>

Emory has a proud tradition of close partnerships with organizations that serve underrepresented students, such as QuestBridge, College Horizons, Strive for College, College Greenlight and Chicago Scholars. Our partnership with QuestBridge is so strong that in fall 2020 117 students -- almost 9% of Emory College's enrolling first-year class -- applied via the QuestBridge application (instead of the general Common Application or Coalition Application).

Over the past two years Matriculate has identified over 100 students at both Emory and Oxford to assist promising high school students. We strive to help talented and high-achieving, low-income high school students who miss the chance to attend some of the top colleges simply because they do not apply. In addition to financial support of the program, members from the Admission and Aid Office work very closely with Matriculate staff members on the administration of the program on Emory's campus.

For indigenous students, Emory participates in the College Horizons, which is a six-day pre-college workshop for American Indian, Alaska Native, and Native Hawaiian high school sophomores and juniors.

Emory also proudly hosts the annual Latino Youth Conference. In 2019, 2,300 students, parents and teachers attended the conference. The Latino Youth Leadership Conference, now in its 21st year, provides Latino students with the tools they need to access post-secondary education, develop leadership skills and explore careers.

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.

<https://studentaid.emory.edu/undergraduate/how-aid-works/undocumented.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 diverse perspectives. Diversity provides the most benefits when the committee is allowed to work through any differences in perspectives. Members of underrepresented groups must be encouraged to bring their whole selves into the process. include at least three members who come from an underrepresented group in order to overcome feelings of tokenism, isolation, and burnout. 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 designed specifically to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:

Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

The Office of Diversity, Equity, and Inclusion 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

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.

The University 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>

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.

Emory Campus Life provides mentoring, counseling, peer support, academic support, and other programs designed specifically to support students from underrepresented groups. These supports are provided primarily through Counseling and Psychological Services (CAPS) and Belonging and Community Justice, which houses the Office for Racial and Cultural Engagement (RACE), the Center for Women, LGBT Life, Social Justice Education, the 1915 Scholars Program (mentoring program for first-gen/low-income students) and the Mariposa Scholars Program (mentoring program for DACA and undocumented students). Current programs include:

- MORE Mentoring Program for first-year students of color
- Graduate Student Writing Groups for students of color, LGBT students, and women students
- Centro Latinx – programming and study space for Latinx students
- Emory Black Student Union – programming and study space for Black students
- RACE and CAPS “Doing the Work: Activism and Self Care” series, including sessions on racial battle fatigue and support for students with mixed-status families
- CAPS support and therapy groups, including groups for Black undergraduate student support, Black graduate student support, BIPOC student support, and gender and sexual diversity
- Center for Women’s Reunión (for Latina students) and Kitchen Table (for Black women students) weekly peer discussion groups
- LGBT Life weekly queer discussion groups (Trans-forming Gender, Queer Men, Queer Women, Queer Grads, Queer and Asian, BlackOUT, and Queer Trans Latinx) and QTSOC Community Series (monthly mixers for queer and trans students of color)
- Career panels and networking nights for students of color

The Office of Undergraduate Affairs in the Office of the Provost sponsors and collaborates with colleagues across campus to support students from underrepresented groups. Some examples include:

- First-Gen Faculty Committee This committee brings together faculty to identify areas where faculty can help support the first-gen community and to offer perspectives on students’ experience.
- Emory First-Gen and Low Income University Committee. This standing committee brings together faculty, students and staff supporting our FGLI students. It includes representatives from all parts of the campus. It was established in 2020.
- Emory First-Gen Office Hours--Regular office hours for first-gen students run by the Office of Undergraduate Affairs allowing students to connect with staff of the OUA for support, mentorship, and collaboration.
- American Talent Initiative (ATI) ATI brings top colleges and universities together with the philanthropy and research communities to expand access and opportunity for talented low- and moderate-income students. By 2025, ATI aims to attract, enroll, and graduate an additional 50,000 lower-income students at the 327 colleges and universities that consistently graduate at least 70 percent of their students in six years. Emory joined ATI in 2018, committing to attract, enroll and support more high-achieving, lower- and moderate-income students from before they arrive on campus to graduation and beyond.
- QuestBridge Breakfast--The OUA sponsors a breakfast during QuestBridge Scholars week to host current QSN students and interviewees and participates in regular QuestBridge scholar events.
- First-Gen Dinner--The OUA co-sponsors a dinner with first-generation undergraduates and coordinates first-generation staff and faculty to speak with students about their experiences.
- Emory First-Gen Week—Started in 2020: In conjunction with National First-Gen Day, Emory celebrates first-generation students during the week, this year from November 6-13. The Office of Undergraduate Affairs coordinates activities and initiatives across campus related to the first-gen experience. For 2020, the OUA sent out communications to all Emory students, faculty and staff asking them to self-identify as first-generation and has developed marketing materials to increase their visibility on campus. The OUA has also created t-shirts to give first-generation students and faculty and is working to scale this effort to include staff.
- Emory FLIP: First-Generation Low-Income Emory FLIP is dedicated to fostering a community for first-generation and/or low-income students at Emory. FLIP is a national 501(c)(3) nonprofit established to promote equal opportunity for first-generation and low-income students in institutions of higher learning. Housed in Department of Sociology, with Professor Tim Dowd as faculty advisor.
- Emory Grad FLIP (EGFLIP) The EGFLIP is a new organization (summer 2020) that intends to work to promote equal opportunity for FLIP graduate students by collaborating with various units around the university to address the issues that first-generation and low-income students face. The group aims to build a community of FLI graduate students and alums from different departments to improve their educational, professional and lived experiences. EGFLIP also plans to partner with the Emory Undergraduate FLI chapter to mentor FLI undergraduate students to help promote and increase their enrollment in graduate and professional education.
- The 1915 Scholars Program provides informational, mentoring and social support to a cohort of first-generation and low-income students in order to alleviate some of the barriers they commonly encounter. The program involves peer, and alumni mentoring, specialized orientation programs, on-going academic workshops and community-building events through structured interactions with Campus Life, the Office of Undergraduate Education, the Alumni Association, and various support services. The program is newly situated (Fall 2020) in Belonging, Community, and Justice within Campus Life.
- Black Male Initiative offers a pre-orientation program providing support for Black male students who identify on the African Diaspora through academic and social support, access to campus resources, and professional development. There is also a Black Men's Initiative Immersion Community for first year students.

<http://college.emory.edu/orientation/orientation/pre-orientation/bmi.html>

<https://housing.emory.edu/reslife/theme-immersion-communities.html>

- OxFirst Oxford College's first-generation student organization. The group holds events to help strengthen the first-generation and low-income community on campus and provide them with as many resources as possible.

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/>

STEM Pathways is a pre-orientation program providing support to natural science and mathematics students who are the first generation in their families to attend college, or are in identity groups underrepresented in STEM fields. The STEM Pathways pre-orientation program provides an introduction to STEM opportunities and faculty at Emory, and seeks to create a supportive community among participants and peer mentors.

<http://college.emory.edu/orientation/orientation/pre-orientation/stem.html>

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

Website URL where information about the institution's support for underrepresented groups is available:

<http://www.lgbt.emory.edu/>

Additional documentation to support the submission:

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

Score

3.00 / 4.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

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

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Percentage of need met, on average, for students who were awarded any need-based aid :

100

Percentage of students graduating without student loan debt:

65

Percentage of entering students that are low-income:

19.99

Graduation/success rate for low-income students:

88

A brief description of notable policies or programs to make the institution accessible and affordable to 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 notable policies or programs to support non-traditional students:

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:

11.70

Website URL where information about the institution's accessibility and affordability initiatives is available:

<http://studentaid.emory.edu/undergraduate/types/emory-college/grants-scholarships/emory-advantage.html>

Additional documentation to support the submission:

Investment & Finance

Points Claimed 2.14

Points Available 8.00

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.

Credit	Points								
Committee on Investor Responsibility	0.00 / 2.00								
	2.14 / 5.00								
<p>This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Total value of the investment pool (US/Canadian dollars)</th> <th style="text-align: right;">Total points available for the credit</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">\$1 billion or more</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: center;">\$500 - 999 million</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: center;">Less than \$500 million</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>		Total value of the investment pool (US/Canadian dollars)	Total points available for the credit	\$1 billion or more	5	\$500 - 999 million	4	Less than \$500 million	3
Total value of the investment pool (US/Canadian dollars)	Total points available for the credit								
\$1 billion or more	5								
\$500 - 999 million	4								
Less than \$500 million	3								
Investment Disclosure	0.00 / 1.00								

Committee on Investor Responsibility

Score
0.00 / 2.00

Responsible Party
Kelly Weisinger
Director
Office of Sustainability Initiatives

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 academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution 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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:

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 academic staff representation?:

Does the CIR include non-academic staff representation?:

Does the CIR include student representation?:

Members of the CIR, including affiliations and role:

Examples of CIR actions during the previous three years:

Website URL where information about the institution's committee on investor responsibility is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Sustainable Investment

Score

2.14 / 5.00

Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/Canadian dollars)

Total points available for the credit

Kelly Weisinger
Director
Office of
Sustainability
Initiatives

\$1 billion or more

5

\$500 - 999 million

4

Less than \$500 million

3

[Close](#)

Criteria

Part 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 (CDFIs) 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 in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 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 during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- 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.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- 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

Total value of the investment pool:

7,400,000,000 US/Canadian \$

Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	54,100,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving funds funded from the endowment	0 US/Canadian \$

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 and waste management.

Percentage of the institution's investment pool in positive sustainability investments:

0.73

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

[Emory_Investment_Management__ESG_Policy_6.7.19.pdf](#)

The sustainable investment policy:

In addition to Emory's ESG Investment Framework (attached), 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 or bonds in public companies producing fossil fuels. Emory performs quarterly negative screening of its investment portfolio. 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?:

Yes

A brief description of how the sustainable investment policy is applied:

Emory Investment Management's (EIM) investment process actively incorporates environmental, social, and governance (ESG) considerations in external manager and direct investment decisions to help achieve its goal of maximizing support for endowment stakeholders' missions. EIM shares its mission and goals with partners, and it engages dynamically on ESG related topics prior to making an investment, in order to ensure alignment of interests. EIM selects external investment managers on the basis of investment ability, judgement, and alignment of interest with Emory University objectives. Beyond asset allocation and manager selection decisions, EIM recognizes that companies that fail to demonstrate appropriate regard for human and environmental well-being do not represent attractive long-term economic opportunities. For example, in 2019 Emory more formally incorporated UN PRI commitments into its investment framework, and the EIM team and those responsible for hiring investment managers were involved in the research and incorporation of PRI strategies, and investment managers were briefed on the commitment to this new ESG framework.

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?:

Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Our Separately Managed Accounts (SMA) are more focused on bonds, so proxy voting is not as much of an issue. However, if there are proxies to be voted on our behalf, the manager would provide a report to us of how the proxies are voted. Our SMA managers have not had to vote any proxies on our behalf in at least a year. We discussed their methodology and how they consider ESG issues when voting, so if the time comes that they need to vote proxies on our behalf, we have confidence they will take ESG issues into consideration where applicable, while still looking to maximize shareholder value.

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 participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:

Yes

A brief description of the divestment effort or negative screens and how they have been implemented:

As mentioned above, Emory includes a statement about sustainable investment in its 2015-2025 Sustainability Vision and makes its Investment Framework for ESG Issues document publicly available. Both include the fact that Emory performs quarterly negative screening of its portfolio.

Approximate percentage of endowment that the divestment effort and/or negative screens apply to:

2

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Emory Investment Management has a very close relationship with peers at similar institutions and regularly reaches out to those peers to discuss various issues, including ESG, and compare best practices.

Website URL where information about the institution's sustainable investment efforts is available:

<https://sustainability.emory.edu/programs/sustainable-investment/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data reported for 2018-2019 fiscal year.

Emory's investment pool reported is lower than the endowment because Emory's investment pool is part of the endowment, not the other way around. Other funds make up the endowment that are not part of the investment pool. These other funds include single investments and trusts that support our healthcare centers.

Investment Disclosure

Score

0.00 / 1.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

"---" 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:

Website URL where the investment 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:

	Percentage (0-100)
Specific funds and/or companies	---
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	---

Does the institution engage in proxy voting?:

Yes

Are proxy voting records included in the snapshot of investment holdings?:

No

Website URL where information about the institution's investment pool is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Emory investment information is available to members of the Emory community, including faculty, staff, and students. It is not available to the general public.

Wellbeing & Work

Points Claimed 3.02

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.

Credit	Points
Employee Compensation	0.52 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.50 / 2.00

Employee Compensation

Score	Responsible Party
0.52 / 3.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution 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),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

The local living wage (based on a family of four and expressed as an hourly wage):

16.07 US/Canadian \$

Percentage of employees that receive a living wage (benefits excluded):

92.40

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:

Yes

A list or brief description of significant on-site contractors:

Emory has on-site contractors for its food service, mail services, bookstore, shuttle transit drivers, and some custodial.

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):

33.60

Total compensation provided to the institution’s lowest paid regular, part-time or full-time 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 living wage)

A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade:

\$14.25/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.

Emory does not calculate the total compensation including benefits, so this answer does not reflect benefits given.

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).

Website URL where information about employee compensation is available:

<http://www.hr.emory.edu/eu/pay/comppolicies.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Date reported for fiscal year 2018-2019.

The living wage calculation for part 1 was completed when 2019-2020 calculations were live on the MIT living wage website. We could not locate calculations for our reporting year. For 2019-2020, the living wage for two working parents with two kids was listed as \$16.07 for the Atlanta-Sandy Springs-Roswell area. By the time we submitted the report, however, the 2020-2021 living wage calculations replaced the 2019-2020 rates, so we cannot show proof of this historical living wage calculation. The historical rates are not listed on the MIT living wage calculator website, making it impossible to match the living wage rate for a reporting year that is not currently displayed on the website. Additionally, there are two relevant calculations for the living wage for the "local community" in which Emory is located - the county and the metro region. They have different living wages, which affect the other answers to this credit. Clarification on AASHE's preference for the "local community" would help standardize responses to part 1. AASHE should consider these two challenges to completing this credit in the next version of STARS.

Part 2 only includes data about wages for Emory University employees. Could not obtain data from Emory Healthcare during the pandemic.

Assessing Employee Satisfaction

Score

1.00 / 1.00

Responsible Party

Kelly Weisinger
Director
Office of Sustainability Initiatives

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 assessed, directly or by representative sample:

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:

Benefits and Rewards Survey (October 2018) – Emory University engaged an outside consultant (Mercer) to conduct a benefits and rewards survey to establish a baseline measure of employee preferences regarding the overall employee value proposition of working at Emory. The survey utilized conjoint analysis which is the appropriate methodology for evaluating the relative perceived value of different programs and how different groups of faculty or staff value what the University offers as part of their employment relationship. Demographic data (age, length of service, pay level and home zip code) were also used to generate “personas” that describe similar employees in terms of life stage and income.

New Hire Survey (ongoing) – New hires are given a post program survey after attending new hire orientation. All new hire staff employees are also 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 surveyed for their engagement level and satisfaction for each major program. Initiatives such as Know Your Numbers (onsite health screenings), Move More (Fitbit physical activity challenge), and Operation: Eat Right (nutrition challenge), and Refresh from Stress are just a few examples. Employees were also surveyed annually in 2018 & 2019 to assess their satisfaction with the comprehensive health platform, Healthy Emory Connect (powered by Virgin Pulse).

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. Emory Healthcare enhanced design of ongoing process for a new pulse survey every 3 months to track efforts, engagement and national ranking.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

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 are shared for evaluation purposes with those decision-makers who have the ability to address any issues raised. In some cases, results are reported out to the entire Emory community (for example, the Benefits and Rewards survey results), Trends and issues are studied with the main purpose of overall improvement. 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. Emory Healthcare enhanced design of ongoing process for a new pulse survey every 3 months to track efforts, engagement and national ranking. Data are posted on intranet and published quarterly in system balanced score card. Data results are built into incentive compensation for leadership.

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All data reported for the 2018-2019 fiscal year.

Wellness Program

Score	Responsible Party
1.00 / 1.00	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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

"---" 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 academic staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s):

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

Faculty and staff also have access to services offered by the Health & Wellness Department within Central HR Administration. These services are provided under the "Healthy Emory" brand. The mission of Healthy Emory is 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 can be found here:

<https://www.hr.emory.edu/eu/wellness/index.html>

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. Benefits available to Emory employees can be found at:

<http://www.hr.emory.edu/eu/benefits/index.html>

The staff of Emory's Sustainability Initiatives and the staff of Healthy Emory have collaborated since 2013. Mutual areas of interest between these two departments include (1) promotion of walking and biking (to improve health and

to reduce automobile & elevator use) and (2) promotion of produce consumption. The assistant vice president, health management, who has oversight of the Health and Wellness team has actively participated on the Sustainable Food Committee since 2013. The director of Sustainability Initiatives has participated on the Healthy Emory Coordinating Committee since 2014. These leaders' cross collaborations have facilitated a strong, ongoing partnership with common goals and objectives.

Healthy Emory Connect (internet and mobile apps) is the one-stop-shop for Emory University and Emory Healthcare employees which includes information on Sustainability Initiatives in addition to other health and wellbeing resources.

<https://www.hr.emory.edu/eu/wellness/healthy-emory-connect/index.html>

Operation Eat Right, Emory's annual nutrition education campaign, promotes the consumption of fresh produce and incorporates Oxford Farm's CSA into the program.

<https://www.hr.emory.edu/eu/wellness/challenges-and-events/nutrition-challenge/index.html>

The Health and Wellness team and the Sustainability Initiatives team have collaborated for the past three years on Active Works:

<https://www.hr.emory.edu/eu/wellness/physical-activity-fitness/active-works/index.html>

In 2019, the Health & Wellness team supported Emory's Lifestyle Medicine Department to offer the Emory Healthy Kitchen Pilot Project. This novel approach included a teaching kitchen and the importance of using fresh, local produce.

<https://hr.emory.edu/eu/wellness/challenges-and-events/healthy-kitchen/index.html>

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:
Yes

Does the institution restrict outdoor smoking?:
Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:
Yes

A copy of the institution's smoke-free policy:
[TobaccoFreeEmoryPolicy_2018.pdf](#)

The institution's smoke-free policy:

<https://www.hr.emory.edu/eu/wellness/tobacco-cessation/tobacco-free-emory.html>

Website URL where information about the institution's wellness programs is available:
<http://www.fsap.emory.edu/>

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
0.50 / 2.00	Kelly Weisinger Director Office of Sustainability Initiatives

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

Does the institution have an occupational health and safety management system (OHSMS)?:

Yes

Does the system use a nationally or internationally recognized standard or guideline?:

Yes

The nationally or internationally recognized OHSMS standard or guideline used:

ISO 45001

A brief description of the key components of the custom OHSMS:

Annual number of recordable incidents of work-related injury or ill health:

807

Full-time equivalent of employees:

16,664

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

Emory University recognizes the importance of environmental stewardship and commitment to occupational health and safety. In doing so, an integrated environmental, health and safety management system has been implemented to meet this goal. A management system is a proven framework for managing and continually improving an organization's policies, procedures and processes. Emory University's EHS-MS is built around the ISO 14001, ISO 45001 and CWA 15793 standards and the "Plan-Do-Check-Act" model. A fundamental part of an integrated management system is the comprehensive and systematic control of all documents including policies, procedures, training, records, reports, permits and all other relevant information. Implementing an EHS-MS can result in business, environmental and occupational benefits.

Recordable incidents collected are reported to OSHA and the Bureau of Labor Statistics. Employees submit reports of injuries or incidences. A team of nurse practitioners review and then follow up with the person making the report, when it is determined if the incident is work-related during a normal course of business, based on the activity or injury occurred. Recordable incidents utilize OSHA definitions, and outside legal counsel is consulted if needed.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

4.84

Website URL where information about the occupational health and safety program is available:

<https://www.ehso.emory.edu/EHS-MS/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<https://hr.emory.edu/eu/wellness/general-health/occupational-injury-management/workers-comp.htm>
|

Data submitted for FY2019

Innovation & Leadership

Innovation & Leadership

Points Claimed 4.00

Points Available 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance 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).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Dining Services Certification	0.50 / 0.50
Food Bank	0.50 / 0.50
Green Event Certification	0.50 / 0.50
Green Laboratory Program	0.50 / 0.50
Grounds Certification	0.50 / 0.50
Natural Wastewater Systems	0.50 / 0.50
Sustainability Projects Fund	0.50 / 0.50
Voter Education and Support	0.50 / 0.50

Dining Services Certification

Score	Responsible Party
0.50 / 0.50	Taylor Spicer Assistant Director Office of Sustainability Initiatives

Criteria

Institution and/or its primary dining services contractor has at least one on-site dining hall or food service outlet (e.g., café, coffee shop, dining hall, franchise, or restaurant) certified by one or more of the following:

- Food for Life (Food for Life Served Here award)
- The Food Recovery Network (Food Recovery Verified)
- The Green Restaurant Association (GRA) (Two Star or higher)
- Green Seal (GS-55 Standard for Restaurants and Food Services)
- Leaders for Environmentally Accountable Foodservice (LEAF)
- Nordic Swan
- Responsible Epicurean and Agricultural Leadership (REAL)
- Sustainable Restaurant Association (Food Made Good, Two Stars or higher)
- An equivalent third party certification approved by AASHE

Please note that this credit recognizes dining halls and food service outlets that have been third party certified. Expenditures on third party certified sustainable food and beverage products are recognized in the Food and Beverage Purchasing credit.

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

Is at least one on-campus dining hall or food service outlet certified by one or more of the following organizations?:

	Yes or No
Food for Life (Food for Life Served Here award)	---
The Food Recovery Network (Food Recovery Verified)	Yes
The Green Restaurant Association (GRA) (Two Star or higher)	---
Green Seal (GS-55 Standard for Restaurants and Food Services)	---
Leaders for Environmentally Accountable Foodservice (LEAF)	---
Nordic Swan	---
Responsible Epicurean and Agricultural Leadership (REAL)	---
Sustainable Restaurant Association (Food Made Good, Two Stars or higher)	---
An equivalent third party certification approved by AASHE	---

Approximately what proportion of on-site food service outlets (by location or sales) are third party certified?:

50 percent or more

A list or brief description of each certified dining hall or food service outlet, including the certification earned:

All dining halls and other food service outlets sponsored by Bon Appetit, Emory's principal food service provider on campus, are food recovery verified by the Food Recovery Network. These outlets make up well over fifty percent of Emory's food service outlets. These locations include the Dobbs Common Table (the main, all-you-can-eat dining hall for undergraduates on campus), Cox Hall (a popular food market that includes local and regional chain restaurants such as Ray's Pizza, Twisted Taco, Maru, Freshens, and Blue Donkey), Peet's Coffee (a popular coffee shop in the main library), Starbucks (also popular; located in the undergraduate admissions building), the Rollins Cafe (the main service outlet for Rollins School of Public Health students, faculty, and staff), the Eagle Emporium (a small snack and sandwich shop located in the campus student center), White Hall (a small sandwich outlet in a busy academic building), and the Student Activities and Academic Center (the main food service outlet for upperclass students living on Emory's Clairmont campus). For more information, please visit the website linked below or contact Michelle Reuter at

michelle.reuter@cafebonappetit.com

<https://emoryatlanta.cafebonappetit.com/>

Website URL where information about the institution's sustainable dining certification program is available:

<https://emoryatlanta.cafebonappetit.com/>

Additional documentation to support the submission:

Food Bank

Score

0.50 / 0.50

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

"" indicates that no data was submitted for this field

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:

Yes

A brief description of the food bank, pantry, or equivalent resource:

The University hosts a food bank/open pantry, called the Eagle Food Co-op, in partnership with a group called the Bread Coffeehouse at the edge of campus. Bread is an official student organization and recognized campus ministry, associated with Emory's Office of Spiritual and Religious Life. It aims to alleviate food insecurity in the Emory community and provide a comfortable place for students' spiritual lives. Bread, in partnership with Emory Dining and the Office of Student Success, offers a free Open Pantry for students at Emory who are in need. They carry fresh produce from Emory Dining, fresh bread from the local Rise and Dine restaurant, groceries of all types, and hygiene products. Any department can host a donation box in their office or bring in donations for the Eagle Food Co-op. For more information, please see Bread Emory's mission statement below or contact Adrienne Slaughter at

adrienne.slaughter@emory.edu

Website URL where information about the food bank is available:

http://campuslife.emory.edu/news/news/2018/20180118_office_of_student_success_expands_food_support.html

Additional documentation to support the submission:

Green Event Certification

Score	Responsible Party
0.50 / 0.50	Taylor Spicer Assistant Director Office of Sustainability Initiatives

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 three 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 have or participate in a green event certification program?:

Yes

Has the institution held one or more certified events in the previous year?:

Yes

Does the institution's green event certification program address the following?:

	Yes or No
Sustainable transportation options, teleconferencing options, and/or carbon offsets	Yes
Sustainable catering (e.g., sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)	Yes
Paper consumption (e.g., minimization and recycled/FSC certified content)	Yes
Energy efficiency (e.g., equipment and lighting)	Yes
Waste minimization and diversion	Yes
Communications and/or signage about the sustainable practices	Yes

A brief description of the institution's green event certification program:

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. Items in addition to Zero Landfill Waste that meet this credit requirements include:

- Encourage attendees to use alternative commute options for all events, and/or proactively arrange carpooling for internal events.
- Reduce commute miles by offering a virtual presence.
- Reduce commute miles by recommending local accommodations to overnight guests accessible by public transit, such as Emory's LEED-silver certified Conference Center Hotel.
- Make vegetarian and vegan options available, if serving food.
- Provide Fair Trade coffee and tea, if refreshments are being served.
- Minimize give-away items.
- Minimize paper use by utilizing electronic invitations, communication, and publicity to minimize paper.
- Serve tap water with reusable, recyclable, or compostable cups. No bottled water will be served at the event
- Encourage guests prior to the event to bring their own refillable bottles and/or mugs.
- Make sure all event staff, including caterers, are knowledgeable about how to recycle and compost and are instructed to separate recyclable and compostable materials into the appropriate containers.
- Use China or reusable plates, cups, bowls, serving containers, and cutlery. Use compostable, paper, or plastic items only if disposables are needed. No Styrofoam!
- Event planner will attempt to exclude give-away items from the event, or provide sustainable items if necessary.
- Event planner will utilize electronic invitations, communication, and publicity to minimize paper.
- Event planner will opt out of name tags, use reusable name tags, or collect and reuse plastic name tags after event.
- Event planner will opt for electronic flyers and a minimal number of printed flyers and other marketing materials. When physical materials are necessary, event planner will use banners, signs and posters made of reusable or recyclable materials.
- Use sustainable paper options for any necessary paper use: Event planner will ensure that 100% post-consumer recycled, FSC-certified, or tree-free designated products (in that order) are used for the event.
- Use natural light as much as possible instead of indoor lighting: Event planner will schedule the event in a room with windows during daylight hours or host the event outdoors, when feasible. Event planner will turn off overhead or other unnecessary lights when sufficient natural light is available.
- Event planner will communicate with whomever is running equipment to switch devices off when not in use.
- Incorporate local and/or sustainable food into the menu and specify on any signage (menu cards, buffet markers, etc.): Event planner will plan a menu that includes certified Fair Trade items, produce from local and/or sustainable sources, and/or certified organic products.
- Repurpose unopened or packaged leftover food or goods: Event planner will repurpose unopened or packaged food by donating to local charities, allowing attendees to take home leftovers, or using leftovers at other campus events.
- Provide Fair Trade coffee and tea, if refreshments are being served: Event planner will communicate with coffee/tea vendors about beverage options and select Fair Trade coffee/tea.
- Make vegetarian and vegan options available, if serving food: Event planner will work with food vendors to add vegetarian and vegan options, or eliminate meat options all together.
- Minimize food waste by requiring attendees to register for meals (rather than just showing up): Event planner will require an RSVP for attendees indicating the number of guests in their parties.
- Minimize material waste by serving condiments, sauces and spreads in bulk rather than individual packets: Event planner will request that vendors use bulk-size serving container options.
- Minimize waste by choosing reusable or recyclable event décor rather than disposable: Event planner will use décor such as potted plants, or decorating with fabric rather than disposable plastic.
- Choose flowers that are local, organic or certified sustainably and/or ethically grown: Event planner will search for local flower growers or utilize companies with certified sustainably grown flowers.
- Encourage attendees to use alternative commute options for all events, and/or proactively arrange carpooling for internal events: Event planner will provide alternative commute information along with the customary parking information to event attendees.
- Reduce commute miles by offering a virtual presence: Event planner will utilize virtual conferencing or a webinar for attendees who are not local or for out of town speakers if they are not already in the area.
- Reduce commute miles by recommending local accommodations to overnight guests accessible by public transit, such as Emory's LEED-silver certified Conference Center Hotel: Event planner will provide attendees a list of area accommodations, as well as Cliff and MARTA routes.
- Announce sustainable event features to attendees during the event, including an explanation of how to recycle and compost: Event planner will work time into the event agenda to announce sustainable features and your participation in the sustainable events program.
- Share sustainable event features with other event planners and colleagues to encourage others to plan

sustainable events: Event planner will talk to colleagues about strategies for achieving Sustainable Event status.

- Assign volunteers or representatives to recycling/composting stations to assist guests with proper disposal: Event planner will work with volunteers so that they are knowledgeable about how to recycle and compost.
- Create your own innovative action for the event and describe the action here. The action can focus on any facet of sustainability: Event planners often have the most innovative ideas about how to make events more sustainable. We want to hear about these and share them!

Website URL where information about the green event certification program is available:

<https://sustainability.emory.edu/programs/sustainable-events-at-emory/>

Additional documentation to support the submission:

Green Laboratory Program

Score

0.50 / 0.50

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

Institution has or participates in a green laboratory 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 event(s) for lab users on sustainable practices
-

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

Does the institution have or participate in a green laboratory program?:

Yes

Does the institution's green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g., green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

A brief description of the institution's green laboratory program:

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. All certified labs have to option to apply for up to \$5,000 through the Green Labs Incentives Fund to implement more sustainable practices in their spaces.

Green Lab checklist items include all of the items below:

ENERGY AND WATER EFFICIENCY AND CONSERVATION

In our lab, we . . .

Turn off equipment when it is not in use.

Unplug lab equipment daily when it is not in use to reduce "vampire" loads.

Keep cooling equipment full for maximum energy efficiency (freezers, dry ice coolers, etc.).

Inventory our freezer contents to minimize the time the door is open while accessing materials.

Unplug empty freezers when not in use.
Defrost our freezers regularly for maximum energy efficiency.
Place freezers in freezer farms.
Store at -80°C only those samples that need to be at that temperature.
Maintain equipment according to manufacturer instructions to optimize performance and efficiency.
Use cleaning equipment only when full (dishwashers, autoclaves, etc.).
Turn lights off when not in use, including task lighting.
Report any water leaks in pipes or sinks to Facilities Management.
Use water aspirators minimally.
Lower the sash on the fume hood when not in use.
Post signage encouraging energy savings throughout the laboratory.
With the consent of EHSO, set the rate of air change at 8 changes per hour, versus the common 10 changes per hour.

RECYCLING & WASTE REDUCTION

In our lab, we . . .
Make recycling bins available to the laboratory and ensure nonhazardous, clean materials are recycled.
Reuse envelopes, boxes, and packaging materials whenever possible.
Use rechargeable batteries when possible and participate in the battery recycling program.
Replace aerosols with non-aerosol alternatives when possible. If aerosols are necessary, they are returned to EHSO for draining and recycling.
Scale down experiments when possible to reduce materials used and waste produced.
Redistribute unused chemicals within the building, or utilize the chemical redistribution program within EHSO.
Redistribute unused supplies with other labs on campus.
Recycle used film.
Participate in the ice pack reuse program.
Give redundant or non-used equipment to surplus for re-use by another lab or to recycle.

CHEMICALS

In our lab, we . . .
Find alternative solutions to radioactive materials when possible.
Review our chemical inventory prior to purchasing new chemicals to avoid duplication of stock.
Use chemicals/reagents "first in, first out" per received dates.
Utilize green chemistry methods, including computer simulations and micro-scale chemistry techniques when applicable.
Substitute mercury-containing equipment with other alternatives when possible.

PROCUREMENT

In our lab, we . . .
Share equipment whenever possible.
Purchase products made from recycled materials whenever possible.
Prioritize purchasing Energy Star equipment.
Prioritize high-efficiency, low-flow fume hoods when purchasing new chemical fume hoods.
Utilize micro-scaling or volume ordering.
Procure equipment from Emory Surplus before buying new when possible.
Use supplier take-back programs.

ENGAGEMENT

In our lab, we . . .
Inform and ask lab members to agree to follow the applicable actions on this checklist.
Share information about our Green Lab certification with all new employees and encourage them to get involved.
Discuss sustainability and the progress of our Green Lab certification at lab meetings.
Have at least one lab representative on the Office of Sustainability Initiatives e-mail list serv, and redistribute relevant information to lab members or post on a shared resource.
Know who our building's Sustainability Representative is and communicate with them about any related inquiries and ideas.
Promote and provide resources for alternative transportation options.
Provide information about the nearest recycling containers.
Have 50% of our lab staff participating in Emory's Sustainability Pledge.

INNOVATION

In our lab, we . . .
Encourage innovative ideas from our employees regarding office-wide sustainability initiatives.

Website URL where information about the green laboratory program is available:

<https://sustainability.emory.edu/programs/green-labs-at-emory/>

Additional documentation to support the submission:

Grounds Certification

Score
0.50 / 0.50

Responsible Party
Jimmy Powell
Director
Engineering and Exterior Services

Criteria

Institution owns and/or manages land that is currently certified under one or more of the following programs:

- ArbNet Arboretum Accreditation
- Audubon Cooperative Sanctuary Program (ACSP)
- Bee Campus USA
- Demeter Biodynamic
- Forest Stewardship Council (FSC) Forest Management standard
- International Union for Conservation of Nature (IUCN) Green List Standard
- National Wildlife Federation's Certified Wildlife Habitat Program
- An [Organic standard](#) or [Participatory Guarantee System](#) (PGS) endorsed by IFOAM
- Salmon-Safe
- Sustainable Sites Initiative (SITES)
- Tree Campus USA (Arbor Day Foundation)
- An equivalent third party certification program for the protection and promotion of biodiversity approved by AASHE.

"---" 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):

	Yes or No
ArbNet Arboretum Accreditation	---
Audubon Cooperative Sanctuary Program (ACSP)	No
Bee Campus USA	---
Demeter Biodynamic	---
Forest Stewardship Council (FSC) Forest Management standard	No
International Union for Conservation of Nature (IUCN) Green List Standard	---
National Wildlife Federation's Certified Wildlife Habitat Program	No
An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM	No
Salmon-Safe	No

	Yes or No
Sustainable Sites Initiative (SITES)	No
Tree Campus USA (Arbor Day Foundation)	Yes
An equivalent program approved by AASHE	No

A brief description of the institution's third party certified land holdings:

Emory's campus is certified under the Arbor Day Foundation Tree Campus USA certification.

Documentation affirming the certification(s):

Website URL where information affirming the certification(s) is available:

<https://www.arborday.org/programs/tree-campus-higher-education/campuses.cfm>

Additional documentation to support the submission:

Natural Wastewater Systems

Score

0.50 / 0.50

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

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:

25-49%

A brief description of the institution's natural wastewater systems and technologies:

In 2015, Emory opened the WaterHub, its natural wastewater system and water reuse facility. 300 million+ gallons of water have been recycled by the WaterHub since it opened in April 2015. The WaterHub has now been open for five years, and it recycles 40% of Emory's wastewater for reusable purposes. The treatment process takes 12-18 hours. Microbes enter the wastewater when it reaches the greenhouse facility. Then, the water is pumped through hydroponic bio-habitats. Microorganisms convert the wastewater into safe reclaimed water through consuming nutrients. Some of the water is pumped to a nearby wetland to undergo more treatment from microorganisms, while more of it goes directly to filtering and disinfection. UV light clarifies, filters, and disinfects the recycled water. The recycled water is finally distributed through pipes to campus steam and chiller plants and to buildings for toilet flushing.

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.

Website URL where information about the natural wastewater systems is available:

<https://sustainability.emory.edu/programs/the-waterhub-at-emory-university/>

Additional documentation to support the submission:

Sustainability Projects Fund

Score

0.50 / 0.50

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

Institution has a dedicated fund (e.g., a green fund) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

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

Name of the institution's sustainability projects fund:

General Sustainability & Social Justice Incentives Fund

Which of the following best describes the primary source of funding for the sustainability projects fund?:

Department driven

Year the institution's sustainability projects fund was established:

2,007

A brief description of the institution's sustainability projects fund:

General Sustainability and Social Justice Fund grants are awarded each fall. General Sustainability and Social Justice grants are for up to \$3,000. Funds may be used for supplies, materials, publicity and travel costs.

The General Sustainability & Social Justice Incentives Fund supports research, campus-based projects, and the development of new rituals to promote sustainability and social justice 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. Projects that are centered on the social justice facets of sustainability or highlight the social justice impacts of their project or research are encouraged to apply.

Emory's Office of Sustainability Initiatives also manages a Green Offices Incentives Fund and Green Labs Incentives Fund that allow certified offices and labs to apply for up to \$5,000 to Funds may be used for supplies, equipment, materials, publicity and travel costs for more sustainable practices in campus spaces.

Additionally, Emory has a \$1.5 million Sustainability Revolving Fund, a self-replenishing program that is used to fund capital-intensive energy and water efficiency projects across campus. The program is made possible by a \$500,000 grant from The Kendeda Fund, an Atlanta-based private family foundation that invests in transformative leaders, ideas and community-driven solutions. The grant was matched by a \$1 million investment by the University.

A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

A committee of different staff, faculty and students are chosen every year to serve on the Incentives Funds selection committee. Committee members represent the Office of Sustainability Initiatives, Campus Services, Student Life, Procurement, and engaged faculty, undergraduate, and graduate students.

Additionally, the Sustainability Revolving Fund Working Group oversees Emory University's \$1.5 million revolving fund dedicated to funding energy and water efficiency projects that pay a return over time. Those funds are re-invested to finance future projects. The Working Group is composed of administrators from Emory's Campus

Services, Finance, Development, and Sustainability Offices. Projects reach the Working Group after being vetted by the Energy Task Force composed of staff, students and faculty.

Website URL where information about the sustainability projects fund is available:

<https://sustainability.emory.edu/get-involved/funding-opportunities/>

Additional documentation to support the submission:

Voter Education and Support

Score

0.50 / 0.50

Responsible Party

Taylor Spicer
Assistant Director
Office of Sustainability Initiatives

Criteria

Institution has been recognized by/as one of the following during the previous three years:

- [Voter Friendly Campus](#) (U.S.),
 - [ALL IN Campus Democracy Challenge](#) (Silver level or higher) (U.S.), OR
 - An equivalent, external voter education and support recognition program approved by AASHE
-

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

Has the institution earned the following during the previous three years? :

	Yes or No
Voter Friendly Campus (U.S.)	No
ALL IN Campus Democracy Challenge (Silver level or higher) (U.S.)	Yes
An equivalent, external voter education and support recognition program approved by AASHE	---

Documentation affirming the institution's recognition for voter education and support:

[Final-2019-Awards-Ceremony-Program-Book-EmoryUniversity_GoldLevel.pdf](#)

Website URL where information affirming the institution's recognition for voter education and support is available:

<http://campuslife.emory.edu/about/initiatives/evi.html>

Additional documentation to support the submission:
